

Parental Involvement Plan  
2010 – 2011

Caywood Elementary Parental Involvement Plan

CES developed a plan based upon new state and district goals addressing building trust on collaborative relationships among teachers, families and community stakeholders. Our plan recognizes, respects, and addresses the needs of families, as well as, cultural differences. This plan was developed with input from community stakeholders, administrators, teachers, staff members, students and parents.

**Purpose**

The CES family and community engagement standards were developed to:

- Set expectations for family and community involvement at the school level.
- Ensure that program, activities, and procedures at CES are planned and carried out with meaningful consultation with parents. Parents are given the opportunity to request a time to express concerns about any of the school's SIP components, policies and procedures.
- Provide full opportunities for the participation of parents with limited English proficiency, parents with migratory children, and families identified as homeless.

The following standards are intended to address our district standards, as well as, the six state standards.

**Standard S1: Family and Community Engagement is incorporated into the School Improvement Plan.**

Indicators:

1. Action items in the SIP relate to family involvement and its contribution to student's academic success, achievement and student growth.
2. The SIP is developed by all stakeholders, administrators, teachers and staff members, parents, students and community members.
3. CES has jointly developed this plan using the input of our parent volunteers.
4. Sign in sheets will be used for documentation of joint participation.
5. The Parental Involvement Plan will be sent home to parents annually and posted on the CES website. Translation of the plan will be provided to ESL parents upon request.

**Standard S2: The faculty and staff use a variety of opportunities to involve parents and community members in the education process.**

Indicators:

1. All parents are invited to events offered through out the school year.
2. These events consist of beginning the year with Open House events for all grade levels, two scheduled parent teacher conferences and conferences upon request of teacher and/or parents.

3. CES schedules a Grandparent Day for grandparents to each lunch. This is scheduled during our Book Fair so that grandparents can purchase books to help promote student reading with their grandchildren.
4. CES partners with the Southwest Foster Grandparent Program which allows those who qualify to volunteer and work with our students.
5. CES hosts open house events to communicate school wide status and our parental involvement plan stating parental rights and expectations of their involvement in student's education.
6. CES's school parent-student compact states the expectations of all parties supporting student achievement and success. Compacts are signed and returned, and kept by the classroom teacher.

**Standard S3: The school is responsive to the needs of our families and community members.**

Indicators:

1. All families are welcomed and made aware of the open door policy at CES regardless of race, color, national origin, sex, disability, or age.
2. The principal identifies any barriers preventing parental involvement and addresses those.
3. Events at the school are communicated well in advance through a variety of means; weekly grade level newsletter, grade level web pages, parental mass emails, and use of our automated calling system.
4. CES joins with Second Harvest Food Bank to host food drives distributing food to families in need. We also provide a Back Pack Program allowing us to distribute food for students to have over the weekend.
5. CES joins with Southwest who provides lunches for our students participating in the extended year program.
6. Quinco Mental Health Center has representatives that come to CES monthly to counsel student clients.
7. Our local extension agency provides programs and materials supporting our Coordinated School Health program.

**Standard S4: All families and stake holders are welcome in our school with a friendly and respectful manner encouraging their partnership with their student's education.**

Indicators:

1. All staff members are made aware of CES's expectation when welcoming all parents by understanding their various diverse backgrounds.
2. Home visits are made to families experiencing transportation difficulties.

**Classroom Level**

**Standard C1: Teachers are expected to be friendly and respectful to all families, encouraging them to be partners in their children's education.**

Indicators:

1. Student progress assessment data and curriculum information is made available through written and verbal communication.

2. Teachers communicate with parents, student growth, achievement, and concerns throughout the school year and make decisions concerning student's needs.
3. CES principals hold school level attendance meetings to address student absences and the impact absences have with their student's progress.
4. All families are kept up to date on student progress by various methods, weekly news letters, positive referrals, notes, phone calls, and student lead Parent Teacher Conferences, and many forms of printed materials containing information.
5. CES offers opportunities throughout the year encouraging parental involvement such as: Literacy & Stem nights, daily volunteers to support reading, nightly meetings as needed to share educational change and updates, standard based reporting, process of teachers re-teaching and retesting students, First to the Top, and any other state educational changes that take place throughout the school year.

**Standard C2: Teachers value the uniqueness of each student and respects the family's experiences, knowledge, and culture.**

Indicators:

1. Families are invited to share their experiences, knowledge, and culture with CES students. CES afterschool enrichment class presented a program, "Christmas Around the World", various cultural practices, languages and beliefs were incorporated in to this program.
2. CES used faculty and (PLC) Professional Learning Community Team meetings to discuss professional development addressing multicultural, gender-fair and disability awareness practices. CES has teachers working with special education teachers, making their classrooms an inclusion class addressing all needs by using tiered instruction and small group instruction in their classroom.
3. Teachers support CES code of conduct, supporting no bullying expectations, enforces Standard Dress Attire Policy.
4. Teachers welcome all families regardless of race, color, national origin, sex, disability, or age.

**Home Level**

**Standard H1: The family has high expectations for their student's academic growth and achievement.**

Indicators:

1. Student's growth and achievement is encouraged through positive reinforcement and modeling appropriate behaviors such as love of learning and acceptable school behaviors supporting SWPB.
2. A genuine interest exists by parents and community members in student's growth, development and achievement.
3. The family has clear rules and consistency using consequences with their students.
4. Parents make sure students attend school daily and on time limiting unnecessary tardies.

**Standard H2: Family/community member's activity support the school and district's efforts to provide a quality education to all students.**

Indicators:

1. Parents/community members are actively involved at CES by volunteering in classrooms, serving on committees. SIP, PBS, surveys, attending conferences, organizing events, etc.
2. First State Bank offers all students the opportunity to open a savings account and is available monthly for students to make deposits during our morning arrival time.
3. CES received Target Grant money that is used for our Thursday Literacy Nights.
4. CES joined with Aeneas to provide laptops and internet services into homes meeting required criteria.
5. Parents and community members communicate to CES what they expect of the school in an appropriate and respectful manner.