

# Parent and Family Engagement Input Meeting



Martin Technology Academy  
05/07/2021  
10:30 am & 5:00 pm

# COMPREHENSIVE NEEDS ASSESSMENT (CNA) SCHOOL PROCESSES

- Step 1: Identify Needs
- Step 2: Select Interventions
- Step 3: Plan Implementation
- Step 4: Implement Plan
- Step 5: Examine Progress



# SYSTEMS TO IMPROVE

- Coherent Instructional System
- Effective Leadership
- Professional Capacity
- Family and Community Engagement
- Supportive Learning Environment



# SCHOOL DATA OVERVIEW

## Performance Snapshot

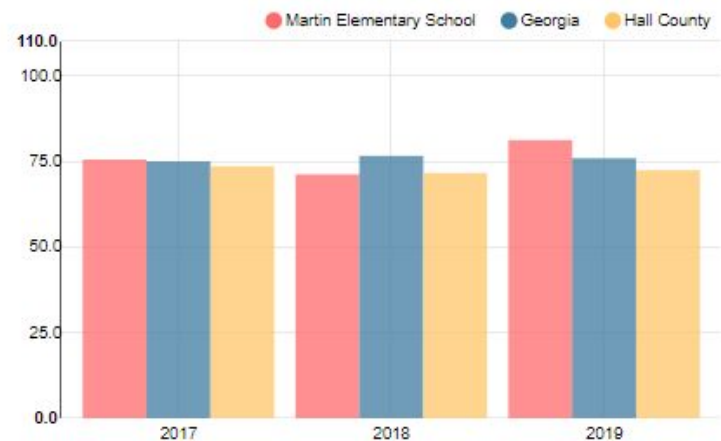
- Martin Elementary School's **overall performance is higher than 72% of schools in the state** and is higher than its district.
- Its students' **academic growth is higher than 71% of schools in the state** and higher than its district.
- **47.8% of its 3rd grade students are reading at or above the grade level target.**

