

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

**Clay County District Schools**

**School Name: Montclair Elementary**

**Parent and Family Engagement Mission Statement**

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| Our mission at Montclair Elementary School is to develop citizens that are capable of meeting the challenges of their future by providing educational opportunities necessary to develop confident lifelong learners. At Montclair Elementary, we strive to build relationships to create real family engagement for every child, every family, every teacher, every day. |

**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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| The MCE School Advisory Committee meets quarterly 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 school, home, and 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 teams 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 MCE 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 at each Title 1 event and an opportunity is provided for parents to register for the Parent Portal and FOCUS account. Additionally, surveys are given at the conclusion of each Title 1 event and results of these surveys are analyzed and used to make adjustments to Title 1 events in the future. Also, the agendas and minutes from each School Advisory Committee meeting are published on the school’s web site for all stakeholders. |

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

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| The school facebook page, along with class dojo communicates information about each parent and family involvement event, as well as, classroom activities, and parents have an opportunity to provide feedback or comments about each event. The teachers then will share the comments during SAC meetings. |

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

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| The Parent and Family Engagement Plan will be made available to the community through the school website, as well as 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** |
| Headstart/VPK | Title 1 meets with the Head Start/VPK program nearby and has them tour MCE with instructions and ideas on how to make it a smooth transition to a new school |
| Headstart/VPK | Principal reaches out to nearby Head Start/VPK provide early Kindergarten registration forms |
| Title 1 Parent Events - Math, Science, and Literacy Activities | MCE Title 1 fliers, robo-calls, newsletters, website, and Facebook notifications will be sent prior to events so the parents can participate in academic parent nights where take home activities and strategies will be demonstrated to help students at home. |
| Title 1 District Parent Advisory Committee | District Title 1 Supervisor/MCE Title 1 Lead Teacher - Parents will be notified via email, personal invites and phone calls as needed to help encourage participation in PAC events; materials, ideas and public speakers are available to help parents with at-home strategies. |
| Title II | Ongoing professional development |
| Title III | ESOL services provided for qualifying students |
| IDEA/ESE | MTSS coordination, SST, IEPs, 504s, Ongoing services |

**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 26, 2017 5:30 - 7:00 pm (rescheduled due to Hurricane Irma) |
| **Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)** | MCE Title 1 fliers, robo-calls, website, and Facebook notifications utilized to communicate Title 1 Annual Parent Meeting weeks in advance. |
| **Describe how your meeting will communication 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** | * Annual Title 1 Powerpoint created by district office and edited specifically for MCE * Volunteer Sign In * Parents Right to know |
| **How did you determine the effectiveness of the Title I Annual Parent Meeting?** | Attendance sign-in sheets, Parent feedback surveys |

**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.** | MCE had Parent Orientation during the day and Open House to be in the evenings to better accommodate working parents. Varied times and days are offered for parents. |
| **Describe what child care, home visits, transportation and/or varied language services are provided by your school.** | Home visits are done, as needed, made by the Hospital Homebound teacher or social worker as needed. ESOL students are provided with small group instruction provided by the ESOL teacher using intervention programs. |
| ***Barriers*:**  **Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.** | MCE has parents who work in the morning and/or in the evening have difficulty coming to events. Also, parents who have multiple children that are not of school age find it difficult to participate during school events. |
| ***Barriers:* What steps will the school take to overcome these barriers?** | By providing dinner and childcare during evening events, more parents might participate in these meetings. Teachers hold 1:1 phone conferences for parents that are unable to attend in person. The school’s website/Class Dojo is used to display pictures of special events so parents have opportunities to see their child engaged in learning. |
| ***Evaluations:***  **How will you obtain feedback regarding parent and family engagement activities?** | SurveyMonkey, Google Forms, or paper-based surveys are created for each Title 1 Parent and Family Engagement event. |
| ***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, Class Dojo and the Microsoft Word translator tool allows us to provide parents with limited English Proficiency information.  Our ESOL Teacher, Sandra Daly, also assist with parents in meetings, letters home, reports, etc. |

**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 academic transitions**  **Increase parent knowledge of school/academic expectations** | **Summer 2018** | **Student Behavior/**  **Student Registrations** |
| **Technology, Parent Portal Registration Opportunities** | **Understatement of student achievement, Increase Parent/Teacher communication** | **Fall 2017-2018** | **Percentage of Parents Registered** |
| **Cyber Bullying** | **Student Behavior** | **Fall 2017** | **Sign-in Sheets,**  **Parent Feedback Survey** |
| **Muffins for Moms** | **Literacy/Math Academics** | **Fall 2017** | **Sign-in Sheets,**  **Parent Feedback Survey** |
| **Donuts for Dads** | **Literacy/Math Academics** | **Fall 2017** | **Sign-in Sheets,**  **Parent Feedback Survey** |
| **S’Mores and Mores Learning Event** | **Literacy/Math/Science Academics** | **Spring 2018** | **Sign-in Sheets,**  **Parent Feedback Survey** |

**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** |
| **Staff Professional Development - Building Communication with Parents and Increasing Parent Involvement** | **-How to reach out, communicate with parent/families**  **-The value of contributions of parents/families**  **-How to coordinate parent/family programs** | **Powerpoint Presentation during PD**  **Heidi Nebesnyk - Title 1 Lead** | **MCE Staff** | **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?** | Letter from principal addressed to the parent |
| **Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.** | Parent portal, conferences, IEP, Open House, Title 1 Annual Meeting, Parent events, FSA prep night, Tuesday Folders, Planners |
| **Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.** | Report Cards, FSA Results |
| **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?** | Compacts are signed. Parent attempts are recorded in Focus. |

**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, KHE website, teacher and Title 1 websites, Parent Portal, Tuesday folders and agendas, use of school marquee, and 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** |
| **N/A New Title I 2017-2018 Title I School** | **N/A** | **N/A** | **N/A** |
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