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

**Clay County District Schools**

**School Name: Charles E. Bennett Elementary**

**Parent and Family Engagement Mission Statement**

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| Charles E. Bennett Elementary team of students, parents, and staff, take pride in creating a secure, caring environment that develops successful self- motivate learners, Charles E. Bennett Parent Involvement Engagement activities will provide parents with encouragement, ideas and materials to help their children improve academically and increase their knowledge of the learning process. |

**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 [Sections1118(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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| Parents will provide their input by evaluating all PFEP programs and activities through parent conferences, workshops, volunteer trainings, SAC meetings, feedback surveys following parent involvement activities, and annual surveys for the 2017-2018 school year. Parents will be encouraged to attend Title 1 programs, via newsletters, school marquee, social media, automated phone calls, notes home in Wednesday’s communication folders, student planners and invitations. |

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

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| **The Title I team and/or grade level meet and review the event surveys. We gather information such as number of participants and what was answered or mentioned in the surveys. Specific questions asked are “Was this the first workshop you have attended this year”, do you feel you and your child will benefit from what was learned at the workshop”, “Are workshops scheduled at convenient times and days”? The team also talleys and records what topics the parents say they would like to attend in the future, such as workshops on reading, math, science, homework, behavior and other written in topics and comments. The team then uses this information to form and offer future workshops on what the parents feel is needed at the school.** |
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**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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| Parents are given the opportunity to make suggestions, comments and provide feedback at a SAC meeting specifically designed for discussion of the Annual Title I budget. |

**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 will provide input into evaluating parent involvement activities through parent conferences, workshops, volunteer trainings, SAC meetings, feedback surveys following parent involvement activities and annual surveys during the school year. Parents will be encouraged to attend the Title I programs, via facebook, automated phone calls, parent conferences, newsletters and invitations. |

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

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| The school shares the comments it receives from parents/families in SAC meetings, the Title I Annual meeting, newsletters, and social media. |

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

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| Wednesday Communication Folders, SAC meetings, a green notebook located at the front office and in the Media Center will contain the SIP and PFEP which will be accessible to the public. |

**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** |
| Headstart/VPK | School offer VPK for qualified students |
| Child Find | Identifies students with special needs throughout the community such as daycares, and Clay Behavioral |
| Title 2 | Professional development resources are available to Title I school through Title 2 funds |
| Title I (PAC/DAC) | Parents are invited to participate in the Parent Advisory council and District Advisory Council at our school |
| Title III ESOL program | ESOL programs are available for qualified students |
| IDEA | Services included for parents include MTSS coordination, IEP’s SST, and 504. |
| Kindercamp Summer week camp | Rising Kindergarten students from local pre-school programs and the community are invited to participate in developmental readiness activities in order to make a positive transition into kindergarten. |

**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** | October 24, 2017 |
| **Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)** | For three weeks leading up to the meeting, flyers will be sent home in the Wednesday communication folders,school marquee, automated phone call home and several postings on social media. |
| **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** | The Title I Lead will develop and disseminate invitations, powerpoint, develop an agenda, handouts, and/or other presentation materials, advertise/publicize the event and develop sign in sheets and surveys.  The principal will present a program that will inform parents of the “Right to Know” and about the school’s Title I program, the nature of the Title I program such as school wide and/or targeted assistance, the qualifications of teachers and paraprofessionals.  If a teacher is out for more that 4 consecutive weeks the principal will send home a letter to each student in the class.  Families can offer suggestions and feedback at SAC meetings, the Title I Annual meeting, parent surveys, conferences and notes. |
| **How did you determine the effectiveness of the Title I Annual Parent Meeting?** | Parent Surveys, discussion of parent concerns at SAC meetings and Curriculum council meetings and faculty meetings. |

