**\_\_\_\_Edith I Starke Elementary\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title I, Part A Parent & Family Engagement Plan previously known Parental Involvement Plan.**

I, \_\_\_\_\_\_\_\_\_Dwayne Copeland\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 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 parental involvement, 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 parental involvement are spent [Section 1116 (b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (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 parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1116(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1116(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 1116(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

Parental Involvement Mission Statement

**Response:**

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|  The Edith I. Starke Elementary learning community meets all challenges by building on the strengths and diversity of our community. We hold high expectations for all students to ensure their success in learning.  |

# Involvement 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 parental involvement will be used [Sections1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].

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| **Response:** The Edith I Starke Elementary School Advisory Council will meet monthly to plan, review and involve parents in the implementation and improvement of Title I programs at the school. School Advisory Council elections are held annually. Parents and school community members are solicited through all communication tools (online, brochures, marquee, connect ed) to fill vacant seats. Any parent or school community member who expresses an interest in serving may be appointed by the principal. Parental input will be reported in the minutes of each agenda regarding the usage of Title I parent involvement funds.  |

# Coordination and Integration

Describe how the school will coordinate and integrate parental involvement 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 1116(e)(4)].

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| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | Title I, Part C | Parent support is offered through migrant services such as translation and food assistance programs.  |
| 2 | Title X, Homeless | Title X Coordinator provides services to homeless families to ensure that students have school supplies, community resources and transportation. |
| 3 | Title I, Part D | Before/During/After School tutoring is offered to students. |
| 4 | Title I Part A | -VPK works with our school staff to coordinate transition plans for students entering Kindergarten. -We have 3 Academic Coaches that support teachers with core instruction and differentiated instruction. -Parent Liaison helps coordinate volunteers in our classrooms and for special events. |
| 5 | Title II | Professional Development that our Coaches deliver for our teachers on best strategies to engage parents. |
| 6 | Title III | Parent training is offered three times a year in sessions of the ESOL Parent Leadership Council. Title III ESOL tutors communicate regularly with parents.  |

# 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 1116(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title 1 meeting  | Principal | September 2017 | Completion of agenda |
| 2 | Notify teachers of plans and goals for Open Title I Annual Meeting  | Principal  | September 2017 | Information prepared for distribution  |
| 3 | Prepare agenda for Annual Title I Meeting  | Principal  | September 2017  | Connect 5, website, Marquee  |
| 4 | Annual Title I Meeting date and activities  | Teachers  | September 2017  | Sign-in Sheets  |
| 5 | Annual Title 1 meeting  | Principal  | January or February  | Sign in sheets  |

# 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 1116(c)(2)].

**Response:** Family Center on campus is open to provide services when needed to accommodate our parents' schedules. The school's Title I Parent Liaison serves as a liaison between the school the home and the community, coordinates school based parent and family involvement activities and events, maintains the family center, and attends district sponsored Title I Parent meetings. Events will be scheduled at a variety of times, such as the Hispanic Heritage Celebration, activities during the school day, afternoon and evening special events (Family Math/Science Nights), and our school cafeteria welcomes parents to eat breakfast or lunch with their child daily. Family Center staff and translators are available to assist at all times. Teachers schedule parent conferences before school, during school (teacher planning time), and after school to accommodate parent schedules.

# Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, 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 1116(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 1116(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | 1 STEMCurriculum Family Night  | Principal, Teachers, Community Partners  | Increased student achievement  | Fall 2017  | Sign in Sheets, Parent Survey  |
| 2 | Reading Strategies, Literacy Night  | Media Specialist, School Staff  | Provide information to parents on how to help their children be better readers. Parents' support of reading at home will improve child's ability in reading.  | Fall 2017 or Spring 2018  | Sign In Sheets, Parent Survey  |
| 3 | Family Literacy, Parents to Kids  | Trained facilitators  | Provide parents with strategies to increase family literacy in Spanish and English. Parents will practice literacy skills at home.  | Fall 2017 and/or Spring 2018  | Sign in Sheets, PTK Parent Survey  |
| 4 | Individual conferences regarding Technology and access to the parent portal  | Title I Parent Liaison  | Parent liaison will provide individual help to parents in how to log-in and access the Parent Portal. Parents will be aware of students' progress and increase skills.  | As needed basis  | Sign-in sheets  |
| 5 | Assessments discussed during individual conferences  | Classroom Teachers  | Teachers will conduct individual conferences to discuss each child’s assessment results, report card grades, expectations, and goals for the school year. Communication with parents will increase students' academic success.  | Fall 2017, Spring 2018  | Conference forms  |
|  | ESOL Parent Leadership Council will provide parents with information on how to help their children and access school information, resources and staff  | Parents, Teachers, Principal  | ESOL students' academic success will increase.  | Monthly  | Agendas, Sign in Sheets, Minutes  |
|  | Parent Training, SAC Membership Training  | School Staff  | Increase parent knowledge of academic expectations and foster parent/school partnership to improve student achievement  | October 2017 | SAC Minutes  |
|  | Title I Student Compact will be distributed at the start of the school year and reviewed with students and parents at parent/teacher conferences.  | Principal, Parents, Teachers  | Parents will participate in discussions about the shared responsibility for improving their child's academic achievement  | 2017-2018 school year  | Conference logs  |
|  | Student Academic Achievement Standards and Open House/Title One Meeting  | Principal, Teachers  | Increased student achievement  | September 2017  | Sign In Sheets, Parent Survey  |
|  | Meet the Teacher  | Principal, Teachers  | Provide information to parents on expectations and how parents can help their children. Parents will be able to support their child's academic success.  | August 2017  | Sign In Sheets |
|  | Kindergarten Orientation-Informational session for parents and students entering Kindergarten.  | Principal, Parents, Staff  | Provide parents with information about school goals and expectations for incoming kindergarten students. Students will transition into Kindergarten smoothly.  | May 2018  | Agendas, Sign in sheets  |
|  | Hispanic Heritage Night  | Staff and Faculty  | To build rapport with parents and improve student achievement.  | October 2017  | Sign-in Sheets, Parent Survey  |
|  | Starke’s Night Alive (SNA) afterschool program will have laptops available so parents can get on to Gradebook. | SNA Staff | To build parent support in setting academic goals with their students. |  October 2017 |  Sign- in sheets |

# 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 1116(e)(3)].

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| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Collaborative Partnering/Business Partner Training  | Title I Parent Liaison, Principal  | Teachers will gain knowledge in how to build ties between parents and schools using business partners. Parent involvement and business partner support will provide resources that increase student success.  | October 2017 | Faculty Meeting Agenda, sign in sheets  |
| 2 |  |  |  |  |  |

# 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 1116 (e)(4)].

**Response:** The on-campus Family Center is open to provide services to parents when needed to accommodate parents' schedules. The center provides a computer with internet access that families may use. Parents can check out books and educational materials to use at home. Parents will be encouraged to volunteer and join the PTA. Multiple translators are available for our Hispanic students. Whenever possible, communications are prepared in Spanish and English. The Title I school staff will be trained on strategies and activities to assist parents working with students at home to advance student achievement in all core academic areas. Families are also provided groceries through the Family Center.

# Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(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 1116(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 1116(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 1116(c)(5)].

**Response:** Student information packets including Title I Parent Handbook are distributed to all enrollees in English and Spanish. All distributions are monitored by classroom teachers and office specialists to ensure all families recieve the information. Specific information about our school and district Title I programs will also be provided to parents at Open House/Title I Annual Meeting through an informational power point. School Newsletter is published monthly in Spanish and English and includes information about our Title I programs. School website is available for parents to view and contains information about all school programs, curriculum, policies and procedures. A designated computer is available to parents in the Family Center to access computer based information sources such as Parent Portal. The Family Center provides children and other members of their family with clothing items. Parent Conferences are held at the request of the parent with translation provided if needed. Parents are included in all aspects of the Problem-Solving Team process. The School Improvement Plan is available to all parents to review. Parents are invited to provide input to the school via parent input forms, interim reports, and student report cards. Our school marquee keeps parents informed on a daily basis. The Connect 5 phone system is used to communicate special events and important information from the school administration with phone messages being delivered to all students. If needed translation in other languages will be provided with the assistance of district staff. The Parent & Family Engagement Plan will be posted on the school website and hard copies available in our family center and school office.

