**2017-2018 Title I Parent and Family Engagement Plan**

**Clay County District Schools**

**School Name: Grove Park Elementary**

**Parent and Family Engagement Mission Statement**

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| Grove Park Elementary School’s mission, while recognizing parents as full partners in the education of our students, will ensure meaningful, two-way communication between the school and home. We will encourage active parental participation in activities and programs that will involve them in the learning process as the school community prepares students to become successful and productive global thinkers in an ever-changing world. Parents will also be offered opportunities to help drive decisions that will directly impact the education of their child.  |

**Involvement of Parents in the Decision-Making Process**

**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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].**

**Describe how this plan is a shared responsibility and families give input to review and improve this plan. How often?**

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| The GPE School Advisory Committee meets four times throughout the school year to plan for and review the effectiveness of Title 1 programs. Discussions involve ideas for future parent involvement events and the funding necessary to facilitate each event. The School Advisory Committee consists mostly of parents who were elected to serve on the committee, school administrators, a community business partner, and teachers. At the conclusion of each parent and family engagement event, participants provide valuable feedback via surveys. A Title 1 Annual Spring Survey also allows parents to provide feedback about Title 1 issues, concerns, and suggestions for improvement. In addition, at the beginning of the school year a parent volunteer orientation takes place which allows parents opportunities to share individual strengths and select ways to support student learning at the school, at home, and at Title 1 events.  |

**What method of evaluation do you utilize to review and design more effective engagement strategies?**

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| Each Title 1 event closes with a parent survey and a Title 1 Annual Spring Survey allows parents to provide valuable feedback. The Title 1 team analyzes the survey feedback and makes adjustments to programs based on the suggestions provided by parents. |

**How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement activities?**

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| The GPE School Advisory Committee meets four times throughout the school year to plan for and review the effectiveness of Title 1 programs. Discussions involve ideas for future parent involvement events and the funding necessary to facilitate each event. A detailed discussion of the Title 1 annual budget takes place at one of the SAC meetings and parents are given the opportunity to make suggestions, comments, and provide feedback for improvement.  |

**What evidence do you have to document parent/family participation in the development of the Parent and Family Engagement Plan?**

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| Parents are asked to sign in during our first SAC meeting, where the plan is discussed and feedback is solicited. The agenda and minutes from this School Advisory Committee meeting are published on the school’s website for all stakeholders. |

**How will the school share the comments it receives from parents/families?**

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| The school Facebook page communicates information about each parent and family involvement event, as well as, school-wide and classroom activities. Parents have an opportunity to publicly provide feedback or comments about each event. Also, comments provided on Title 1 surveys are shared at the SAC meetings. Individual conferences with parents also take place for each student in the school at least once per year.  |

 **How will be the plan be made available to the community?**

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| The Parent and Family Engagement Plan is posted on the school website and is also made available in the front office. |

**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 1118(e)(4)].**

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| **Program** | **Coordination** |
| Title 1 Parent Events- Math, Science and Literacy Activities | GPE Title 1 fliers, robo-calls, website, and Facebook notifications will be sent to parents so they can participate in academic parent events where take-home activities and strategies will be demonstrated to help students at home. |
| Title 1 District Parent Advisory Committee | District Title 1 Supervisor/GPE Title 1 Lead teacher and parents will be notified by email, personal invitations, and phone calls to help encourage participation in PAC events; materials, ideas, and public speakers are available to help parents with at-home strategies |
| Title II | On-going professional development |
| Title III | ESOL services provided for qualified students |
| IDEA/ESE | MTSS coordination, SST, IEP, 504 ongoing services |
| Homeless/Neglected/Delinquent | Weekly take-home backpacks filled with food  |

**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. [Section 1118(c)(1)].**

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| **Date and time of Title I Annual Parent Meeting** | August 11, 2017 |
| **Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)** | Parents were notified by ParentLink call prior to the event.  |
| **Describe how your meeting will communicate information regarding:** **-The Title I Program (Benefits and how it affects your school)****-Parents Right to Know****-Qualifications of Teachers or Paraprofessionals****-Notification of Teacher(s) who are out for more than 4 consecutive weeks****-Ways Families Can Offer Suggestions/Feedback** | Title 1 Powerpoint created by district office and edited specifically for GPE |
| **How did you determine the effectiveness of the Title I Annual Parent Meeting?** | Attendance 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 1118(c)(2)].**

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| **Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend.** | GPE will be providing opportunities for parent engagement before school, during school and early evenings. Activities will be offered on a variety of weekdays. |
| **Describe what child care, home visits, transportation and/or varied language services are provided by your school.**  | We do provide parent letters and flyers in our family’s native language whenever possible. The need for transportation, child care, and home visits will be determined and if deemed necessary, will be provided through the school’s Title 1 funds or by our school’s Social Worker. |
| ***Barriers*:** **Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.** | Family work schedules, transportation problems, parents speaking other languages, and lack of content knowledge are barriers that are represented at Grove Park Elementary. |
| ***Barriers:* What steps will the school take to overcome these barriers?**  | Providing involvement opportunities at different times in the day. We will provide parents of other languages a translated letter, in their native language whenever possible. Our Social Worker will assist with transportation issues for important meetings, etc. as needed. Parents will be provided opportunities to learn about the content their child is learning throughout the year, and/or can contact teachers for additional help.  |
| ***Evaluations:*** **How will you obtain feedback regarding parent and family engagement activities?** | We will use parent feedback forms to gain parents’ insight into how to improve upon activities or opportunities for parents to be more involved in school functions. |
| ***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 1118(e)(5) and 1118(f)].**  | Google Translate and the Microsoft Word translate tool allow parents with limited English proficiency to read about Title 1 Parent and Family Engagement activities. These tools are used as needed. Information with all stakeholders is shared through fliers in the student Wednesday folders, Facebook, Google Calendar, school website and word of mouth. |

