**Read-Pattillo Elementary School Title I, Part A Parent & Family Engagement Plan previously known Parental Involvement Plan.**

I, **Kelly R. Lewis**, 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:

The Read-Pattillo family and community are committed to creating an environment where every student will Dream...Reach...Achieve...Soar...

# Involvement of Parents

**Response:** 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)].

Parents are involved in the decision making process through membership on the School Advisory Committee (SAC). Parents elect members to the SAC. Meeting notes are taken at each SAC meeting. Public input sessions are scheduled during the development of the annual Strategic Plan. Public input is on each SAC agenda. Title 1 budget information is reviewed at each SAC meeting. Our School Improvement Plan also includes support. PTA meetings offer opportunities for input. Annual surveys from Title 1 also give input.

# 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 | Supplemental instruction support provided by the school will be discussed with parents during the development of the student's IEP. |
| 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 | Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs. |
| 4 | Title I Part A  VPK | VPK works with our school staff to coordinate transition plans for students entering Kindergarten. |
| 5 | Title II | The district provides ongoing professional development to ensure quality instruction and student success. |
| 6 | Title III | Supplemental instruction support 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 1116(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Establish Annual Title I Meeting August 31, 2017; September 20, 2017 | Principal | September 2017 | Dates set on school calendar |
| 2 | Prepare agenda for Annual Title I Meetings | Principal, Teachers | September 2017 | Completion of Agenda |
| 3 | Gather Information on Title I such as brochures and Powerpoint presentation outlining services | Principal | September 2017 | Information prepared for distribution |
| 4 | Train teachers about plans/goals of the Annual Title I Meetings | Principal | September 2017 | Speaking Points/Sign In sheets |
| 5 | Advertise Annual Title I Meetings | Principal, Teachers | September 2017 | Number of attendees, Survey, newsletter, flyer, website, Connect-5 message |
| 6 | Prepare information on curriculum and class expectations | Teachers | September 2017 | Parent Survey |

# 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:** Public Input Sessions scheduled in September for input into the School Improvement Plan/Strategic Plan. Public Input is an agenda item on every SAC meeting. Title 1 information meeting will be held on August 31 & September 20th. Family events/conferences are held at different times to meet the needs of parent's work schedules. Teachers are flexible regarding scheduling of conferences; phone conferences are available if necessary. A review of data will be conducted periodically throughout the year to make SY2017 -2018 decisions about Title I program needs. Parent trainings are held throughout the year. Students are included in events.

# 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 | | Meet the Teacher | Instructional Staff | | By building the Home/School Connection student achievement will be positively impacted. | | August 11, 2017 | | Parent Sign In Sheets and input forms | |
| 2 | K-2 Learning Expectations Night | | Cindy Crandall / K-2 teachers | Sharing of academic skill expectations with parents and students will positively impact student achievement. | | August 31, 2017 | | Parent/Student Surveys and Parent Sign In Sheets | |
| 3 | 5th Grade Learning Expectations | | Jurgensen/Peterson/Gold | Sharing of academic skill focus with parents and students will have a positive impact on student achievement. | | August 22, 2017 | | Parent Sign In Sheets and input forms | |
| 4 | Open House | | Instructional Staff | Supporting parents will have a positive impact on student achievement as parents will be better prepared to support their child at home. | | September 20, 2017 | | Parent Sign In Sheets and input forms | |
| 5 | Hop to it Health Fair | | Crandall/Anderson/Staff | Supporting student and parents well being will have a positive impact on student achievement as parents will be better prepared to support their child at home. | | October 26, 2017 | | Parent Sign In Sheets, Survey | |

# 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 | 5 Star Training | Lewis/Hines | Encouraging family and community involvement has been proven to have a positive impact on student achievement. | September 2017 | VIP Training Video/ PowerPoint |
| 2 | Compact Review/Update | Lewis/Hines | Communicates expectations for academic success to impact student achievement | May 2017 | SAC Agenda Minutes |
| 3 | PFEP data gathering | Lewis/Hines | When teachers and parents form a partnership and work together student achievement increases. | September 2017 | Faculty Meeting Agenda/Minutes |

# 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 Parents may check out books from the media center and have access to internet connected computers during the school day. Cleared volunteers are encouraged to volunteer on campus. Family member conferences with school staff are encouraged. Public Input is an agenda item on every SAC meeting. Planned and facilitated Back to School Expo for students in the community for free school supplies in conjunction with community agencies, businesses and organizations.

