

JJ Finley Elementary School Title I, Part A Parent & Family Engagement Plan 2020-2021

I, Kelly Brill Jones, 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 conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all of its Title I, Part A programs consistent with Section 1116 of the Every Students Succeeds Act (ESSA). Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]
- The school will work to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part will develop a Home-School Compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [ESSA Section 1116(d)]
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school will provide full opportunities for the participation of parents with Limited English Proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(e)(f)]
- The school will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities. [ESSA Section 1116(3)]
- The school will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and is expected to carry out programs, activities, and procedures in accordance with this definition.
- The school will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).

Kelly Brill Jones
Signature of Principal or Designee

5/15/2020
Date Signed

Parent & Family Engagement Mission Statement

Response: JJ Finley Elementary believes that strong family involvement is critical to each student's academic success. We encourage family involvement in all school activities. Research has shown that strong relationships between school and families leads to higher student achievement. Student achievement is based on set standards. Families are an integral part of supporting the ongoing leaning of the standards.

Involvement of Parents & Families

The school will involve parents in the planning, review, and improvement of Title I programs including parental involvement and in the decisions regarding how funds for parental involvement will be used by:

- School Advisory Council
- Parent Teacher Association
- ESOL Parent Leadership Council School
- Climate Surveys
- Parent Activity Evaluation Forms
- Parent & Family Engagement Plan
- Electronic notices on Title 1 webpage, online Tile 1 activities and trainings

Coordination and Integration

The school will coordinate and integrate the following Parent & Family Engagement programs and activities with other Federal Programs, to the extent feasible and appropriate, in an effort to teach parents how to help their children at home.

| Count | Program | Coordination |
|-------|--------------------------------|---|
| 1 | ESOL Parent Leadership Council | Welcoming meeting providing information on activities provided Coordination of needs and programs offered for unique ESOL needs Throughout the year, clarification offered on standards |
| 2 | Headstart & VPK Families | Conduct Kindergarten Roundup Provide books and information for parents to use at home to help transition children to kindergarten As funds are available, provide transition classes |
| 3 | McKinney-Vento | Provide support and resources for homeless families. |

Annual Parent Meeting

The school will 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 (school-wide or targeted assistance), and the rights of parents through the following activities.

| Count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|---|---|---------------------|--|
| 1 | School will hold the Annual Parent Meeting in August or September | Principal, Title I Lead Teacher Title 1 Team | August/Sept 2020 | Parent Input Evaluations, sign-in sheets, agendas, PowerPoint handout, and minutes from meetings |
| 2 | Development of agenda for Annual Parent Meeting | Principal, AP, Title I Lead Teacher | August-Sept 2020 | Completed Agenda |

| | | | | |
|---|---|--|------------------|---|
| 3 | Develop/plan materials (presentation, school/district handouts) for Annual Parent Meeting | Principal, AP, Title I Lead Teacher | August-Sept 2020 | Copies of presentation and all handouts |
| 4 | Send notices in school/class newsletters, Class Dojo, Google Classroom, via backpacks, post it on the Title 1 webpage | Principal, Title I Lead Teacher | August-Sept 2020 | Photograph of marquee, copy of newsletters and invitations |
| 5 | ESOL Annual Meeting | Principal, AP, Title I Lead Teacher, ESOL teachers | August-Sept 2020 | Parent Input Evaluations, sign-in sheets, agendas, PowerPoint handout/minutes from meetings |

Flexible Parent Meetings

The school will offer flexible opportunities for parents and families to participate in organized and ongoing workshops and meetings by:

- Multiple sessions of workshops to accommodate family schedules, including online sessions
- Conduct workshops/activities at various times (morning, afternoons, evenings, weekends) to allow maximum participation
- Provide on-site childcare
- Provide hard copies of materials in Title 1 Parent Resource Area
- Posting materials and meeting summaries on Title 1 webpage
- Notify parents of workshops through a variety of communication methods

Building Capacity – Parent/Family Workshops

The school will implement the following activities as a means to build the capacity for strong parental and family engagement and to support a partnership among the school, families, and the community to improve student academic achievement.

