

Community Engagement Plan for 2016-2017

Danforth Middle School

Danforth Middle School is dedicated to providing quality education for every student in our district. To accomplish this objective, DMS will develop and maintain partnerships with families and community members. Effective connections between home and school will help to promote productive learning conditions for every child. These open communication lines will expand and enhance learning opportunities for students, families, and school staff.

Our district recognizes the fact that some students will need extra assistance to achieve their full potential. All students are expected to work toward mastering objectives for each grade level and subject. Some extra assistance is available to all students through the Title I and SIG program including Summer School, family engagement activities like the Back to School Picnic, the Power Saturday Program, and other various educational services. Danforth Middle School is committed to including families in all aspects of these important programs.

Danforth Middle School will be governed by the following statutory definition of family involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Family involvement, or home-school connection, means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including –

- (A) That families play an integral role is assisting in their child’s learning;
- (B) That families are encouraged to be actively involved in their child’s education at school;
- (C) That families are full partners in their child’s education and are included, as appropriate, in decision making and on advisor committees to assist in the education of their child;
- (D) The carrying out of other activities such as:
 - Classroom Volunteer
 - Field Trip Chaperone
 - Participant in School-Wide Events

We believe that significant learning by a student is more likely to occur when there is an effective partnership between the school and the student’s family. Such a partnership means a mutual belief in, and a commitment to, significant educational goals for a student. This includes a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing open and on-going communication regarding the progress towards accomplishing those goal(s).

Supporting Learning at Home

- Involve families with their children in learning activities at home including homework and other curriculum-related activities.
- Provide families with ideas for continued learning at home.
- Encourage families to engage in various learning tasks based on each student's individual needs as outlined in the assessment data.
- Provide addresses for and explanation of helpful websites which students and families can use to extend their learning.

Collaborating with Community

- Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- Have students perform at various functions both at school and throughout the community.
- Build partnerships with local businesses and agencies to expand learning opportunities for students like the CCAMP mentoring and tutoring program.

Decision Making

- Actively include families in school decisions, governance, and advocacy through participation on the Community Engagement Team, the School Leadership Team, PTO, AVID, and other family organizations.

In order to guarantee student success, partnerships among schools and families are vital. Families are encouraged to participate on school committees such as the Community Engagement Team, PTO, and School Leadership Team. At DMS, we recognize that families are their children's primary teachers and their support is critical in our efforts to provide a quality education to the children at Danforth Middle School. In order to maximize the success of our students the following items or events are planned to involve our students and families:

- **Title I Information Meeting**

Families will receive explanation to the Title I School-wide program and be informed of their school's participation under Title I as well as the Family-School-Teacher Compact which includes the family's responsibility in supporting their child's learning.

- **Power Saturday Sessions**

Families will be encouraged to help their child improve in areas of deficiency by sending him or her to these Saturday programs where growth in ELA and Math will be emphasized. Families will be kept abreast of their child's progress through the sharing of reports from iReady and Reading Plus.

- **Grade Level Newsletters**

Each grade level will send a monthly newsletter to families via mail sharing current learning, excellent and improved students, tips for meeting learning goals, helpful websites, upcoming field trips, etc.

- **School Website**

The school's website provides a variety of information about the entire school and is updated regularly. Families can access teacher web pages and helpful links to in for instructional resources.

Required Activities

The School Turnaround team will assist the district in conducting the following required activities as outlined in the tables in this section.