**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.** | Parent/teacher meetings will be scheduled morning and/or afternoons, during the week to allow attendance by parents with various work schedules. Teachers will seek input from parents when scheduling individual conferences so that times convenient for parents can be arranged. Title I personnel, classroom teachers and the school worker will make home visits on an as needed basis. |
| **Describe what child care, home visits, transportation and/or varied language services are provided by your school.** | Parents can requests transportation as needed. Title funds for Parent Involvement will be used for materials and supplies for parent meetings. Principal and team leaders will decide a schedule of activities. |
| ***Barriers*:**  **Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.** | Work schedules, transportation, language barriers, and weather conditions. |
| ***Barriers:* What steps will the school take to overcome these barriers?** | Evaluate activities when one on one interaction is needed and planned for, and childcare offered during those events. |
| ***Evaluations:***  **How will you obtain feedback regarding parent and family engagement activities?** | Surveys are given to parents after each parent involvement/school activity. the Title I Lead and a team audit the surveys and talley results. Results are then reported to school admin, teachers and staff. Results are also reported during a regular SAC meeting with the SAC committee’s discussion and input. |
| ***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)].** | Parent/teacher activities will be scheduled mornings, and/or afternoons, during the school work week and sometimes an occasional Saturday to allow attendance by parents with various work schedules. Teachers will seek input from parents when scheduling individual conferences so that times are convenient for parents to arrange. Title I personnel, classroom teachers and the school social worker will make home visits on an as needed basis. Transportation can be made available as well as an interpreter as needed. Letters sent home from school can be sent in the language of the home, if requested. |

**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)** | **Smoother Transitions**  **Increase parental awareness** | **Summer 2017** | **Parent registrations**  **Student behavior** |
| **Technology, Parent Portal Registration Opportunities** | **Parents will have the opportunity at all Title I events to sign up for the parent portal.** | **Ongoing/All Parental events** | **Number of parents signed up for the portal.** |
| **Supporting Learning at Home** | **Parents supporting learning at home and increased parental communication** | **Ongoing throughout the school year.** | **Parent/teacher conferences** |
| **Community Building** | **Community support and outreach and the giving away of basic needs after Hurricane Irma. Teachers went out into the community and provided food and water and the last day supplies were set up in the front office for the community to stop by and get items they needed.** | **Three days following Hurricane Irma. 0/13-15** | **Data sheet of number of school families helped,** |
| **Eat Lunch With Your Family/Fall Festival** | **Sharing of resources available to assist families to help students in reading and math. Each grade level provides an activity that can be shared and used at home.** | **October 24, 2017** | **RSVP’s for invitations**  **Sign-in sheets** |
| **Character Book Bingo** | **Increase access to books for students at home.** | **Fall 2017** | **Sign-in sheets**  **RSVP’s from invitations** |
| **Winn Dixie Math and Literacy Night** | **Students apply math and reading skills in real world situations.** | **November 2017** | **RSVP’S of invitations and sign in sheets** |
| **Kindergartens Pies With the Little Guys** | **Read with their child and share information about the second semester standards based report card.** | **November 2017** | **RSVP’S of invitations and sign in sheets** |
| **Free Books for the Community** | **Increase access to books for students at home.** | **Ongoing as needed** | **RSVP’S of invitations and sign in sheets** |
| **Veterans Day Celebration** | **Instill a sense of patriotism, community, and appreciation of United States history.** | **November 9, 2017** | **RSVP”S of invitations and sign in sheets, attendance of veteran’s** |
| **National Dad’s Bring Your Child to School Day,** | **To increase parent involvement in student learning.** | **September 27, 2017** | **RSVP”S of invitations and sign in sheets** |
| **Cyber Bullying workshop** | **Tips to parents of ways to protect their child from cyberbullying and to prevent being bullied by others.** | **Spring 2018** | **RSVP”S of invitations and sign in sheets** |
| **Kindergarten Round-up and new parent/student informational meeting and Kindergarten registration** | **Open Kindergarten registration is done in May for the following year. Parents of kindergarteners will learn about academic and social expectations of our school** | **May 2018** | **RSVP”S of invitations and sign in sheets, and number of students registering early for kindergarten** |

**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** |
| **Parent Staff Training** | **How to reach out, (communicate with parent/families**  **-The value of contributions of parents/families**  **-How to coordinate parent/family programs** | **Sarah Lawson**  **Karen Frazier**  **Bj Hostler**  **Kevin Leary Terri Comer**  **Melissa Warner** | **Faculty** | **October 2017** |
| **Progress Monitoring of students at risk.** | **To track students and focus on their greatest need to become successful.** | **Sarah Lawson**  **Karen Frazier**  **Stacie Medcalf** | **Faculty and leaders** | **2017-2018 School year** |
| **Curriculum Chats at each Grade level** | **To have the teachers reach deep understanding of curriculum and state standards as a grade level.** | **Sarah Lawson**  **Karen Frazier**  **Kevin Leary**  **BJ Hostler** | **Faculty** | **2017-2018 School year as needed** |
| **Implementation and Coordination of Parent Activities such as volunteer workshops.** | **Partnering and planning for volunteer activities.** | **Title I Lead, Terri Comer** | **Parent Volunteers** | **2017-2018 school year as needed** |
| **School Advisory Council** | **Develop partnerships between the school, home and community.** | **Principal**  **SAC Chair and SAC committee members**  **school faculty and staff members** | **Faculty, parents and community stakeholders** | **At least e times a year and more if needed** |
| **FOCUS Parent Portal** | **To provide information and develop a partnership between home and school** | **Technology communication** | **Faculty and parents** | **2017-2018 school year** |