| Co unt | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--------|-------------------------------|---|---|---------------------------------------|---|
| 1 | Communication System | Assistant Principal, Title 1 Lead Teacher; Classroom teachers | Appropriate use of communication system will improve ability of families to work with school on how to help students be more productive | August 2020, ongoing for new families | Agenda, sign ins, completed surveys, use of student planners, integration of skills |
| 2 | Online Tools Facilitation | Principal, AP, Classroom teachers | Inform families of MyPortal, students textbook availability, online resources to improve academic skills | August 2020-May 2021 | Agendas; sign-in sheets Training evaluations/ Parent Surveys; use of student planners; AIMS Data FSA Data ISIP Data OPM Common Assessments |
| 3 | Individual Parent Conferences | Classroom teachers | Improved behavior & motivation, increased academic gains | August 2020-2021 | Agenda, sign ins, completed surveys |

| | | | | | |
|---|---|--|---|----------------|--|
| 4 | Family Reading Night ESOL Lowest Quartile | Principal; AP; Title 1 team; Classroom teachers | Provide families strategies to increase learning gains/achievement of the lowest quartile/ ESSA subgroups | October 2020 | Agendas; sign-in sheets Training evaluations/ Parent Surveys; use of student planners; AIMS Data FSA Data ISIP Data OPM Common Assessments |
| 5 | ESOL Family Meeting | ESOL teachers, Title 1 staff, classroom teachers | Review provided planner, passwords for computer programs, how to give/find homework help | September 2020 | Agendas; sign-in sheets Training evaluations/ Parent Surveys; AIMS Data FSA Data ISIP Data OPM Common Assessments |
| 6 | Kids Bring your Families (Dads) to School | Title 1 Lead Teacher, Title 1 team | Improved behavior & motivation, increased academic gains. | September 2020 | Agenda, sign ins, completed surveys |
| 7 | Family Math Night ESOL Lowest Quartile | Principal; AP; Title 1 team; Classroom teachers | Provide families strategies to increase learning gains/achievement of the lowest quartile/ ESSA subgroups | March 2021 | Agendas; sign-in sheets Training evaluations/ Parent Surveys; use of student planners; AIMS Data FSA Data ISIP Data OPM Common Assessments |
| 8 | Finley Fine Arts Festival /International Food Festival | ESOL teachers; ESOL Leadership Council; Title 1 Lead Teacher | Cultural Immersion through fine arts and international food festival; improved cultural relationships; improved school environment | May 2021 | Agenda, sign ins, completed surveys |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Staff Training

The school will provide the following professional development activities to educate the teachers and school staff in how to reach out to, communicate with, and work with parents and families as equal partners and in how to implement and coordinate family programs, and build relationships between families and the school.

| Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|---|----------------------|--|-------------|---|
| Review District and School-level Parent & Family Engagement Plans | Title I Lead Teacher | Improve staff ability to effectively work with families. | August 2020 | Training agendas; sign-in sheets Training evaluations/ Parent Surveys |

| | | | | |
|---|--|---|-----------------------|---|
| Review Home-School Compact; School Improvement Plan; Title 1 Budgets | Title I Lead Teacher Leadership Team | Improve staff ability to effectively communicate the academic expectation to families | August 2020 | Training agendas; sign-in sheets; training evaluations; Parent Surveys |
| Review Family Resource Area and Title 1 documentation requirements | Title I Lead Teacher | Improve staff ability to effectively communicate the academic expectation to families | August 2020 | Training agendas; sign-in sheets Training evaluations/ Parent Surveys; AIMS Data FSA Data ISIP Data OPM Common Assessments |
| Book Study - Working with Parents by Ruby Payne | Leadership Team, Title 1 Team Leader, Grade Level team leaders | Improve ability of faculty/staff to work effectively with parents | Aug 2020 -Feb 2021 | Increased parental involvement in child's education; AIMS Data FSA Data ISIP Data OPM Common Assessments |
| eBook Study - 7 types of Parents and how to Connect with them | Title 1 Lead teacher/Leadership Team | Improve the ability of faculty/staff to work effectively with parents by providing best practices for parent involvement and communication strategies | Sept 2020 – May 2021 | Increased parental involvement in child's education; AIMS Data FSA Data ISIP Data OPM Common Assessments |
| Involving Families: Sharing and tips to improve ability of staff to work with all families; Modified presentation of the Four Modules of Parent Involvement | Principal, AP, School counselor; Title 1 team | Improve the ability of faculty/staff to work effectively with parents by providing best practices for parent involvement and communication strategies | Sept. 2020 – May 2021 | Increase parent and family involvement; close the achievement gap; address disproportionate discipline |

Other Activities

The school will conduct activities, make resources available to parents and families and provide encouragement and support to families so that they can more fully participate in the education of their children by:

- Maintaining a Parent & Family Resource Area consisting of information related to the school and Title I Program as well as academic resources available for home use
- Having the **Parents Make a Difference** newsletter available through the school website, The Parent & Family Resource Notebook, and as a hard copy, upon request (available in English and Spanish)
- Providing the ESOL Leadership Council to promote cultural understanding school wide

Communication

The school will provide parents with timely information about the Title I program and activities by:

- Conducting the Annual Meeting
- Using the Phone Home System School communication system including yellow Monday folders and planners
- Posting information on the JJ Finley Title 1 webpage.