Danforth Middle School Family Involvement – Required Activities			
	Timeline	Activity	Evaluation Measure(s)
1.	As early in the year as is practical	Provide to families and teachers the School Report Cards and the results of each of the State assessments	Dissemination records; Annual Family Survey
2.	No later than the 5 th week of the 1 st six weeks of school and in June for the next school year	Support schools served under Title I, Part A to host an annual meeting to inform families of the schools' participation and the requirements of Title I, Part A and to inform families of their rights to be involved, giving special attention to families of SPED students, Economically Disadvantaged students, disabled students, and all other special populations	Session evaluation; Family participation records; annual survey
4.	October	Conduct an annual meeting to provide timely information about programs, the curriculum in use, assessments, and the proficiency levels students must meet	Session evaluations; student performance records
5.	March/April for the upcoming school year	Establish the district's expectations for family involvement	Goals as reflected in the District Improvement Plan; Student performance records
6.	March/April for the upcoming year	Assist in the coordination and integration of family involvement strategies with strategies under other programs	Coordination efforts reflected in improvement plans; performance records of targeted student populations at primary level
7.	Planned in March and outlined in the Family Involvement Plan	Support schools in... <ul style="list-style-type: none"> • offering a flexible number of meetings [e.g., morning and evening] by providing for such things as transportation, child care, home visits • strengthening the processes of the Community Engagement Plan to create expanded opportunities for families to assist in the planning, reviewing, and improvement of programs under Title I, Part A, including planning, reviewing, and improving the family involvement plan and the school wide program plan 	Participation records and session evaluations; annual evaluation results Participation records; Resulting revision to program plans; student performance records
8.	March	Assist the CET and SLT Team in designing the evaluation and collecting and analyzing data to determine the content and the effectiveness of the PI plan in improving the academic quality of the schools served under Title I, Part A., including the identification of barriers to greater participation from the families of special populations (e.g., ENL, Special Education, etc.) and the designing of activities to provide for more effective family involvement	Evaluation results & revisions to family involvement activities
9.	April-May	Coordinate efforts with families to assist in designing a program that creates strong family involvement. Community Breakfast with one of the feeder schools to inform parents of opportunities at Danforth.	Individual school family involvement plans & campus evaluations
10	May (prior to submission of the Application for Federal Funding)	As appropriate, assist the district in gathering and reporting input from families on any funds reserved at the district level for family involvement activities.	Turnaround Team meeting minutes & resulting plans

Section V: Evaluation of the District Family Involvement Plan

In addition to aggregated data from individual district-wide activities and outline in preceding tables and data from school family involvement activities supported by the district and the Turnaround Team will develop additional measures to gather input from families such as interviews and surveys such as the following.

Danforth Middle School Family Involvement Evaluation																			
Please Note: The personal information requested in the next section is optional. We welcome you to complete as much as you wish or to leave it blank. However, we request your assistance in improving our family involvement program and urge you to respond to the questions below the personal information.																			
Name: _____	Number of years in Syracuse: _____																		
Number of children in school now: _____																			
Schools currently attended by your children (Please check all that apply):	HS: _____ Jr. High: _____ Elem.: _____ Pre-K: _____																		
Instructions: Please respond to the following by placing a check mark (P) in the appropriate box.																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 2px 5px;">YES</th> <th style="padding: 2px 5px;">NO</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> </tbody> </table>	YES	NO																
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1. Syracuse City Schools has provided opportunities for families to be involved in the decision-making process for the district.																			
2. The number of opportunities for family involvement increased over school year 2016–2017.																			
3. The district provided meaningful educational activities for helping families to help their children.																			
4. I was given the opportunity to participate in development of the Family Involvement Plan either by written notice or scheduled meeting.																			
5. Danforth Middle School provided information about my child(ren)'s performance on assessments that I was able to understand easily.																			
6. The school responds to families' requests for training.																			
7. Do barriers exist that need to be overcome to gain more family involvement? If yes, please use the following space to describe these barriers: _____																			
8. I have ideas about activities I wish the school would offer. (Please list below) _____ _____																			

6. Provides measures to assist families in understanding...
 - State's academic achievement and Common Core State standards
 - State, Regents and local academic assessments
 - The Title I, Part A requirements
 - Ways to monitor a child's progress
 - Ways to work with educators to improve achievement
7. Provides materials and training to help families work with their children to improve achievement, such as literacy training, using technology to foster family involvement, and so forth.
8. Provides measures, designed with the assistance of families to educate teachers, pupil services personnel, principals, and other staff, in the value and utility of family contributions, in ways to reach out to and to communicate with and to work with families as equal partners; in ways to implement and coordinate family programs; and ways to build ties between families and the school.