**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?** | A notification letter from the principal will be sent to parent. |
| **Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.** | Conferences, parent conferences, open house, Annual Meetings, parents events, Grade level curriculum, planners and social media. |
| **Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.** | Parents are provided a paper copy of their student(s) scores in the Wednesday communication folder. |
| **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?** | Teachers submit completed parent compacts along with conference forms and/or acceptable documentation of attempted contact. Parent conference days/evenings offered to accommodate parent schedules. |

**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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| Parent/teacher activities will be scheduled mornings, and/or afternoons, during the school work week and sometimes an occasional Saturday to allow attendance by parents with various work schedules. Teachers will seek input from parents when scheduling individual conferences so that times are convenient for parents to arrange. Title I personnel, classroom teachers and the school social worker will make home visits to accommodate the needs of families. Transportation can be made available as well as an interpreter as needed. Letters sent home from school can be sent in the language of the home, if requested. |

**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 on behavior PBIS/Foundations** | **All teachers and staff** | **Improve student and teacher interactions throughout the school day. Improve student behavior by teaching them positive behaviors** | **Teachers and staff taught students expectations in all areas during the school day. Behaviors improve when students know what is expected from them** |
| **Workshop of Raising Highly Capable KidsParenting classes** | **20-30** | **To gain knowledge of parenting skills to build support for families and one another** | **Parents learn ways to help and support their own children by using positive, structured strategies of parenting. Training parents to enhance the involvement of other parents.** |
| **Weekly Professional Learning Communities** | **All faculty and staff** | **To develop partnership between school and home by participating in weekly PLC’s in structured time where teachers spend time collaborating and learning** | **Teachers receive training which maximizes their effectiveness in the classroom.** |
| **Tailgate/Eat with your Family Night** | **343** | **Opportunity for families to eat a meal together and have fun learning and playing educational games in a school setting.** | **Develop strong relationships between home, school and community.** |
| **Kindergarten Parent Chat** | **22** | **Parents will be provided in depth information about our school expectations, kindergarten expectations and the kindergarten curriculum and standards based report cards.** | **Parents will be familiar with what their child is doing and learning at school and will become more involved. By understanding the standards based report card, parents will better be able to help their child academically. Developed partnerships between home and school..** |
| **6th Grade Parent Curriculum Chat** | **27** | **Parents will gain knowledge and give support to academics of the 6th Grade. Parents will also learn tips to help their child be successful in school** | **Parents gain knowledge of the 6th grade expectations and academics so they support and help their child at home and become more involved in the school** |
| **Dads Bring Your Child to School Day.** | **3** | **National Dads Bring your Child to School Day encouraging parent involvement.** | **Dads will bring their child to school not only for this day, but will be active throughout the school year.** |
| **Jack Hartman, Interactive Skill building with Music Workshop** | **21** | **To help parents learn and focus on kindergarten and first grade curriculum by using educational children’s songs to enhance learning in reading, math, science, and social skills.** | **Creative ways that parents can be involved in their child’s school and learning. Parents will have ready to use strategies at home to strengthen their child's learning.** |
| **Character Book Bingo** | **142** | **A fun night with students and their parents playing BINGO that encourages parents to take many reading strategies learned during the BINGO game and be able to support their child at home** | **Parents will use reading strategies at home, that were learned at the Book Bingo. Parents enjoyed the fun night and will look forward to participating in our school-wide events.** |
| **Winn Dixie Night** | **58** | **Parents will be involved with their child and will take the everyday task of grocery shopping and apply reading and math skills from everyday life.** | **Encourages families to take everyday task that encourages reading and working together.** |
| **Kindergarten Math games and egg hunt** | **49** | **Parents will learn ways to assist their child with beginning math skills by hunting number eggs then putting the in sequential order.** | **Parents continue at home to work on basic math skills at home to support their child. Parents become more involved in their child’s school.** |
| **Kindergarten Round-up Night** | **21** | **Incoming kindergarten families come to learn about the kindergarten classes.** | **New parents are familiar to their child’s school and are comfortable and continue to support and become** |