**B 81.2** <sup>Ⓢ</sup>

Year	Martin Elementary School
2019	B
2018	C
2017	C
2016	C
2015	C

Grade conversion	
A	90 - 100
B	80 - 89.9
C	70 - 79.9
D	60 - 69.9
F	0 - 59.9

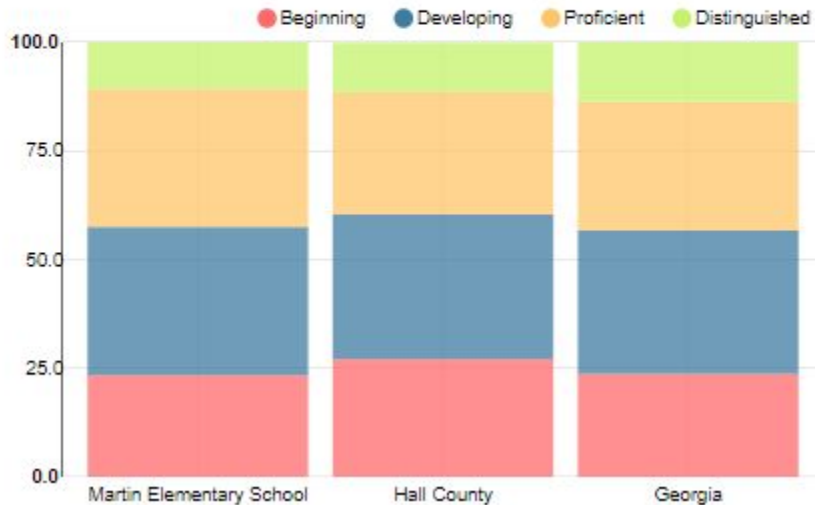
CCRPI Single Score <sup>Ⓢ</sup>



# SCHOOL DATA OVERVIEW

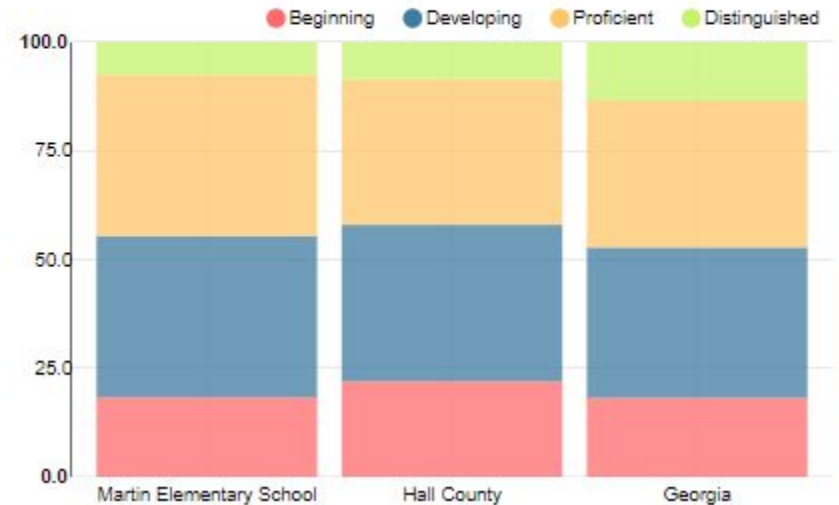
## English

Percent of students scoring in each performance level on 2019 Georgia Milestones for elementary grades



## Mathematics

Percent of students scoring in each performance level on 2019 Georgia Milestones for elementary grades



# **COMPREHENSIVE NEEDS ASSESSMENT (CNA) SCHOOL PROCESSES**

**Do you have any questions or suggestions for our School Comprehensive Needs Assessment? (Question # 1- Parent and Family Engagement Input/Feedback Form)**

# **SCHOOL/DISTRICT IMPROVEMENT PLANS**

- **Identify Overarching Needs**
- **Create SMART Goal(s) for Each Overarching Need**
- **Develop Action Steps for Each Goal**

# School Improvement Plan Overarching Needs

WE ANTICIPATE THAT THE PERCENTAGE OF 3<sup>RD</sup> - 5<sup>TH</sup> GRADE STUDENTS MEETING PROFICIENT OR EXEMPLARY IN ELA IS LOWER THAN DOE PERFORMANCE TARGETS FOR MTA.

WE ALSO ANTICIPATE THAT THE PERCENTAGE OF 3<sup>RD</sup> - 5<sup>TH</sup> GRADE STUDENTS MEETING PROFICIENT OR EXEMPLARY IN MATH IS LOWER THAN DOE PERFORMANCE TARGETS FOR MTA.

# School Improvement Plan

## SMART Goals

DURING THE 2021-22 SCHOOL YEAR, INCREASE BY 3% THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE PROFICIENCY IN GRADES 3-5 AS MEASURED BY THE EOG MILESTONES (LEXILE SCORES).

DURING THE 2021-22 SCHOOL YEAR, INCREASE BY 3% THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE PROFICIENCY IN GRADES 3-5 AS MEASURED BY THE MATH EOG MILESTONES.

# School Improvement Plan

## Action Steps

HIRE/UTILIZE AN INTERVENTION TEACHER TO PROVIDE ADDITIONAL SUPPORTIVE AND SMALL GROUP INSTRUCTION IN READING, AND MODIFY INTERVENTION SCHEDULE TO PROVIDE INCREASED FOCUS ON MOVING STUDENTS FROM "DEVELOPING" TO "PROFICIENT".

PROVIDE PROFESSIONAL LEARNING OPPORTUNITIES FOR TEACHERS TO IDENTIFY AND ADDRESS GAPS, AMBIGUITIES OR INCONSISTENCIES BETWEEN GRADE-LEVEL STANDARDS AND INSTRUCTIONAL STRATEGIES.

AUGMENT CLASSROOM READING LIBRARIES WITH HIGH-INTEREST, ENGAGING TEXTS AND READING MATERIALS.

PROVIDE ADDITIONAL PROFESSIONAL LEARNING ON READER'S WORKSHOP MODEL, INCLUDING VISITS/OBSERVATIONS OF MODEL CLASSROOMS.

