

Title I Parent and Family Engagement Plan Summary

Dear families,

Following is a summary of the Parent and Family Engagement Plan for our school and district. Thank you!

Byrneville Elementary Parent and Family Engagement Plan will: *Every Student Succeeds Act 1116 (b-c)*

- Involvement of Parents and Community will take place in meaningful consultations with parents to plan programs and activities
- Coordinate and integrate parent and family engagement strategies with other Federal, State, and local programs
- Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved
- Flexible parent meetings will be offered both during the day and evenings
- Provide materials and training to help parents support their child's learning at home. These activities include open house, conferences, and family events where assessment data, activities, and standards are shared and discussed
- Communication will be provided a variety of ways such as flyers, newsletters, school website, and school marquee
- Information will be provided in a format and language parents can understand

Escambia County School District Parent and Family Engagement Plan will: *Every Student Succeeds Act 1116 (a) (2)*

- Involve parents and family members from our Title I schools in developing the District Parent and Family Engagement Plan
- Provide the support necessary to assist and build the capacity of all participating Title I schools within the district in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance
- Coordinate and integrate parent and family engagement strategies with other Federal, State, and local programs
- Conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy, ensuring information and activities are offered for parents and family members on how to work with their children to improve their achievement, and engaging with school personnel and teachers to identify strategies that support successful family partnerships
- Provide professional development to staff on best practices in parent involvement
- Work with schools to provide full opportunities for participation in parent and family activities for all parents (including parents with limited English proficiency, disabilities, migratory children, etc.)

If you would like to receive a full copy of the school and district Parent and Family Engagement Plan, please see the different options below.

- Contact our school office to request a copy of either plan
- Visit our district website:
http://ecsd-fl.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1516954970158&vdid=ri3c51b1rmtxtgqc

If you would like to submit additional comments on the schoolwide program plan, please call the school at (850) 256-6350.

Byrneville Title I, Part A Parental and Family Engagement Plan

Involvement of Parents

Describe how the school will involve parents and families 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 {ESEA Section 1116}.

Byrneville Elementary School, Inc. will have programs, activities, and procedures for the involvement of parents. These programs, activities, and procedures will be planned and operated using meaningful consultation with parents in a Title I workshop.

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home {ESEA Section 1116}.

#	Program	Coordination
1	Head Start	LEA cofunds Head Start for 185 children. These services are provided in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.
2	Voluntary Pre-Kindergarten	Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.
3	Title I, Part C	Migrant families participate in a LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities.
4	Title I, Part D	Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.
5	ESOL-Title III	Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.

6	Title IV, Part A	Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.
7	Carl Perkins Career and Technical Education Act	Provides funds to increase the quality of career and technical education.
8	Title IX, Part A	Provides hygiene items, schools supplies, and tutors at area homeless shelters to support families. Assistance for housing, food, and other emergency support are available for families referred under Title IV. Counseling services and shelter based tutoring/parent training is available.
9	IDEA	Provides students with a disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate Yearly Progress, school choice, and the rights of parents are covered at the annual meeting.

#	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop meeting materials	Principal	Sept.	Agenda, handouts, etc.
2	Advertise/publicize event	Principal	Sept.	Flyer/invitation and Sign-In sheet
3	Title I Parent Meeting	Principal	Sept.	Sign-In sheet
4	Maintain documentation	Principal	August	Sign-In sheets/Parent Input/Agenda/Meeting Minutes

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 engagement {ESEA Section 1116}.

Parents will be given a choice to attend conferences/meetings in the morning, afternoon, or evenings. Costs of substitutes and/or teacher stipends could be provided by Title I funds. the feasibility of providing bus transportation will be looked into.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, and building relationships with the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents assist parents/families to work with their child. Include information on how the school will provide other reasonable support for parent/family engagement activities under {ESEA Section 1116}.

#	Building Capacity Activity for Families	Person Responsible	Materials/Training Provided to Parents/Families	Timeline	Evidence of Effectiveness
1	Parent Conferences	Teacher	Parents will be given information on curriculum and ideas how to help/enrich their child.	On-going	Sign-in sheets Academic improvement
2	Family Literacy Night	Principal/Teachers	Reading Benchmarks	February	Sign-in sheets
3	ELA, science, math, and writing	Principal/Teachers	Teachers will give instruction of ways to work with students at home	On-going	Conference Logs Parent Surveys
4	Title I Family Compact	Principal/Committee	Send Compact home	September and on-going	Signed Compacts
5	Title I Program/Open House	Principal/Teachers	Parents told how we participate in the Title I program and introduced to their child's grade curriculum	September	Sign-in sheets
6	Assessments, Individual Conferences, Progress Reports, Report Cards	Principal/Teachers	Data from Star 360, DAR, Gradebooks	On-going	Academic Improvement/Parent participation
7	Grandparents Day	Principal/Teachers	Writing activity for grandparent and child to do	September	Participation
8	Fathers Take Your Child to School Day	Principal/Teachers	Fathers are invited to spend time with their child in their classroom	September	Participation
9	Parent/Guardian Survey	Principal	Surveys	May	Surveys returned

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents/families, and in how to implement and coordinate parent/family programs, and build ties between parents/families and schools {ESEA Section 1116}.

