**New Heights Elementary School**

**Parent and Family Engagement Plan**

I, Lisa Austin 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**

Parent and Family Engagement Mission Statement (Optional)

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| * **Response:**The vision of New Heights Elementary School is to create a learning environment where each stakeholder feels valued and successful. |

**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 parent and family engagement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:**  New Heights Elementary School believes strongly in the African Philosophy of Ubuntu – I am, because WE are. This philosophy drives all of what we do to support our stakeholders each day. New Heights is always looking for new and innovative ways to gain the input for a broader number of our community to better serve our scholars. The intent of our SAC is to help give the perspective of our families in developing major school initiatives such as the SIP, Title I budget and plan for the school year as well as the Parent and Family Engagement Plan. It is always the goal of New Heights to have an accurate representation of our student population in our stakeholder groups used to develop these plans. Data will be collected in various ways, including online feedback, in person interactions and written methods, throughout the year and analyzed allowing us to pivot at necessary times to ensure our community is being served to the best of our abilities. |

**Coordination and Integration**  
  
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, 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 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the student’s IEP. |

**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 | Maintain documentation | Principal and Assistant Principal | August 2020 | Title I audit box housed on Assistant Principals One Drive and documents will be uploaded to Electronic Audit Box |
| 2 | Stand Alone Annual Title I Parent Meeting – Held Virtually and recorded | Assistant Principal | September, 2020 | Agendas and sign-in sheets as well as recording of meeting posted to school site |
| 3 | Create sign-in sheets | Assistant Principal | September, 2020 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal and Assistant Principal | September, 2020 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal, teachers, and Assistant Principal | September, 2020 | E-Flyer with date of dissemination and posting on school website |
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal and Assistant Principal | September, 2020 | Copies of agendas, recording of meeting PowerPoint presentation, and handouts |

**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)].

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| **Response:**  To best meet the needs of our community New Heights Elementary School will offer access to parent meetings and other events in various ways as well as providing various times for parents to attend. Events are usually broken into two sessions allowing more access. Feedback is always sought before scheduling to meet the needs of the largest number of our stakeholders. This year New Heights will be hosting many of our engagement events virtually allowing stakeholders to attend live or view the recorded version later. |

**Building Capacity**  
  
Describe how the school will implement activities that will build the capacity for strong parent and family activities, 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 | Hawks Family Circles | Principal and Assistant Principal | Parents will be provided with information that can impact their students learning at home as well as in the school setting. These meetings will also provide the parents an opportunity to engage with administration and instructional staff to voice questions and concerns. These meetings will be hosted online through the Teams program and will be accessible to ALL stakeholders | Monthly: September 2020- June 2020 | Sign-in sheets, handouts, agendas, recording of event and presentation materials |
| 2 | Inst-Goal Nights | Principal and Assistant Principal, Instructional Stafff | Parents will be trained on how to read student assessment data and how to set appropriate SMART goals for their students connecting the learning in the classroom to the home setting | October 2020, February 2021, June 2021 | Sign-in sheets, handouts, agendas, recording of event and presentation materials |
| 3 | Math Curriculum Night | Principal, Assistant Principal, and Instructional Staff | Parents will be given content specific information that will highlight what their students are learning as well as how they will be assessed. | October 2020 | Sign-in sheets, handouts, agendas, recording of event and presentation materials |
| 4 | Student Led Conference Night | Principal, Assistant Principal and Instructional Staff | Students will lead conferences with their parents highlighting their academic strengths as well as what they are still working to develop | May 2021 | Sign-in sheets, handouts, agendas, recording of event and presentation materials |

**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, parent and family engagement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**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 | Ongoing PLC | Principal, Assistant Principals, Instructional Coaches | Focused planning meetings on how to bridge home and school connection more effectively. | Weekly during 2020-21 school year | Meeting agendas |
| 2 | Vertical Planning Meetings | Principal, Assistant Principals, Instructional Coaches and Instructional Staff | Grade levels will work together to enhance instructional coherence of standards gaining better insight into students unfinished learning | Monthly: September 2020 – June 2021 | Meeting Agendas |

**Review Rubric:**

Content and type of activity including the following:

* Valuing of parent and family engagement,
* Communicating and working with parents,
* Implementation and coordination of parent and family engagement program,
* Building ties between home and school, and
* Cultural sensitivity;
* Identification of person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**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)].

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| **Response:**  New Heights Elementary School will utilize our school website to build an online and easily accessible parent resource center featuring Title I meeting documentation as well as recorded meetings and other PD opportunities. |

**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)].

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| **Response:**  New Heights Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Open House, Hawks Family Circles and **stand-alone Annual Title I Meeting**, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. |

**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)].

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| **Response:**New Heights Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. |

**Discretionary Activities**

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

**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 | Breakfast and Books | 4 | 125 | Parents had the opportunity to come to school with their students and read a new book as they ate |
| 2 | FSA Parent Night | 1 | 20 | Parents were given a training on the upcoming FSA and what to expect. |
| 4 | Annual Title I Parent Meeting | 1 | 80 | Parents understand what it is to be a Title I school, where to find important information and how to get involved |
| 5 | Hawks Family Circle | 1 | 51 | Parents were invited to join an online live meeting where they were able to hear updates from the administration as well as ask any questions or voice their concerns |

**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 | Ongoing Facilitated PLC's with Instructional Coaches | 36 | 75 | Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom. |

**Barriers**  
  
Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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 | Communication with all stakeholders. Communication methods were not engaging ALL stakeholders and therefore limiting parent’s knowledge of school-wide events | New Heights Elementary is working to update all parent contact information as well as integrating multiple forms of communication that include and are not limited to: School Messenger, Emails, School website, Canvas, Dojo |
| 2 | L25 students families did not have the level of support needed to push academically | Specific and frequent communication with students homes to provide academic progress updates and feedback. |