**Building Capacity of Parents**

**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 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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| **Parent and Family Engagement Event/Topic** | **Impact of Academic Achievement** | **Timeline of Event****(Tentative Date/Time)** | **Evaluation Method** |
| **Transition Activities (Kdg., Headstart, Pre-K):** **\*Kindergarten** | **Smoother academic transitions to increase parent knowledge of school and academic expectations.** | **Summer 2017 and 2018** | **Kindergarten registration, beginning of year student behavior, and parent feedback** |
| **Technology:****\*Parent Portal** **\*Registration Opportunities****\*School Website****\*Facebook** | **Parents supporting learning at home by being informed of student progress and on-going achievement**  | **On-going** | **Number of parents registered for Parent Portal and Facebook followers** |
| **Supporting Learning at Home:****\*G3 Book Corner****\*Parent Learning Breakfasts****\*World of Nations Night****\*Wednesday Folders/Planners** | **Building reading skills at home as students earn free books to take home.****Parents will learn how to determine appropriate reading levels of their child(ren) and learn about specific grade level standards/expectations****Always based on state standards and activities/strategies parents and students can do at home****Increase communication between parent and school of upcoming events, activities, school-wide programs and educational information** | **On-going****By end of December 2017****End of February 2018****Every Week** | **Number of certificates handed out to students per week****Parent participation/attendance, feedback forms****Parent participation/attendance, feedback forms****Teacher-Parent written communications, return of RSVPs, parent requests of additional information**  |
| **Community Building:** **\*Volunteer Pancake Breakfast** **\*GatorGirls and GatorGents** **\*Veteran’s Day Assembly** **\*Community Mentoring****\*Team Backpack****\*G3 Breakfasts** | **Volunteers will be recruited to assist in classrooms, help with school events, etc.** **Parents will be offered opportunities to help with community outreach events to help develop SEL skills** **Students will participate in the Veteran’s Day Essay Contest. top essays will be shared at the assembly. A veteran from the community will share his thoughts on the prompt topics** **Community members meet with their Gator weekly to help develop positive adult interactions, promote academic success and to improve individual responsibility.****Students who are receiving regular meals are more prepared to learn****Promote positive SEL skills in school and at home** | **October 2017****October 2017 through May 2018****November 9, 2017****On-going****On-going****Monthly** | **Parent participation and volunteer form completion****Parent, student and community member participation****Visitor sign-in from front office; student participation****Volunteer sign-in sheets, student behavior****Number of students receiving a backpack****Number of participants** |

**Building Capacity of Teachers**

**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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| **Title** | **Purpose?**  | **Training Format****(Workshop, book study…)****Presenter?** | **Intended Audience** | **Timeline** |
| **How to Increase Parent Involvement** | **-How to reach out, communicate with parent/families****-The value of contributions of parents/families****-How to coordinate parent/family programs** | **Individual viewing of presentation and completion sign-up sheet** | **All faculty** | **October 2017** |

**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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| **How do you notify each family, in a timely manner when their child has been assigned or taught for four or more consecutive weeks by a teacher out of field?** | Principal will send home a letter to all parents. |
| **Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.** | Open House, parent-teacher conferences, Title 1 Annual Meeting, Parent Learning Breakfasts, IEP Meetings, Focus and Wednesday Folders. |
| **Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.**  | The student’s individual report can be picked up in the office or it will be mailed home after the school year begins. |
| **How do you ensure that your school holds parent-teacher conferences, at least annually, of which the compact is discussed as it relates to student achievement?**  | Signed Compacts and Teacher Attestation Sheet |

**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 1118(e)(5) and 1118(f)].**

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| Parents are notified of school activities, school reports, and meetings through a variety of media including newsletters, GPE website, Parent Portal, Wednesday folders and agendas, use of school marquee, Facebook and OneClay App notifications. Non-English speaking parents will be provided with an interpreter as needed, and notices will be sent home in the parents’ home language as needed. Handicap ramps are accessible to those that are in need. |

**Evaluation of Previous Year’s Parental Involvement Plan**

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| **Parent and Family Engagement Activity** | **Number of Participants** | **Anticipated Impact** | **Effectiveness** |
| **Staff Training** | **41** | **Increase parent involvement in school activities through volunteering or participation** | **100% parent compact and conference sheet documentation, increased participation in school-related events** |
| **Founder’s Spy Night** | **262** | **Students and parents will learn about techniques used by spies during the Revolutionary War** | **Great participation and positive feedback on the survey** |
| **Dads and Donuts** | **208** | **Model to parents how to create fun math activities at home** | **Strong participation and positive feedback on the survey** |
| **Dr. Seuss Night** | **149** | **Model how to create hands on activities from an idea or literary concept** | **Strong participation and positive feedback on the survey** |
| **Moms and Muffins** | **197** | **Students will engage in activities based on both literacy and science standards. (poems and planting seeds)**  | **Strong participation and positive feedback on the survey** |