***Janie Howard Wilson*** Title I Part A Parent and Family Engagement Plan

I \_\_Dr. Linda Ray\_\_\_\_\_\_\_\_\_\_\_, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statues, 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.

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|  | 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 ESEA Section 8101; |
|  | Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)]; |
|  | Jointly develop/revise with the family that has custodianship of the student 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 1116(b)(1)]; |
|  | Engage parents and family, 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 policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]; |
|  | Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement plan [Section 1116(a)(2)(C)]; |
|  | If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]; |
|  | Provide to each parent and family 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 and family 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and |
|  | Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I)and Section1112(c)(1)(A)(ii)]. |

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Signature of Principal/School Administrator Date Signed

**NEEDS ASSESSMENT**

The Need Assessment is the foundation of the Parent and Family Engagement Plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $2,319.00 | $2,319.00 | $0.00 |
| **If funds remained at the end of the year, explain why funds weren’t fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year** | | |
| n/a | | |

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## Programmatic Overview from the Previous Fiscal Year

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| Summary of Parent Engagement Events from the Previous Year | | |
| Name of Activity | **Number of Participants** | **Results of Evidence of Effectiveness** |
| Annual Title One Meeting | 93 | **Sign in sheets** |
| Developmental Meeting | 0 | **Completed Evaluation Forms** |
| Donuts for Dads | 95 | **Sign in sheets** |
| Math and Literacy Family Involvement Night | 150 | **Completed Evaluation Forms** |
| STEAM Saturday (4 Saturdays) | No parents – only student participation | **Completed Evaluation Forms** |
| Success is a Mindset Family Involvement Night | 55 | **Sign-in sheets** |

*Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn’t held, a 0 should be included for the “Number of Participants” column with an explanation why the event wasn’t held in the “Results” column.*

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| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year. |
| The parent reported that the information was not too “lengthy”, the PowerPoint was very precise, and they enjoyed meeting the teachers. |

## Barriers

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| Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years. |
| 1. Barrier 1: lack of transportation 2. Barrier 2: work schedules 3. Barrier 3: lack of childcare 4. Barrier 4: lack of understanding about the importance of parent involvement in schools 5. Barrier 5: number of students in foster care or living with individuals other than parents |
| **(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required\*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).** |
| 1. Barrier 1 – Encourage car-pooling 2. Barrier 2 – provide flexible meeting times (before school, morning/noon/afternoon/after school/evenings) 3. Barrier 3 – enlist qualified volunteer to staff the family services room during events and meetings |
| **What are the outcomes/goals for the current school year for parent and family engagement?** |
| Goal 1: Schedule high-value activities for parents to participate with their children (donuts for dads, muffins, for mom, etc.) After Covid-19  Goal 2: Schedule informative and engaging activities for parents to learn with their children through Zoom.  Goal 3: Plan parent conference times with individual parents to reduce stress and improve communication with parents and teachers – using zoom  Goal 4: Be respectful of available time of parents to attend school-based events to improve participation. |

# COMMUNICATION AND ACCESSIBILITY

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| Telephone | Envelope | Email | Laptop | Chat |

Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

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| Accessibility |
| **Describe how the school will provide full opportunities for all parents and families to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?** |
| Parents are encouraged to participate in all activities held at Janie Howard Wilson Elementary School. (Due to Covid-19) All activities are now on Zoom. We strive to use flexible time scheduling to enable parents to attend zoom meetings events on dates and times most agreeable with their personal and work schedules. For example, our Donuts with Dad and Muffins with Mom events are held first thing in the morning so that parents can bring their child(ren) to school and simply stay for a short time to participate in the event. (Note: This event will resume after Covid-19) The Annual Title I “Back-to-School” night was scheduled and conducted on zoom so that parents could join us. .  Our school has several individuals to provide Spanish translation services.  Our greatest barriers are lack of transportation and child care. We have a family services room with materials for child care during parent/family events. We are looking for a qualified volunteer to staff this room during meeting or other program events.  Transportation is a difficult barrier to overcome. Most of our children live relatively close to the school so the only parents whose children ride the bus or who are out-of-zone have transportation needs. Because of Covid, we have found another way to effectively communicate with our families. Zoom has really given parents an opportunity to receive information electronically. Those families who do not have internet were given hot spots for their homes. These families are more in contact with our schools. |
| **Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?** |
| Parents are notified about all school events (programs, meetings, special events, etc.) via school agendas and flyers. Monthly Title 1 school newsletters will include a monthly calendar of events as well as written information about the event. We have weekly parent meetings on zoom to give information to all parents. Parents are encouraged to ask questions by typing in the chat room on zoom. All information in the flyers, zoom and newsletters will be translated into Spanish. |
| **What are the different languages spoken by students, parents and families at your school?** |
| English and Spanish |

