**Campbell Park Elementary School**

**Parent and Family Engagement Plan**

I, Kathleen Young-Parker, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

**Assurances**

* The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parent and family engagement plan [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(I)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | **Date Signed** |

**Mission Statement**

Parental Involvement Mission Statement

**Response:** The Parental Involvement mission of Campbell Park Elementary is to create a supportive environment which includes involving parents in all aspects of our Title One program. We will do this by involving our parents in an organized, ongoing and timely manner while building the capacity of our Title One program.

**Engagement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** The leadership team will review the parent feedback from the AdvancED surveys and Title I parent surveys and school data. The results will be used to guide planning of Title I parent involvement plan and meet the needs of our parents and students. Parent Nights will be held monthly for parents and our goal is to incorporate educating our parents to assist their children in continuing the learning process at home. A focus on preschool readiness will continue for our specialty designed meetings for parents of children ages birth to 5 years old. Our SAC consists of community members and parents. These members were invited to attend SAC through the monthly newsletters, phone calls, and flyers that were sent home to invite parents to join SAC.

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **Count** | **Program** | **Coordination** |
| 1 | VPK | The VPK and Kindergarten staff will work together to coordinate transitions for students entering the regular public school program. PKP information sheets will be shared with Kindergarten teachers to help prep for incoming students and VPK and KG teachers will meet during PLC’s for cross-grade articulation. |
| 2 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the students’ IEP. |
| 3 | Title II | Professional development modules will be provided to schools to support the professional development needs of the staff related to parental involvement. LEA staff will provide support and monitor the implementation to ensure that training is provided as required. |
| 4 | Kindergarten Roundup Night | The school will provide families with important information to help their children transition from Pre-K to Kindergarten. |
| 5 | Transition to Middle School | The school will provide families with important information to help their children transition to Middle School. |
| 6 | Family Literacy Nights | Parents will be invited to school to receive information to help scholars with reading and writing at home. |
| 7 | Connect for Success | Parents will be invited to check out laptop computers for student home use and receive information on the approved school programs to increase student achievement. |
| 8 | Student Led Conferences | Scholars will have the opportunity to lead discussions with their families related to their academic goals and successes. |
| 9 | Family Math Nights | Parents will be invited to school to receive information to help scholars with mathematics strategies at home. |

**Annual Parent Meeting**  
Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **Count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop Meeting Agenda | Administrator | Aug 2020 | Copies of Agenda |
| 2 | Prepare handouts | Administrator | Aug 2020 | Power Point presentation |
| 3 | School Messenger Call to parents | Administrator | Aug 2020 | Connect Ed Script |
| 4 | Develop sign-in sheets | Administrator | Aug 2020 | Copies of sign-in sheets |
| 5 | Send home information for parents that missed the meeting | Administrator | Aug 2020 | Copy of parent letter |
| 6 | Prepare to deliver title one information at Open House | Administrator | Aug 2020 | Power Point |
| 7 | Open House/ Title One info | Administrator | Aug 2020 | Sign-in sheets |

**Flexible Parent Meetings**  
Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Response:** Our Annual Title One ParentMeeting will have two times available, one in the morning and one in the evening. We will also present the Title One information at the Open House, giving parents an additional day to obtain the information. We have also planned for monthly SAC meetings and monthly Family Nights to provide a variety of information to families. The Title 1 Annual Meeting power point presentation will also be made available on the school’s website.

**Building Capacity**  
Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Open House | Administrators | Teachers will convey important information related to curriculum and procedures to parents which will set students up for success. | Sept. 2020 | Parental Sign-in sheets |
| 2 | Individual parent conferences | Classroom Teachers | Teachers and parents will discuss Title 1 compacts, student assessment results, expectations, and goals for the school year. Parents will learn strategies for the school year to help their student achieve. | Aug. 2020-May 2021 | Conference Logs |
| 3 | Title 1 Annual Meeting | Administrators | By learning about Title 1 programs, standards, testing and parent involvement opportunities. Parents will be able to help their child(ren)’s academic achievement. | Aug. 2020 | Flyers, sign in sheets, agenda, surveys |
| 4 | Connect for Success Training | Title One Contact | Promote 100% student success by giving access to tools at home | Sept. 2020 | Number of computers in student hands |
| 5 | Literacy Nights | ELA coaches | Provide tools for parents to use at home to increase student engagement in reading | Throughout the 2020-21 year | Flyers, sign in sheets, agenda, surveys |
| 6 | Family Math Nights | Math coaches | Provide information about standards, strategies and games to promote student success in mathematics | Throughout the 2020-21 year | Flyers, sign in sheets, agenda, surveys |
| 7 | Science Nights | Science coach | Provide information for parents to extend scientific learning at home. | Throughout the 2020 year | Flyers, sign in sheets, agenda, surveys |
| 8 | Student Led Conferences | Classroom Teachers | Scholars will have the opportunity to lead discussions with their families related to their academic goals and successes. | Oct 2020 | Flyers, sign in sheets, agenda, surveys |