Descriptions and explanations of the academic curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:

- Information shared at the Annual Meeting
- Timely information about Title 1 Parent & Family Engagement programs/workshops
- Timely information about Parent/Teacher Conferences

Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children will be provided with:

- Scheduled individual meetings to discuss progress and concerns as determined by either the family or the school
- Title 1 Parent & Family Engagement programs/workshops
- Evaluations at family workshops
- Parent surveys

A means to document parent comments/concerns regarding the school wide program plan when it is not satisfactory to the parents of participating children will be available. The school will include documentation of parent comments/concerns with the plan that will be made available to the local education agency by;

- Submitting evidence of parental input, including evidence of dissatisfaction, to the Title I office as part of the regular Parent & Family Engagement Plan review process
- Sharing information at the Annual Meeting regarding the Title 1 Complaint Policy, which will be reviewed as needed with individual parents

Accessibility

The school will provide full opportunities for participation in parent & family engagement activities for all participants (including parents with limited English proficiency, disabilities, migratory, and homeless children) by:

- Utilizing quarterly Skyward reports as a means to identify families who may need accommodations in order to actively participate in school activities
- Providing language interpreters for parent workshops as practical
- Providing school documents in various languages, as practical
- Providing parent workshops in homeless shelter, when practical
- Providing bilingual aides, when possible
- Using TransACT to translate documents
- Offering additional Open House for ELL families

JJ Finley's Title 1 Home School Compact 2020-2021

JJ Finley Elementary and the parents of students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievements and the means by which the school and families will build and develop a partnership that will help children achieve the state's high standards.

School Responsibilities: JJ Finley will:

- Provide to families in a timely manner, information about Title 1, Part A programs, including a description and explanation of the school's curriculum and forms of academic assessment used to measure children's progress, and the expected proficiency levels. This information will be provided in an understandable form, including alternative formats, upon the request of parents with disabilities, and, when possible, in a language that parents and families can understand. These will be provided through the daily planner, emails, phone calls, weekly take home folders, online, interim progress reports, report cards and regularly scheduled conferences.
- Provide information in Parent Resource Area of Media Center and online.
- Involve families in the planning, reviewing, and improvement of the school's parental involvement policy and schoolwide program plan in an organized, ongoing, inclusive and timely way.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff will initiate parental contact via phone or conference during the first nine weeks
 - Staff will return parent phone calls or emails in a prompt, timely manner
 - Appointments for conferences can be made through the teacher or school office
 - Parents will be invited to volunteer in the classroom, attend field trips/performance
 - Regular communication through student planners, behavior charts, folders, etc.
- The school will offer a number of additional Parent & Family Engagement meetings within flexible meeting times

Family Responsibilities: We, as parents/family, will support our child's learning in the following ways:

- 1) Having students at school on time to promote successful school progress
- 2) Making sure my child is getting enough sleep to be successful at school
- 3) Making sure homework is completed; planner/reading log is signed promptly
- 4) Monitoring amount of television, video games and non-educational screen/electronic time with positive use of extracurricular time
- 5) Participating, as appropriate, in decisions relating to my child's education
- 6) Assisting my child in adhering to dress code
- 7) Staying informed about my child's education by regularly checking the online grade book and promptly reading, and responding to, all notices from the school or the school district
- 8) Providing up to date contact information (phone numbers, email addresses, etc.) to the school
- 9) Supporting and enforcing school rules at home

Student Responsibilities: We, as students, will share the responsibility to improve our academic achievements in the following ways:

- a) Do my homework as assigned and ask for help, including asking for materials/supplies, when needed
- b) Work with my teacher to set academic goals and talk about strategies to reach those goals
- c) Read at least 30 minutes every day outside of school time; practice/review **math facts**
- d) Show respect for myself and others in the school community
- e) Show respect for, and take care of, school property (library books, materials, etc.)
- f) Give my family all notices/information (planners, folders, charts, etc.) received from my school **every day**
- g) Keep track of and use planner (grades 3-5)

School Name _____

Date _____

Parent Name _____

Date _____

Student Name _____

Date _____