#	Building Capacity Activity for Staff	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Communicating and working with parents	Principals/Teachers	Improved behavior/academics	On-going	Parent Survey
2	Building ties between home and school Volunteer/Parent Involvement Activities, Newsletters, Family Night	Principal/Teachers	Improved behavior/academics	On-going	Parent Survey, Contact Logs
3	Communicating and working with parents Workshops/Newsletters	Principal/Teachers	Improved behavior/academics	On-going	Parent Survey
4	Value of Parent Involvement Workshops	Principal/PTO President	Improved behavior/academics	First Semester	Application
5	Identifying and Reporting Child Abuse Training	Principal/Teachers	Improved behavior/academics	September	Child Services Information
6	ESOL Training	Teachers	Improved communication	First Semester	Teacher/parent report

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children {ESEA Section 1116}.

We will alert parents to Title I parent resources and links to websites to which parents can go to for support. We will also contact the Title I office to arrange for workshops that they could offer at the school site.

Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to obtain;
- If requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and
- If the school wide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency {ESEA Section 1116}.

Timely information will be sent home by book bag, posted on the lighted sign in front of the school, in newsletters, in the Tri City Ledger, our website, and northescambia.com.

Classroom teachers will arrange parent/teacher conferences during first semester. They will make contact with each child's parents/guardians at least one time during the school year.

While conducting the parent/teacher conference, academic progress with suggestions to help students at home and school will be shared. Parents/guardians can schedule teacher conferences as needed throughout the school year. In September, parents will be invited to a Title I meeting. Second semester, parents/guardians will be invited to Family Literacy Night. As other activities become available throughout the year, parents/guardians will be notified by web-site, newsletters, teachers' written communication or phone contacts.

Parents/guardians will be made aware of the type of assessments used to measure student progress. Parents/guardians of students who are not progressing at sufficient proficiency will receive written documentation and conferencing with suggested ways to help their student.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents. Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable, uniform format and in a language that parents/families can understand.

When developing documents, including IEP's and 504's we consider the literacy levels of the parents/guardians in our community. When parents/guardians are speakers of other languages the Title I office would be contacted for interpreters or document translation. If a parent/guardian is hearing impaired the district's ESE department would be contacted for assistance. Information is provided in print, through the school website, and northescambia.com.

Discretionary Activities

Activities that are not required, but will be paid for through Title I. Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

#	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principal, and other educators to improve the effectiveness of that training	Parent/Faculty Workshops	PTO President/Principal	Better understanding of parental needs.	First Semester
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training	Parent Workshops	Principal/Teachers/Title I Coordinator	Parents will be better able to assist their child/children.	As Needed
3	Training parents to enhance the involvement of other parents	PTO Special Meetings	PTO President	Community support	On-going
4	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school	Scheduled Parent/Teacher Meetings	Teachers	Achieving family/school communication.	On-going
5	Adopting and implementing model approaches to improving parental involvement	Open communication with parents	Principal/Teachers	Better parent/teacher rapport.	On-going
6	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities	Recruitment of Partners in Education	Principal/Teachers	Support of families and school.	On-going

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 disabled, have limited English proficiency, and parents/families of migratory children) {ESEA Section 1116}.

#	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation to meetings for economically disadvantaged	Coordinate meetings with other activities that could have parents share rides. Arrange to have meetings at different times of the day and evening. Possibly look into school bus transportation.
2	Children with no grandparents/fathers	Make sure that families can send substitute family members

Assurances about the Parent and Family Engagement Plan

I, Dee Wolfe-Sullivan, 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

- Describe how the school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent;
- Plan was jointly developed/revised with parents and distributed to our families and the local community;
- Involve parents and families in the planning, review, and improvement of the school wide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to review, if necessary, the school's parent and family engagement plan;
- Provide to each parent an individual student report about the performance of their child on the state assessment {ESEA Section 1116};
- 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 out of field;
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal or Designee
Dee Wolfe-Sullivan

Date Signed (2018/19)
October 11, 2018

(typed signature denotes approval of PFEP)