

U-46 FAMILY & COMMUNITY ENGAGEMENT PLAN 2014/2015

Sycamore Trails Elementary School

■ I. PROCESS USED TO DEVELOP AND REVISE PLAN

(Required by Board Policy 8.10)

➤ A. Description of Process Used for F.A.C.E. Plan Development

Sycamore Trails administration recruited staff and parent volunteers to form a committee to address the six components of the Family and Community Engagement Plan. The opportunity to participate was communicated through the monthly newsletter and weekly staff update.

The committee will convene as necessary to develop and review and/or revise the plan components to ensure it meets the needs of the Sycamore Trails learning community. We will determine a process by which to communicate this plan with the Sycamore Trails Community.

➤ B. Implementation of F.A.C.E. Plan

1. Description / Composition of F.A.C.E. Committee Members

The committee member are as follows:

Christine Zelaya – Principal

Cathy Pfeifer – Teacher

Beck Mulligan – Teacher

Rachel Huerta – Teacher

Nicole Senn - Teacher

Chanda Codak – Parent

Crista Bakos – Parent

Colleen Yurkovich – Parent

Deb Kroeger – Parent

Stephanie Bez – Parent

Tracy Lewandowski - Parent

2. A School / Parent Compact has been created which outlines how the parents, school staff and students will share responsibility for improved student academic achievement. The compact also outlines the means by which the school and parents will build and develop a partnership that will help children achieve the school's high standards.

3. Each component of the Family and Community Engagement Plan was evaluated by the members of the committee. Our priority was to create consistency of practices throughout the school and address the results of the district survey.

➤ C. Communication Plan

■ II. F.A.C.E. - CURRENT STATUS, GOALS, AND PRIORITIES

➤ A. Survey Results for School (F.A.C.E. District Survey)

1. The first survey to measure progress for the five-year accountability plan (Destination 2015) was conducted in May, 2011. Our results include:

- Number of parents responding to survey - 38
- U-46 overall rating of engagement – 69% towards goal of 95% in 2015
- Sycamore Trails Elementary School’s overall rating of engagement – 72%

The second survey to measure progress for the five-year accountability plan (Destination 2015) was conducted in November, 2011. Our results include:

- Number of parents responding to survey - 162
- U-46 overall rating of engagement – 84% towards goal of 95% in 2015
- Sycamore Trails Elementary School’s overall rating of engagement – 83%

The third survey to measure progress for the five year accountability plan (Destination 2015) was conducted in November 2012. Our results include:

- Number of parents responding to survey - 179
- Sycamore Trails Elementary School’s overall rating of engagement – 81% towards goal of 95% in 2015

The fourth survey to measure progress for the five year accountability plan (Destination 2015) was conducted in October 2013. Our results include:

- Number of parents responding to survey - 283
- Sycamore Trails Elementary School’s overall rating of engagement – 91% towards goal of 95% in 2015

Areas that require attention are as follows:

My child’s school keeps me well informed – 88%

My child’s school provides enough information/resources for me to help improve my child’s progress. – 86%

My child’s school encourages and provides opportunities for families to participate with staff in making decisions. – 84%

➤ B. Components and priorities for the 2014/15 school year

1. Component 1 – Welcoming Families to Schools

- Kindergarten Round-up – Held in February
- IGNITE Open House - May
- School registration – ConnectEd reminder messages throughout the summer
- Meet the teacher and supply drop off
- First Day of School activities – Teaching expectations - PBIS
- Back to School parent open houses are all “family friendly (i.e. providing child care option).”
- Clear messages that parents/stakeholders are welcome at school throughout the year
- Volunteer opportunities are promoted and include a variety of activities and ways to help (Classroom, field trip, PLC Monday, School Committees, PTS).
- Special focus on involving parents of kindergarteners
- Parents/families are invited to assemblies, honors programs, and recognition
- Focus on “transitions”—meetings for parents of sixth graders entering middle school

2. Component 2 – Communicating Effectively

- Strategic and appropriate use of ConnectED by the principal – Utilize text feature
- Monthly Newsletter from the principal focused on School Improvement and school priorities –
- Multiple venues of communication with the parent/reader in mind: languages needed; written & verbal; email, text, school website or phone calls
- Ongoing two-way communication between teachers and parents. Staff communicates on regular basis positives and areas of improvement to parents.
- School Improvement Plan is shared with parents and other stakeholders and used to document successes, challenges, and to foster communication and engagement.
- “Year at a Glance” or annual calendar of events is shared with families early in the year.
- Use of classroom or grade level newsletter sent home on a monthly basis highlighting examples of upcoming events and how parents can help support learning at home.
- Surveys (electronic and paper) used as a tool to gather input and act on suggestions
- Consistent means to communicate behavior concerns or incidents at school (Sycamore Trails Referral Form)

