## Mayport Elementary School Title I, Part A Parent and Family Engagement Plan 2017-2018

## School Name

I, Amy Cline, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
* Engage parents and family, 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 parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent and family 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 and family 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 and family 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** | Date Signed |

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| **Involvement of Family** |
| How the school involves the parents and families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used? [ESEA Section 1116]  Parents and families will be notified via School Messenger and the school website that the PFEP is in the process of being created and that their input is needed to complete the plan. A copy of the proposed PFEP and budget will be available for view and review in the Main Office and the Family Engagement Room. A suggestion box will be available for parents and families to make suggestions for the plan. The finalized PFEP and budget will be presented at the monthly PTA board meeting, the monthly SAC meeting and at the quarterly PTA General Meeting. |
| **Coordination and Integration with Other Programs** |
| How the school coordinates and integrates Parent and Family Engagement programs and activities with other Programs?   |  |  |  | | --- | --- | --- | | Choose all that apply | Program | Coordination | |  | IDEA (Students with Disabilities) | The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment. | |  | VPK | The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles. | |  | Title I, Part D | The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment. | |  | Title IX, Part A | The McKinney-Vento Homeless Assistance Act authorizes the federal [Education for Homeless Children and Youth (EHCY) Program](http://nche.ed.gov/downloads/ehcy_profile.pdf) and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school. | |  | Supplemental Academic Instruction (SAI) | This “super categorical” is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. | |  | Violence Prevention Programs | Primary Youth Violence Prevention Programs focus on utilizing a positive youth development approach, target youth at high risk for violence but who are not necessarily engaging in violence yet and would include programming considered “primary prevention”. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school. | |  | Title II | The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school. | |  | Parent Academy | Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range from one time workshops to programs over the entire school year. | |
| How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESEA Section 1116]   * IDEA will be used to provide ongoing support for families with students. These events will include workshops and individual meetings, and will be coordinated by the CSS Site Coordinator and School Counselor. * VPK and Head Start teachers encourage family volunteers in the classroom, provide activities to families to complete at home and facilitate events throughout the school year to highlight and share student learning to families. * SAI funding is used to provide tutoring during the day to students in 2nd and 3rd grades who are performing below grade level in reading and math. * The district Parent Academy calendar of offered courses is available in the Main Office and the Family Resource Room. The calendar is also available on the district website and through e-flyers. Additionally, school based family events will be offered throughout the school year that allow parents learn how to assist their students academically and socially. |
| **Annual Family Meeting** |
| A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program?  The annual PFEP Family Meeting will be held in conjunction with an evening family event (i.e. game night, movie night). The steps to conduct the meeting will be as follows:   1. Develop agenda, handouts, surveys and/or presentation materials 2. Design and disseminate invitations a minimum of 1 week prior to the event 3. Advertise the event on the school website, on a flyer sent home with students, through School Messenger and on the P.T.A. Facebook page 4. Maintain documentation including sign-in sheet and meeting minutes 5. Analyze survey data |
| A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?  Information that will be shared with families and other stakeholders during the Annual Family Meeting will include the allocations in the Title I budget, the events that will be offered throughout the year for families, and the resources available in the Family Resource Room. Parents and families will also have the opportunity to provide feedback in regards to barriers to family involvement, dates and times of events/meetings, and the types of support that families need to assist their students. |
| A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?  All family events will be designed to provide families with tools to increase student proficiency in reading, math and science. School data will be used to develop the materials that parents and families will be provided with including tools, strategies and resources to assist their students in making academic gains. The information will be provided through a handout and a PowerPoint presentation. The handout will also be available in the Main Office, Parent Resource Room and the school website. The PowerPoint presentation will also be available on the school website. |
| **Flexible Family Meetings** |
| How will the school offer a flexible number of meetings, such as meeting in the morning or evening? Check all that apply.  AM Sessions at different times  PM Sessions at different times  AM & PM Sessions (Meetings offered at different times on the same day, same content) |
| How will the school provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement?  AM Sessions will be offered immediately before school or during the school day. PM Sessions will be offered in conjunction with a family activity in which students and siblings are invited to attend and participate in the activities. |