# 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:** Read-Pattillo Elementary School offers a variety of parent involvement programs throughout the school year. Each year, we offer families the opportunity to meet and greet their child's teacher, learn about our Title 1 school programs, gain information on academic focus, while learning how each family can have input into our school improvement plan. PTA offers membership and activities for each family. All students' in Kindergarten through Fifth Grade and their families are given the opportunity to attend these family trainings throughout the year. Parent surveys allow families to provide input on these trainings and give suggestions on topics for additional trainings. Parents are informed through the school's newsletter that is published quarterly. The newsletter highlights upcoming parent trainings, district mandates, behavior guidelines, nutritional information, and academic focus, along with student achievements. The School Advisory Council meets monthly and elicits ideas and concerns from families. Read-Pattillo is committed to providing quality education for all.

TITLE 1 information is available at the Annual Title 1 Meeting and discussed at the Kindergarten Orientation. Title 1 information is included in the Family Handbook. Parent conferences are encouraged. Grades K and 5 have individual grade level curriculum nights. Curriculum information is shared at various grade levels through newsletters and parent handouts. Curriculum maps are available on the district web page.

# 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:** Our school has a very small number of ESOL students. Important district information is available to our parents in Spanish and English. A translator may be requested from the district for parent conferences and IEP meetings upon parent request. IEP meetings are scheduled with parents and teachers according to guidelines and parent requests. We currently do not have any migratory children enrolled. Read-Pattillo is a handicapped accessible school.

# 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 | Adopting and implementing model approaches to improving parental involvement | Parents to Kids | Cindy Crandall | Parent Training results in additional supports at home in academics | October 2017 |

# 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 | 722 | By building the home/school connection student achievement will be positively impacted |
| 2 | K-2 Learning Expectations Night | 1 | 41 | Sharing of academic skill expectations with parents and student will positively impact student achievement |
| 3 | 5th Grade Learning Expectations | 1 | 74 | Sharing of academic skill expectations with parents and student will positively impact student achievement |
| 4 | Open House | 1 | 712 | Supporting parents will have a positive impact on student achievement as parents will be better prepared to support their child at home |
| 5 | Sparkle & Marvel with a Great Book | 1 | 97 | Supporting parents will have a positive impact on student achievement as parents will be better prepared to support their child at home |
| 6 | Spring Into Reading with Poetry | 1 | 47 | Supporting parents will have a positive impact on student achievement as parents will be better prepared to support their child at home |
| 7 | Winter Wonderland | 1 | 356 | By building the home/school connection student achievement will be positively impacted |
| 8 | Parents to Kids | 5 | 8 families | Supporting parents will have a positive impact on student achievement as parents will be better prepared to support their child at home |
| 9 | Night of the Arts | 1 | 352 | Arts/Literacy focus which will strengthen relations between home and school thus creating a positive school environment for student achievement |
| 10 | January Jumping Beans | 1 | 137 | Math/Reading/Nutrition tips and strategies will assist parents in supporting their child’s academic achievement |
| 11 | Reading with a Twist | 1 | 89 | Reading tips and strategies will assist parents in supporting their child’s academic achievement |

# 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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Partnering with Parents | 1 | 41 | Training staff on how to work with and reach out to parents should positively impact student success. |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

# 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 | Communication | Connect Ed message sent every Sunday |
| 2 | Dinner | Provide meals at activities when possible |
| 3 | Time | Vary event day of the week/ In school parent activities as well |
| 4 |  |  |
| 5 |  |  |

# 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)

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

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