3. Component 3 – Supporting Student Learning

- Family Nights focused on curriculum; math, science, literacy.
- School has expectations of parent and they are clearly stated; Parent Compact
- Back to School parent open houses are all “family friendly (i.e. providing child care option).” - 100% participation goal
- Goal Setting conferences are held annually for families; 100% participation goal
- Progress reports are sent home 3 times each year
- Report cards are sent home 3 times each year
- The Response to Intervention (RtI) framework continues to be implemented; parents are notified if their child is receiving interventions and invited to meet with the teacher to learn more about the instructional needs of their child.
- Enrichment Clusters will explored and possibly implemented in January
- Benchmark assessment results are shared with families. They are sent home with the corresponding progress or report card dates.

4. Component 4 – Increasing Opportunities & Advocating for All Students

- Parent Information Night will consist of school-wide management plan and PBIS matrix overview for parents
- Students will review school-wide management plan and PBIS at the beginning of the year during Kick-off with principal
- Parent meetings with teachers to discuss specific student intervention plans
- Families are aware of students’ rights and responsibilities (i.e. school handbook/sign-off)
- Staff is aware of individual student/family needs and seeks resources (Social worker to share resource overview)
- Parents and community members are utilized as volunteers that support students as tutors, mentors, reading buddies, etc.
- Families will be informed of the school’s Response to Intervention (RtI process) and

Enrichment

- Letters and/or phone calls to families whose child will participate in interventions through the RtI process
- Parent pledge for student drop-off and pick-up.

5. Component 5 – Sharing Decision-making with Stakeholders

- Parent representative on School Improvement Team (SIP)
- Parent representative on Family and Community Engagement Committee
- Parent Teacher groups include both parents and teachers – not just parents
- School has representative on Citizens' Advisory Council
- PTS members are focused on building relationships and increasing participation
- Meetings held with families prior to making a decision or change in procedure (new dress code)
- New comers information, liaison, club
- 6th grade parent exit interview / survey – administered end of April

6. Component 6 – Collaborating with the Community

- Meaningful on-going partnerships with agencies, universities and/or businesses
- Responsibility for finding resources is shared – committees involving staff and parents
- Residents living near the school are included in the school community
- Students and families participate in service projects such as Bernie's Book Bank and Hemmens Hat and Glove drive
- Seek business partnerships to help support playground and technology
- Explore matching grants program for parents who donate to PTS activities

➤ C. Vision / Mission / Core Beliefs –

Vision:

The vision of Sycamore Trails is to foster lifelong learning through a supportive learning community.

Mission:

The mission of Sycamore Trails is to learn and grow together by demonstrating respect and responsibility.

Core Beliefs:

We will show passion in our commitment to learning.

We believe all members of our learning community are dedicated to putting the needs of children first.

We are dedicated to fostering an open and inviting environment through trust, collaboration and communication.

➤ D. Connections –

- Other School Plans - School Improvement Plan (SIP), Response to Intervention (RtI) Plan, School-wide Management Plan
- Other School Initiatives – School Improvement Plan (SIP), Response to Intervention (RtI), Family and Community Engagement (F.A.C.E.), and PBIS
- Identification of Current and Potential Community Partners:

- Ecolab, Target, Terracycle, Bartlett High School Future Teachers, PTS, SAFE (PM only), Bartlett Public Library, Junior Achievement, Lions Club, Bartlett Fire Department, Bartlett Police Department, Bartlett VFW, Bartlett Park District, Nicodino's, DogFather, Moretti's, Bernie's Book Bank, Home Depot

- Potential Community Partners: Kids Hope USA

➤ E. Goals / Priorities for 2014-15

➤ F. TIMELINE

The plan was revised in 2014 and will be implemented during the 2014/15 school year.

■ III. ASSESSMENT OF PROGRESS

A. Assessment Plan

- The Family and Community Engagement Planning Committee will meet to support and develop the elements of this plan the 2014-15 school year to evaluate the following:
- Annual results of the District Family and Community Engagement Survey
- Determine plan for 2015-16 school year

B. Final Outcomes / Results – Based on Assessment

Signature of Principal

Committee / Team Chair and/or Members:
