

Family and Community Engagement School-Level Plan
Piedmont Elementary School

Action Step 1: Piedmont Elementary School will establish vehicles for communication among school and parents and the community in the following ways:

- All school communications should be issued in the major languages of the school's linguistically diverse students.
- Flexible quarterly Title 1 meetings will be conducted to inform parents of parental involvement policy and to seek input for periodic changes to meet the changing needs of the students, parents, and the school.
 - Agendas are presented
 - Minutes from previous meetings are discussed
 - Sign-in sheets are maintained
 - Parents are provided with a description and explanation of the curriculum in use at the school, forms of academic assessment, and benchmark proficiency levels.
 - Instructional supervisors attend meetings to present information and to answer questions
 - Input is solicited from attendees to evaluate programs, resources, and materials
- In preparation for the meetings, efforts will be made to determine the most convenient times for parents to attend. To determine the most reliable methods for ensuring communication, several vehicles will be utilized:
 - Phone calls by principals, school counselor, and teachers
 - Postings in the monthly school PTO newsletter
 - Monthly updates on the school website <http://jc-schools.net/pes/>
 - Posted on school county-wide calendar
- Parent Teacher Conferences are held biannually for two consecutive evenings in the fall and in the spring, ensuring maximum support. Typical classroom attendance averages 90% attendance.
- Email correspondence with parents is utilized by most faculty and staff members
- Membership of administration and faculty with Mossy Creek Literacy Council (Established in collaboration with Jefferson County, Grainger County, Carson-Newman staff, parents, and community)
- Home visits are conducted through collaboration with our Family Resource Center. Our new Pre-K classroom teacher conducts two home visits each year as part of the Governor's Voluntary Pre-K initiative.
- School handbooks (See appendix) are created by administration/staff/parent committees and distributed to every student enrolled at the start of the school year. Parent and student signatures are required to be returned to school after reading the handbook to ensure understanding of school and district policies. Comments are encouraged.

Action Step 2: Piedmont Elementary School will establish multiple ways for parents and community members to be involved in the day-to-day running of the school.

- Volunteers are used in a wide variety of ways, such as:
 - One-on-one and small group tutoring
 - Library and arts assistance
 - Chaperone and help to plan field trips
 - Help to prepare instructional manipulatives
 - School activities such as newsletter publication, book fairs, Back to School Ice Cream Social, Fun Run, Holiday Shop, Basket Fair, Grandparents Day, Fall Carnival, Veterans Day Breakfast
 - Volunteer readers for Read Across America
 - Parent helpers for each classroom
 - Each volunteer is given a School Volunteer Handbook (See appendix)
- Adopt-a-School Program with local businesses:
 - First Tennessee Bank (Dandridge, TN)
 - The Co-Op (Dandridge, TN)
 - F&J Tractors (Piedmont, TN)

Action Step 3: Piedmont Elementary School will establish governance vehicles that will allow for the involvement of parents and community members.

- As a Title 1 school, Piedmont Elementary has jointly developed with parents a school-parent compact. (See appendix)
 - Categories include school staff responsibilities, parent responsibilities, student responsibilities
 - All stakeholders sign the compact and the form is kept on file
 - The compact stresses the importance of ongoing communication with all stakeholders through newsletters, phone calls, emails, website updates, etc. in the appropriate language for diverse students and parents
 - Student report cards are issued every nine weeks and parents are required to sign and return the grade card with comments
 - Frequent written student progress reports are given midway from each grading period
 - Biannual conferences are scheduled
 - Parents may request additional conferences at any time

- The school compact will ensure that all stakeholders share responsibility for improving school academic achievement:
 - Monitoring attendance
 - Checking for homework completion
 - Participation of parents in day-to-day educational decisions
 - Positive use of extra-curricular time and activities
- Led by the school administration, a school planning team will be formed composed of teachers, parents, support staff, school board members, and community leaders.
- The team will develop a partnership to help children achieve the State's high standards including:
 - High expectations for students and staff (100% of staff is Highly Qualified)
 - Display respect for all (Character Counts Educational Program)
 - Determine the student's educational needs and adjust the instruction to accommodate those needs
 - Formative Assessments
 - Reading Specialist suggested interventions
 - School Support Teams and Multi-Disciplinary Teams
 - IEP and 504 plans
 - Differentiated Instruction and Poverty Training Workshops
 - Piedmont Elementary has provided materials and training to assist parents in understanding such topics as:
 - Benchmark assessments (Presentations by Instructional Supervisors)
 - Curriculum and standards
 - Importance of parent/home connections (Research based studies and literature presented in power points and parent informational brochures)
 - Early literacy acquisition
 - Differentiated instruction to meet the needs of all students
 - Technology integration (Orchard, Net Trekker, United Streaming)
 - Parent surveys and questionnaires
 - Piedmont Elementary has provided materials and training to assist staff in understanding such topics as:
 - Effective communication with parents
 - Attendance at workshops and teacher in-services stressing the importance of parent involvement in academic achievement of students
 - Effective collaboration with local Head Start, Family Resource Center, Governor's Voluntary Pre-K Program, 21st Century Community Learning Centers (Camp Read Along), tutoring programs at local churches and collaboration with private schools
 - Parents as a child's "first teacher" in a literacy-rich environment (Imagination Library)
 - Provide a safe environment (Camera surveillance and monitoring of visitors)
 - Piedmont Elementary School provides full opportunities for the participation of parents with students with limited English proficiency and disabilities.
 - Developmental Pre-school for county students with special needs
 - Language Enrichment class for students with special needs K-2
 - Staff of ESL teachers meet with parents of limited English students and provide translation services when needed
- Upon completion, the Family and Community Engagement Plan will be shared with the local community:
 - Posted on the school website
 - Included as part of Piedmont School Handbook which is distributed to every student at the beginning of the school year
 - Periodically, the plan will be updated to meet the changing needs of parents and the school
 - If the Family and Community Engagement Plan is not satisfactory to the parents, the school will submit any comments to the district and the LEA will submit comments to the State Department of Education

Action Step 4: To allocate resources and materials to foster family and community engagement Piedmont Elementary will establish the following:

- Frog Publication Fun-Packs for 3rd, 4th, 5th Grades in Math and reading – To be used at home with family members.
- "We Both Read" books are intended for K-2 grade students to use at home with a parent, and are designed for interactive, oral reading.
- A to Z Subscription for Take Home Readers
- Home and School Connections – Monthly Newsletter – 2003-2004 & 2004-2005
- Reading Connection – Tips for Reading Success – 2005-2006
- Establish Parent Resource Library – Checkout for parents

Closing statement for Plan: Parents will be involved in revising the plan each spring. If you feel the plan is not satisfactory, please direct any comments or questions to Amie Lambert, instructional technology specialist, at 397-6398 or lamberta4@k12tn.net