**Staff Training**  
Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Tips for communication with parents | Administration | Staff will learn strategies on how to best communicate and engage parents in their student’s academic achievement. Research shows that parents who participate and are engaged in their student’s academic achievement perform better in school. Staff will learn ways to effectively communicate with students and families to ensure that all relationships in the classroom remain positive. | Fall 2020 | Handout, sign-in sheets, surveys |
| 2 | Ongoing Culturally Relevant Teaching training | Administration | Staff awareness of cultural differences in people and an increased sensitivity to cultural differences will result in an increase of overall academic performance as students and teachers dialogue and read about diversity. | Throughout 2020-2021 school year | Staff feedback, sign-in sheets |
| 3 | Ongoing Restorative Practices training | Administration | Training in positive restorative circles will be presented so that classroom teachers can conduct meetings to ensure that every student has a voice. | Throughout 2020-2021 school year | Staff and Parental feedback |
| 4 | Ongoing Classroom Management | Administration | Training in the “Big Five” (Rules, Routines, Praise, Misbehavior, and Engagement) | Throughout 2020-2021 school year | Staff feedback, sign-in sheets |

**Other Activities**  
Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

**Response:** Information and resources will be shared at the district Title One office and shared with families through newsletters, flyers, marquee, school website, and school messenger calls. Besides Math, Science and Literacy Nights the PTA, SAC and the Campbell Park Family Involvement Committee will be planning other family events throughout the year.

**Communication**  
Describe how the school will provide parents of participating children the following [Section 1118 (c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c) (4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c) (4) (c)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

**Response:** We will utilize newsletters and School Messenger to inform families of upcoming meetings. Teachers will communicate with families regarding standards and curriculum and curriculum information will be provided during monthly family nights. Parent teacher conferences, as well as student-led conferences, will occur to provide families with information on proficiency levels students are expected to meet.

**Accessibility**  
Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| **Count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Family Support Services | Assist to stabilize entire family; develop new skills and build a support system for each other. | United Way | A more stable environment will allow for more focus on academic achievement. | Throughout the 2020-2021 year |

**Upload Evidence of Input from Parents (into the Audit Box KIA Folder)**

Upload evidence of parent input in the development of the plan

**Upload Parent-School Compact** **(into the Audit Box KIA Folder)**  
  
Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact in all languages represented at school site.

**Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

**Building Capacity Summary**  
Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Open House | 1 | 71 | Teachers will convey important information related to curriculum and procedures to parents which will set students up for success. |
| 2 | Individual parent conferences | 1 |  | Teachers and parents will discuss Title 1 compacts, student assessment results, expectations, and goals for the school year. Parents will learn strategies for the school year to help their student achieve. |
| 3 | Title 1 Annual Meeting | 1 | 71 | By learning about Title 1 programs, standards, testing and parent involvement opportunities. Parents will be able to help their child(ren)’s academic achievement. |
| 4 | Connect for Success Training | 1 |  | Promote 100% student success by giving access to tools at home |
| 5 | Literacy Nights | 1 | 40 | Provide tools for parents to use at home to increase student engagement in reading |
| 6 | Family Math Nights | 1 | 40 | Provide information about standards, strategies and games to promote student success in mathematics |
| 7 | Science Nights | 1 | 40 | Provide information for parents to extend scientific learning at home. |
| 8 | Student Led Conferences | 1 | 21 | Scholars will have the opportunity to lead discussions with their families related to their academic goals and successes. |

**Staff Training Summary**  
Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Tips for communication with parents |  | Instructional Staff | Staff will learn strategies on how to best communicate and engage parents in their student’s academic achievement. Research shows that parents who participate and are engaged in their student’s academic achievement perform better in school. Staff will learn ways to effectively communicate with students and families to ensure that all relationships in the classroom remain positive. |
| 2 | Ongoing Culturally Relevant Teaching training |  | Instructional Staff | Staff awareness of cultural differences in people and an increased sensitivity to cultural differences will result in an increase of overall academic performance as students and teachers dialogue and read about diversity. |
| 3 | Ongoing Restorative Practices training |  | School Staff | Training in positive restorative circles will be presented so that classroom teachers can conduct meetings to ensure that every student has a voice. |
| 4 | Ongoing Classroom Management |  | Instructional Staff | Training in the “Big Five” (Rules, Routines, Praise, Misbehavior, and Engagement) |

**Barriers**  
Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **Count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Work schedule (African American and Caucasian) | Have multiple time options for meetings and conferences |
| 2 | Child care (African American and Caucasian) | Child care will be provided at most events |
| 3 | Communication (African American and Caucasian) | Having diverse modes of communication (Class Dojo, agendas, phone calls, newsletters…) |

**Best Practices (Optional)**  
Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice.

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| **Count** | **Content/Purpose** | **Description of the Activity** |
| **1** | Connect Students and Families to Community Resources that strengthen and support students’ learning and well-being. | * Through school-community partnerships, facilitate families’ access to community-based programs to ensure that families have resources to be involved in their children’s education. * Establish school-business partnerships to provide students mentoring, experiential learning opportunities. |