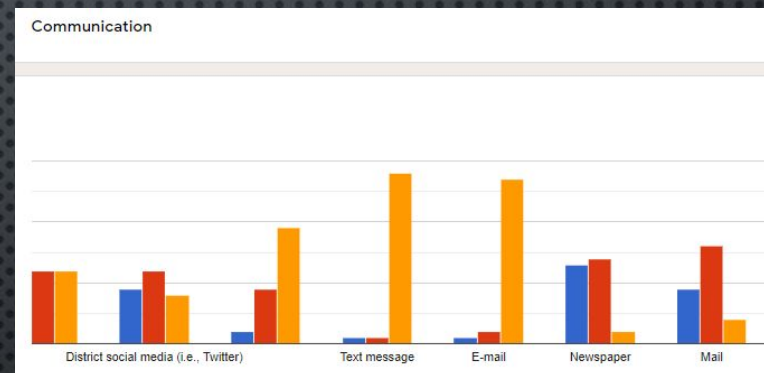
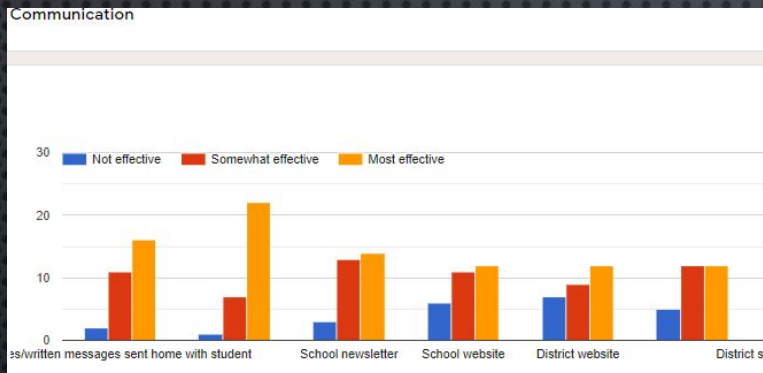
UTILIZE F&P AS A STUDENT SELF-MONITORING TOOL AND PROVIDE PROFESSIONAL LEARNING ON CONSISTENT IMPLEMENTATION.

PROVIDE PARENTS WITH INFORMATION, STRATEGIES AND MATERIALS TO USE AT HOME TO SUPPORT READING.

# **SCHOOL IMPROVEMENT PLANS**

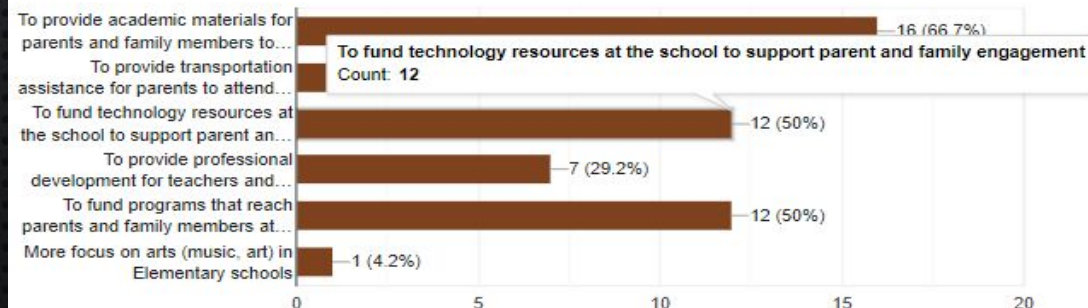
**Do you have any questions or suggestions for our improvement plan? (Question # 2- Parent and Family Engagement Input/Feedback Form)**

# PARENT AND FAMILY ENGAGEMENT SURVEYS 2020-2021



## Parent and Family Engagement Funds

24 responses



# DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY/PLAN

- Jointly Developed
- Technical Assistance
- Reservation of Funds
- Opportunities for Parent Consultation
  - District Meeting
  - School Input Meetings
  - District Comprehensive Needs Assessment
- Building School Staff and Parent Capacity
- Coordination of Services
- Communication
- Parent and Family Engagement Annual Evaluation

# SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN

- Parent and Family Input
- Communication
- District and School Goals
- Title I Annual Meeting
- School-Parent Compact
- Parent and Family Engagement Activities
- Building Staff Capacity
- Family Engagement Budget

# SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN

Orientation – August 2021

Annual Title I Meeting – October 2021

One School, One Book – January 2022

MTA Conference Day:– Dates TBD

Celebration of Reading! - Dates TBD

Title I Parent and Family Input Meeting – May 2022

# **SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN**

**Do you have any questions or suggestions for our school parent and family involvement policy? (Question # 3- Parent and Family Engagement Input/Feedback Form)**

# SCHOOL-PARENT/FAMILY COMPACT

- A commitment jointly developed between families, students, school and community to share responsibility for improved student achievement.
- Components include:
  - Student achievement goals (S.M.A.R.T)
  - The school's, families' and students' responsibilities
  - Activities to build partnership
  - Communication about student learning

# SCHOOL-PARENT/FAMILY COMPACT

## **Parent Responsibilities:**

As a parent, I will:

Try to attend parent roundtables & workshops provided by the school to better understand how to support my child with reading and math fluency or contact the school for information if we cannot attend

Visit the Hall County's Big Ideas website utilizing parent resources (accessible in English and Spanish) that include instructional videos and questions to ask my child in an effort to check reading and math fluency

Log-in to Canvas to check my child's work and contact the teacher if there are topics we do not understand

Read at least 20 minutes with my child and discuss the book with my child to ensure understanding and comprehension

Keep up with my child's progress by attending conferences and parent meetings, talking with teachers, looking at school work, checking daily communication, and report card

# **SCHOOL-PARENT/FAMILY COMPACT**

**Do you have any questions or suggestions for our school-parent compact? (Question # 4- Parent and Family Engagement Input/Feedback Form)**

# **BUILDING STAFF CAPACITY**

- **Parent and family engagement importance**
- **Obstacles and barriers to parent and family engagement**
- **Effective family-school communication**
- **Working together to improve parent and family engagement**
- **Effective/ineffective parent and family engagement**
- **Cultural sharing and community building**

# **BUILDING STAFF CAPACITY**

**Do you have any suggestions of other types of training that teachers, specialized instructional support personnel, principals, other school leaders and other staff could receive to be able create an effective partnership with you? (Question # 5- Parent and Family Engagement Input/Feedback Form)**

# **TITLE I PARENT AND FAMILY ENGAGEMENT BUDGET**

- **All districts with Title I, Part A annual allocations above \$500,000 must reserve at least 1% of that allocation for parent involvement activities to include promoting family literacy and parenting skills.**
- **Parents are asked to provide input as to how they think the money should be spent at the school level.**

# **TITLE I PARENT AND FAMILY ENGAGEMENT BUDGET**

- **Examples of allowable use of funds for parent and family engagement budget include:**
  - **Academic materials to help parents/families assist their child improve his/her academic achievement**
  - **Materials for parent/family meetings**
  - **Contracted services**
  - **MTA uses these fund to support our One School, One Book Initiative**

# **TITLE I PARENT AND FAMILY ENGAGEMENT BUDGET**

**Do you have any questions or suggestions for the use of funds for our parent and family engagement budget? (Question # 6- Parent and Family Engagement Input/Feedback Form)**

# PARENT'S RIGHT TO KNOW

All Title I schools must meet federal regulations related to teacher qualifications as defined in ESSA. These regulations allow you to learn more about your child's teachers' training and credentials. At any time, you may ask:

Whether the student's teacher—

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

# **PARENT AND FAMILY ENGAGEMENT OPPORTUNITIES**

- **Parents and families have opportunities to become involved in the school by attending events hosted by PTO, by participating in Conference Days, and by volunteering.**
- **Parents and families have the right to request meetings with their child's teacher(s) to make suggestions and ask questions about the education of their child. The school has the responsibility to respond to any such suggestions from parents and families in a timely manner.**

# COMMENTS & SUGGESTIONS

# FAMILY & SCHOOL PARTNERSHIP = SUCCESS

