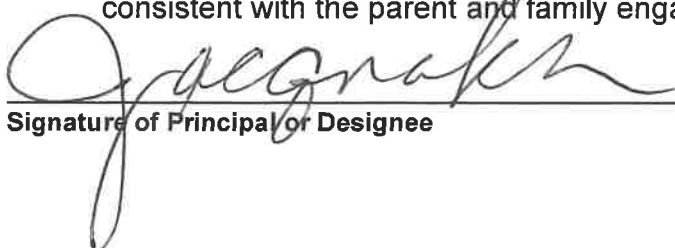


W.A. METCALFE ELEMENTARY SCHOOL
Title I, Part A Parent & Family Engagement Plan
2020-2021

I, Jacquatte Rolle, 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).


Signature of Principal or Designee

5/21/20
Date Signed

Parent & Family Engagement Mission Statement

Response: Metcalfe Elementary supports parent involvement and believes that it is essential for each student's academic success. We encourage family involvement in all of our school activities.

Involvement of Parents

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:

- Parents are invited to join the Parent Teacher Association (PTA) and School Advisory Council (S.A.C.)
- Parents are encouraged to provide feedback and suggestions through a variety of ways including surveys, workshops and parent meetings.
- As workshops are offered during the school year, parents provide feedback on the effectiveness and are asked to give suggestions on how the school can continue to provide adequate support and resources that will help their child to become more successful.

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	Headstart	Collaborate with Head Start and promote Kindergarten Roundup at the Early Learning Academy at Duval Elementary.
2	McKinney-Vento	Utilize this program to provide support and resources to 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 first 2-3 weeks of school	Principal, Title I Lead Teacher Title 1 Team	August/ September	Parent Input Evaluations, sign-in sheets, agendas, PowerPoint handout, and minutes from meetings.
2	Development of agenda for Annual Parent Meeting.	Principal, Title I Lead Teacher	August/ September	Completed Agenda
3	Develop/plan materials (presentation, school/district handouts) for Annual Parent Meeting.	Principal, Title I Lead Teacher	August/ September	Copies of presentation and all handouts
4	Send notices in the school newsletter, send invitations via backpacks, alert parents of meetings.	Principal, Title I Lead Teacher	August/ September	Photograph of marquee, copy of newsletters and invitations

Flexible Parent Meetings

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

- Conduct workshops/activities at various times such as mornings, afternoons, and evenings.
- Notify parents of workshops through a variety of communication methods (school newsletter, website, or class letter).
- Provide refreshments for parents when workshops occur during a regular school time.
- Provide hard copies of all activities and workshops for parents who are unable to attend.

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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Open House	Principal, Assistant Principal, BRT, FCIM/Title 1 Lead, Grade level teachers	Encourages parent-student-school partnerships which are key in increasing student achievement and grade level expectations will be outlined for parents. Provide families with information regarding promotion and retention requirements to better understand what students need to accomplish in a school year.	August–September	Sign-in sheets, handouts, agendas, presentation materials, and parent evaluation sheets
2	Parent Workshop: Discipline and PBIS	Principal, Assistant Principal, BRT	Increase student time in the classroom; increased student engagement.	September	Sign-in sheets, handouts, agendas, presentation materials, and parent evaluation sheets
3	Parent Workshop: Dad's Day	Principal, Assistant Principal, FCIM/Title 1 Lead	To provide Dad's and male mentors with strategies that promote a learning environment at home that will positively impact student achievement.	September	Sign-in sheets, handouts, agendas, presentation materials, and parent evaluation sheets
4	FSA Workshop for Parents	Principal, Assistant Principal, FCIM/ Instructional Coach	Inform parents about state assessment expectations and how to better prepare children for the FSA.	January	Sign-in sheets, handouts, agendas, presentation materials, and parent evaluation sheets
5	Parent Workshop: STEM Night	Principal, Assistant Principal, FCIM/Title 1 Lead, Grade Level Teachers	To provide parents with strategies to increase their students' achievement and engagement in Science.	May	Sign-in sheets, handouts, agendas, presentation materials, and parent evaluation sheets

Staff Training

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Review of District and School-level Parent & Family Engagement Plans	Title I Lead Teacher Principal	A positive student impact will result from the staff's ability to effectively work with families.	August	Training agendas and sign-in sheets Training evaluations Parent Surveys
2	Review of Home-School Compact and School Improvement Plan	Title I Lead Teacher and Principal	A positive student impact will result from the staff's ability to effectively communicate the academic expectation to families.	August	Training agendas and sign-in sheets Training evaluations Parent Surveys
3	Student Home-School Communication Tool	Title 1 Lead Teacher Principal	To assist the staff on to develop communication with parents and help all students to be successful and increase student achievement	August	Training agendas and sign-in sheets

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.
- Making the Parents Make a Difference newsletter available through the school website; The Parent & Family Resource Notebook, and is hard copy upon request.
- Provide parents with surveys to determine areas of help needed and other materials to conduct trainings, as necessary.

Communication

The school will provide parents of participating children with:

Timely information about the Title I program and activities by;

- Conducting the Annual Meeting
- Providing various forms of communication (i.e., emails, phone calls, school website, notification letters, teacher to parent conferences, and etc.) to ensure that all parents and families are informed about Title 1 programs and activities throughout the school year.

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.
- The School Improvement Plan
- The Parent and Family Engagement Plan
- Parents will be informed about their child's progress on a regular basis, including FSA, AIMS and other assessments, as applicable.

Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;

- Parents are strongly encouraged to attend at least one parent conference during the school year.
- Parents of ESE Students will be invited to annual IEP meetings.
- Parent Conference nights are held once a semester to ensure that parents are able to meet with their child's teacher once a semester.

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

- Evidence of parental input, including evidence of dissatisfaction, will be submitted to the Title I office as part of the regular Parent & Family Engagement Plan review process.
- School Climate Survey
- Parent Involvement Survey
- The school will review all parent comments/concerns and will use the information to continue towards improving parent/family engagement within the community.

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.
- Posting information on the school website.
- Newsletters
- Provide school documents and language interpreters as practicable.
- When needed, resources/organizations such as the Center for Independent Living may be used for parents/families needing vision or hearing assistance.