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WOODLAND HILLS TURTLE CREEK ACADEMY
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Title I School Parent and Family Engagement Plan

Date reviewed:

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- ☐ developed jointly with and agreed upon by parents and family members of Title I children;
- ☐ written in an understandable format and provided in a language parents can understand;
- ☐ distributed to all parents and family members of Title I children;
- ☐ made available to the local community; and
- ☐ Updated annually to meet the changing needs of parents, family members, and the school.

The policy describes how parents and family members will be involved in the planning, review, and improvement of the school's Parent and Family Engagement Policy (*ESSA, Section 1116(b)(1)*).

How will the school involve parents and family members in the development of the parent and family engagement policy?

The policy states that the school will convene an annual meeting, at a convenient time;

- which all parents and family members of participating children shall be invited and encouraged to attend;
- to inform parents of their schools' participation as a Title I school; and
- to explain the requirements and the rights for parents to be involved (*ESSA, Section 1116(c)(1)*).

The principal will seek permission from the Parent Organization (PIE) to designate one of the PIE meetings to the development of the Parent and Family Engagement Policy. Once approval is received, a meeting notification will be shared with the families through a flier, robo call, and our social media outlets (Facebook and school website). The flier will include the information about participating in the development of the Parent and Family Engagement Policy and agenda for the meeting. The parents/guardians that choose to attend the meeting will participate but all families will receive information about being able to attend and have a voice.

How will the school meet with parents and family members annually?

The policy states that the school will offer a flexible number of meetings in the morning and/or the evening (*ESSA, Section 1116(c)(2)*).

An evening in the early fall/beginning of the school year will be designated to be the meeting date to share information about Title I. The evening of Open House is a possible evening to hold the initial meeting one hour prior to the beginning of Open House. Additional meetings will be held quarterly at varying times; a morning meeting, and afternoon meeting and two evening meetings.

What meetings will be held at the school?

The policy states that the school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program (*ESSA, Section 1116(c)(3)*).

The policy describes how the school will provide parents of participating children with timely information about the Title I program (*ESSA, Section 1116(c)(4)(A)*).

Additional meetings will be held quarterly at varying times; a morning meeting, and afternoon meeting and two evening meetings. In addition to Title I updates, parents will hear information about reading strategies that will help improve student achievement. Copies of the Parent and Family Engagement program will be provided for the parents to review and offer deletions, additions and recommendations for improvement. The parent input will be added to revisions of the Parent and Family Engagement program.

How will the school inform parents and family members about the Title I program?

The policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging state academic standards (*ESSA, Section 1116(c)(4)(B)*).

Parents new to school are given information about the curriculum during Kindergarten Orientation. Parents are also given information about Super Kids, Wonders, and Ready Math throughout the year from their child's teacher. The information is provided through emails, newsletters and other classroom communication the teachers uses. Turtle Creek Elementary STEAM Academy has a brochure that is available in the office that also provides information about the textbook resources that are used. The parents are given the results of the iReady diagnostic for math and reading upon completion. An individual student report is provided to the parent. The results of the DIBELS assessment are also provided to the parents. Both the iReady and DIBELS are given three times a year. The district issues report cards 4 times a year. In K-3, a standards based reporting system is used and in 4th and 5th grade percentages are used to inform parents of student progress. Mid way through each 9 weeks progress reports are sent to the parents so there is ample time to improve end of the quarter final grades.

How will the school explain the curriculum, state standards, and assessments?

The policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (*ESSA, Section 1116(c)(4)(C)*).

Turtle Creek Elementary STEAM Academy utilizes the SAP process for students who need academic and/or behavioral supports. The team, which includes the parents, meet to determine appropriate interventions and if the need for additional supports is determined, the MDE process will be initiated. Not all SAP referrals result in an MDE referral so the MTSS process is also in place to discuss interventions as well. The referral process can be initiated either by parent or the school but the process cannot move forward without parent permission. The district also offers two opportunities throughout the year for parent teacher conferences to take place. There is one held in the fall and the other held in the spring.

How will the school accommodate meeting requests?

The policy states how the school will involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA (*ESSA, Section 1116(5)*). Applies only to Title I schools operating a Schoolwide Program.

The district offers monthly parent meetings and parents from all schools within the Woodland Hills School District are invited to attend. The parents, principals and district administration discuss parent concerns and questions and strategize solutions. All concerns may not be solved by the end of each meeting so they are continued to be discussed at future meetings. A strategic planning team is being established to develop a new mission statement and values and beliefs statement. All parents, guardians and community members are invited to participate.

If applicable, how will the school meet with parents and family members to develop and discuss the Schoolwide Plan?

The policy states that a school-parent compact will be jointly developed with parents and family members. The compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the state's high standards. The compact shall:

- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (*ESSA, Section (d)(1)*);
- address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
- parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand (*ESSA, Section 1116(d)(2)(A-D)*).