# Accessibility

Describe how the school will provide full opportunities for participation in parental involvement 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 1116(e)(5) and 1116(f)].

**Response:** Edith I Starke Elementary is handicapped accessible. The following statement will be noted on parent newsletters and communication to accommodate families who need additional assistance: "Individuals needing accommodation under ADA should contact Starke Elementary office personnel or parent contact." Translation of all communications in Spanish and English are provided. Bilingual personnel are available on campus at all times to assist parents with translation need. Connect 5 Messages are used as a communication tool. ESOL teachers lead the ESOL Parent Leadership Committee which meets three times a year and assists will all translation needs. District staff is available to assist with translations and communications in other languages if requested.

# Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | 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 [Section 1118(e)(7)]; and  | Parents-To-Kids Literacy Program  | Principal, Facilitators  | Student literacy will improve.  | Fall 2017  |
| 2 | 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 [Section 1118(e)(10)];  | School staff will work with school social worker via referral process to conduct in home conferences for teachers and others when parents are unable to attend at school.  | Principal, Teachers. School Social Worker  | Parents will be provided information on grade level proficiency standards and how to assist their child at home. Better home/school communication will increase student success.  | Ongoing  |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].  | Edith I Starke offers services from local community partners. School staff will assist with referral processes and parent communications to encourage families to participate in these additional educational opportunities for both parents and students.  | Principal, Guidance Counselor, Community Based Partner Staff  | Parents will be educated on strategies to assist their child with social and emotional skills that will positively impact school achievement.  | Ongoing  |

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the plan. Please upload into SharePoint and keep copies for your records.

# Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/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 1116(d)].

Please upload into SharePoint and keep copies for your records.

# Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/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 1116(d)].

Please upload into SharePoint and keep copies for your records.

## Evaluation of the previous year's Parental Involvement Plan

**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 1116 (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 | Meet the Teacher  | 1  | 213 |

|  |
| --- |
| Provide information to parents on expectations and how parents can help their children.  |

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| 2 | Student Academic Achievement Standards and Title One Program Information, Open House  | 2  | 36/45 |

|  |
| --- |
| Provide information to parents on expectations and how parents can help their children  |

 |
| 3 |

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| Parent Training, SAC Membership Training  |

 | 1 | 19 | Increase parent knowledge of academic expectations and foster parent/school partnerships  |
| 4 | STEM Curriculum Family Night  | 1 | 16 | Provide information to parents to help their children in the areas of math and science  |
| 5 | Assessments discussed during individual conferences  | 1 | 324 | Teachers will conduct individual conferences to inform parents on student academic progress. |
| 6 | ESOL Parent Leadership Council  | 3 | 12 | Provide parents with information on how to help their children  |
| 7 | Kindergarten Orientation Informational session for parents and students entering Kindergarten  | 1  | 6 |

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| --- |
| Provide parents with information about school goals and expectations for incoming kindergarten activities . |

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# 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 1116 (e)(3)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 |

|  |  |
| --- | --- |
| Collaborative Partner/Business Partner Training  |   |

 | 1 | 45 |

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| --- |
| Teachers will gain knowledge in how to build ties between parents and schools using business partners  |

 |
| 2 | Growth MindsetKerri Thompson-Waller | 1 | 42 | Teachers will learn about Growth Mindset helping them when working with parents. By building a relationship student achievement should be positively impacted |

# 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 economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(E)].

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| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Work schedule  | Fluctuate the times that activities/events take place so all parents are given opportunity to participate.  |
| 2 | Communication between home and school  | Connect ED messages were sent home in both English and Spanish. Information sent home is in both English and Spanish. |
| 3 |  |  |

# Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

|  |  |  |
| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |

Please return completed Parent & Family Engagement Plan to your Parent & Family Engagement Facilitator.