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| COMMUNICATION |
| **(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.** |
| (1) Information regarding the Title I program (Title 1 PowerPoint) was presented during the annual Title 1 meeting held during “Back-to-School” night.  (2) Parents will also be presented with written information about the McKinney Vento Act (English and Spanish) during our 1st virtual parent open house, |
| **How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?** |
| (1) The curriculum for the school was included in the “Back-to-School” night Annual Title 1 meeting on September. This information was presented by the grade level classroom teachers. Curriculum information is also included in other parent/family events such as Literacy Night where parents are provided opportunities to learn more about reading/language arts, math, and science curricula for each grade level.  (2) Forms of assessment / progress monitoring were initially included in the Title 1 Annual Meeting PowerPoint presented during the “Back-to-School” night. Additional information regarding FSA, MAPS, and other assessments are provided to parents via information flyers and parent conferences.  (3) School-wide current (2018 FSA) and expected achievement levels (2019 FSA) for students were also included in the Title 1 Annual Meeting PowerPoint. Individual student achievement information will be communicated via parent-teacher conferences. |
| **(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?** |
| (1) Parents are part of the School Advisory Council (SAC)  (2) Parents are encouraged to communicate regularly with teachers and administrators about concerns and suggestions for improvement. |
| **How will the school submit parents’ and families’ comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]** |
| All concerns will be submitted to the district Title 1 office via email from either the principal, assistant principal, or Title 1 Program Facilitator(s). |
| **How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families.** |
| This plan will be published on the school website. Printed copies will also be provided in the main office. |

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school’s participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]

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| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

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| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)]. |
| The School Advisory Council serves as an on-going committee to plan, review, and implement any/all improvements of Title I programs including expenditures of funds. |
| **How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]** |
| * Transportation – Information concerning public transportation (Citrus Connection) will be sent home to parents. * Childcare – A qualified volunteer will be enlisted to provide childcare services during SAC meetings and parent-family programs and events after covid-19 * Home Visits – Home visits are conducted weekly by the administration and the school social worker. * Additional Services to remove barriers to encourage event attendance – Provide meals for all parent-family events. As in the past, we will resume after Covid-19 |

## FLEXIBLE FAMILY MEETINGS

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| How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)] |
| Title 1 parent survey given to parents at the annual Title 1 meeting / “Back-to-school” night. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Summary of the Title 1 parent survey information |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  AM & PM Sessions (Same content to appeal to more parents)  Other \_\_\_phone conferences\_\_ |

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## REQUIRED ANNUAL MEETING

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| 1. Step 1 – The date was scheduled before the beginning of school and information presented at the information night on August 9, 2013 2. Step 2 – information about the beginning of the year annual meeting (September 11, 2018) was posted on the school website. 3. Step 3 – Flyers were sent home to each student. The flyers were provided in both English and Spanish 4. Step 4 – the parents were asked to return a dinner “reservation” form to the school 5. Step 5 – parents were reminded of the event by teachers in the students’ agendas 6. Step 6 – a “call-out” was made by administration |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.** |
| The Title 1 Annual meeting for 2020-2021 was held in September. Normally, Parents, students, and other family members are invited to gather for a meal in the school cafeteria. Due to Covid-19, this has not occurred. All activities are conducted via zoom meeting, |
| **Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.** |
| 1. The Title 1 PowerPoint included AYP, school achievement data by grade levels and other relevant Title 1 program information. Subgroup information was provided. 2. Parents were provided with the “rights” information including the McKinney Vento Act and the promotion/retention information sheet.   (2) Parents were asked to complete the parent survey and return it to the teacher.  (3) Parents were presented with the ballot for the SAC committee and asked to vote for two individuals listed on the ballot. This was done via-zoom. |
| **How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?** |
| Flyers are sent home with students for every event. In addition, school “call-outs” are made by the principal for each event to remind parents of special events, early release, monthly Character Kick-off assemblies, and content-specific parent nights. Every Tuesday at 6:00pm, all teachers and parents are invited to participate in a zoom meeting. Each grade level presents what is happening in their grade level and kudos to many children are discussed. |

## Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

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| Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding. |
| The annual volunteer / SAC committee luncheon will be held on May 7, 2021 if Covid-19 permits**. At this time, an end-of-year survey will be distributed to all volunteers and SAC members to inquire** about the effectiveness of the 2020-2021 Parent Involvement Plan and enlist suggestions for improvement in the upcoming year. |

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| Name of Activity | Person Responsible | Measurable  Anticipated Impact on Student Achievement | Month Activity will take Place | Evidence of Effectiveness | Budget  *(if applicable)* |
| Title I Annual Meeting (required) | Classroom Teachers. Judy Shoemaker |  | September 2020 | improved student attendance, increased parent volunteerism, increased parent response / participation in parent conferences and school events. |  |
| Title I Developmental Meeting (required) | Classroom Teachers. Judy Shoemaker |  | Planned for April 2021 | improved student attendance, increased parent volunteerism, increased parent response / participation in parent conferences and school events. |  |
| Donuts with Dads | April Barnhardt and Judy Shoemaker |  | January , 2021 | improved student attendance, increased parent volunteerism, increased parent response / participation in parent conferences and school events. |  |
| Muffins with Moms | Linda J Ray, Judy Shoemaker |  | Planned for February 2021 | improved student attendance, increased parent volunteerism, increased parent response / participation in parent conferences and school events. |  |
| Literacy Night | Jessica Blair, Amy Harris and Lisa Camann-reading, math, and science instructional specialists, classroom teachers | Quarterly report cards, MAPS, and FSA+ | Planned for February 2021 | improved student attendance, increased parent volunteerism, increased parent response / participation in parent conferences and school events. |  |

# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child’s academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child’s progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

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## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| We will plan activities that are meaningful, linked to academic accountability standards, and engaging for both parents and students. We will provide specific information for parents to access the student portal, provide flexible scheduling for parent-teacher meetings, encourage relationship-building between parents, teachers, administrators, and students, and encourage parents to support the education of their children. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| All events held at Janie Howard Elementary School will be published on the school website and Facebook page. Community leaders, volunteers, parents, and other concerned citizens will be invited to attend all events and encouraged to (1) visit the school regularly, (2) become mentors for students, and (3) volunteer to work with children in need of additional tutoring to improve individual student achievement. (However, this will resume after covid-19) |

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## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

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| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on… |
| **…the assistance of parents and families and in the value of their contributions.** |
| Teachers, instructional support staff, and school leaders receive training regarding Title 1 requirements for yearly parent conferences. All teachers are provided with appropriate forms, sign-in sheets, and conference logs to record interactions / communication with parents. |
| **…how to reach out to, communicate with, and work with parents and families as equal partners.** |
| Teachers are encouraged to communicate with parents and families regularly. Daily notes in student agendas are part of the daily teacher expectations. Teachers are also expected to contact parents via phone calls, zoom, text messages and emails regarding specific learning, behavioral, or other needs to build a cooperative working relationship to improve student outcomes. |
| **…implementing and coordinating parent and family programs and building ties between parents and families and the school.** |
| All parent / family events at Janie Howard Wilson Elementary School are designed with the intent to improve cooperation between parents and families and the school. Parents are notified via email, phone calls, text messages, agendas, and flyers of all events. The events are published on the school website and posted on the JHW Facebook page. Events are also included on the monthly calendar and will be highlighted in the monthly school newsletters. |
| **(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?** |
| (1) School staff will receive training during an upcoming faculty meeting regarding specific Title 1 requirements for parent engagement including expectations for continued use of daily agendas, phone calls and emails, and dissemination of documentation regarding Title 1-specific and other school events.  (2) Documentation for this professional development will include (but not limited to) parent conference logs, phone/email correspondence logs, and random checks of student agendas. Additionally, teachers will be expected to archive all email communications with parents/families. |

# COLLABORATION OF FUNDS

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| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.  [ESEA Section (a)(2)(C)] |
|  | **IDEA** - The Individuals with Disabilities Education Act | n/a |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | n/a |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | n/a |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | n/a |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency | n/a |

*Schools may add lines as needed.*