The Turtle Creek Elementary STEAM Academy is responsible for the education and safety of its students. The school uses evidence based resources that are delivered by highly

qualified teachers. The students are assessed throughout the year with diagnostic assessments, summative assessment and formative assessments. The results of each assessment provide the teacher with specific information about each student. The teacher differentiates instruction to meet the needs of the students. The information is shared with the parents. The parents and teachers work together to ensure the student is progressing academically. If there is not consistent progress the SAP process can be utilized. The parent is an integral part of this team and the team cannot move forward without parent permission. The teachers have regular communication with the parents through Unified Classroom/Power School, the report cards 4 times a year, progress reports 4 times a year and parent teacher conferences twice a year. There is a parent compact that is annually provided in the Parent Student Handbook and on the school website. The parents need to take responsibility and attend the many opportunities provided.

How will the school involve parents and family members in the development of the school-parent compact?

The policy states how the school will provide assistance to parents and family members in understanding the challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children (*ESSA, Section 1116(6)(e)(1)*).

The policy states how the school will provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, including education about the harms of copyright piracy, as appropriate, to foster parent involvement (*ESSA, Section 1116(6)(e)(1)*).

There are opportunities throughout the year for parents to learn about the curriculum and what occurs in the school on a daily basis. The school provides the opportunity for parent teacher conferences twice a year, reports cards are distributed 4 times a year and mid nine week progress reports are shared with parents 4 times a year too. The parents receive information about the resources that are used; Super kids K-2, Wonders 3rd through 5th and Ready Math K-5. The parents receive parent reports at the conclusion of the DIBELS and iReady Math and Reading diagnostic. The iReady provides information about the content area and skills the student is either excelling or struggling. It also provides specific recommendations on how to enrich the areas of strength and enhance the areas of concern. The teachers use the parent communication tool provided by the district (Unified Classroom/Power School) to update grades, share lessons and answer parent questions. Parents can also use email and the phone to initiate communication and be communicated with. Parents are also invited to volunteer, be a guest reader, assist with the parent organization activities and attend field trips. The Title I parent meetings provide opportunities for parents to learn about Title I and hear ideas and strategies that can be used home by the parents to improve student achievement.

How will the school provide training materials to parents and family members?

The policy states how the school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school (*ESSA, Section 1116(6)(e)(3)*).

The staff at Turtle Creek Elementary STEAM Academy will provide training in person and through email and newsletters. During the Open House and Parent Teacher Conferences the parents will have the opportunity to learn about and sign up for Unified Classroom/Power School, our parent communication tool. If the parent is unable to attend, a flier with explicit directions will be sent home and posted to our social media outlets. The parents can also call the school and speak to someone for assistance. The teachers send home information about iReady, Super Kids and Ready Math, as well. Explicit directions on how to create an account and get passwords is provided to the families.

How will the school use parents to train staff on how to work with parents as equal partners?

The policy states how the school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children (*ESSA, Section 1116(6)(e)(4)*).

The district currently has 4 Pre K Counts classrooms and one is housed at the Turtle Creek Elementary STEAM Academy. With this program, bussing is not provided so parents and guardians must pick up and drop off their child. This allows for face to face communication twice a day. Parent volunteers are encouraged. The parent organization (PIE) invites parents to be a part of their organization and volunteer for the book fair, parent evening events and classroom activities. Teachers invite parents to be guest readers, chaperone and field trips and visit the classroom. Parents are also members of the SAP process and their student's IEP team.

How will the school coordinate with other federal, state, and local programs to include public preschool programs?

The policy states how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand (*ESSA, Section 1116(6)(e)(5)*).

Turtle Creek Elementary STEAM Academy is the recipient of the Pre K Counts grant. There are currently 4 classrooms in the district and Turtle Creek Elementary STEAM Academy houses one of them. The students are admitted in to the program through an application process and the acceptance in to the program is based on financial need. The students have access to highly qualified teacher, two para professionals and a rigorous curriculum.

How will the school ensure information is in a language parents can understand? This should include how documents are translated.

The policy states how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) (*ESSA, Section 1116(7)(f)*).

There is an organization the district is partnered with that provides translators to include assistance for parents who are hearing impaired and parents of our ELL. Documents can be provided in the parent's native language. The AUI provides the district with certified teachers for our ELL students and our visually and hearing impaired students. The parents also have access to this resource.

How will the school include parents and family members of English Learners?

Turtle Creek Elementary STEAM Academy partners with the Allegheny Intermediate Unit and their highly qualified teachers. Properly certified teachers provide ELL instruction to the students who require it. To ensure the parents understand documents and are able to participate in meetings, the use of Transperfect will be in place. Transperfect provides a translator in the parent's native language so the content of the meeting is understood and allows for communication with the parents and school.