| **Building Capacity** |
| How the school will implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)  Using the feedback from parent and family surveys, S.A.C. meeting minutes, the Title I Suggestion Box, school wide academic data and the School Improvement Plan, the leadership team will develop a strategic plan of activities for families to participate. Activities and events will include opportunities for families to learn about academic assistance and provide time for family communication/bonding. |
| How will the school implement activities that will build relationship with the community to improve student achievement?  The school will facilitate family nights for reading, math, arts and science. Activities at these events will be data driven and support families in increasing their students’ academic achievement. Rewards/incentives will be provided for all participating students and their families. |
| How the school will provide materials and trainings to assist parents or families to work with their child(ren)?   * Students and siblings who participate in family events will be given free fiction/non-fiction books * Brochures will be created to share information with parents to include strategies, activities and websites that encourage reading and math achievement. * Strategies and activities will be modeled for parents and families at the Math Night and the Literacy Night * Brochure will be available to families in the Main Office, in the Parent Resource Room and from the classroom teachers. |
| How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]   * Parents and families will be encouraged to register as a DCPS volunteer * Families will be encouraged to volunteer in classrooms throughout the year * School will make improvements in communicating with parents and families including updating the school website and using social media * Administration will conduct bi-annual Volunteer Information & Training Sessions * P.T.A. will facilitate opportunities for parents and families to volunteer outside of school hours (i.e. evening and weekend events, take home classroom projects, Box Top campaign, Dolphin Dollar Store) |
| **Parent and Family Engagements Events:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Count | Name of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness | | 1 | Science Night | Malz | Increase Science Proficiency from 58% to 63% | March 2018 | Parent/family participation (i.e. sign-in sheet, feedback form)  Student proficiency on Science FCAT and End of Course Exams | | 2 | Literacy Night | Randich | Increase Reading Gains from 56% to 61% | January 2018 | Parent/family participation (i.e. sign-in sheet, feedback form)  Student growth and proficiency on iReady Reading, Achieve3000 and Reading FSA | | 3 | Art Night | McCoy | Increase Reading Gains from 56% to 61% | December 2017 | Parent/family participation (i.e. sign-in sheet, feedback form)  Student proficiency and growth on Reading and Math benchmark assessments | | 4 | Math Night | Cannington | Increase Math Gains from 85% to 90% | February 2018 | Parent/family participation (i.e. sign-in sheet, feedback form)  Student annual growth scores on iReady Math and Math FSA | | 5 |  |  |  |  |  | | 6 |  |  |  |  |  | | 7 |  |  |  |  |  | | 8 |  |  |  |  |  | | 9 |  |  |  |  |  | | 10 |  |  |  |  |  | |
| **Other School wide Activities:**  How other activities such as the family resource center, the school will conduct encourage and support parents and families in more meaningful engagement in the education of their child(ren)?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Count | Name of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness | | 1 | Orientation | Royce | Increase in average daily student attendance | August 2017 | Decrease in number of students absent for >10 days during the school year | | 2 | Open House | Royce | Increase in average daily student attendance | August 2017 | Decrease in number of students absent for >10 days during the school year | | 3 | PTA Boo-Hoo Breakfast | Larson | Increase in average daily student attendance | August 2017 | Decrease in number of students absent for >10 days during the school year | | 4 | Grandparents Breakfast | Larson | Increase in average daily student attendance | September 2017 | Decrease in number of students absent for >10 days during the school year | | 5 | Family Game & Teacher Talk Night | Larson | Increase in math and reading achievement | October 2017 | Increase in math and reading achievement on iReady/Achieve3000 | | 6 |  |  |  |  |  | | 7 |  |  |  |  |  | |
| **Staff Development** |
| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on the assistance of parents and families and in the value of their contributions.   * School wide book study of the book “Confronting Racism, Poverty, and Power: Classroom Strategies to Change the World” by Catherine Compton-Lilly * Weekly Common Planning for Math and Reading Teachers * Science Lesson Planning Early Release Training * Achieve3000 Training * Youth Mental Health Awareness Training |
| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff on how to reach out to, communicate with, and work with parents and families as equal partners.   * Monthly PBIS Meetings/Trainings with a focus on communication with parents and families * CHAMPS Refresher Training during Early Release * Student Parent Communication Folders used by each teachers * Teachers currently use one or more of the following forms of communication with parents/families including school website, School Messenger, Classroom Dojo, Remind101, paper handouts/flyers |
| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on implementing and coordinating parent and family programs and building ties between parents and families and the school. [ESEA Section 1116]   * Title I & Family Engagement Training during Early Release * Monthly PBIS Meetings/Trainings with a focus on communication with parents and families * CHAMPS Refresher Training during Early Release |
| **Communication** |
| How the school will provide timely information about the Title I program and activities?  Events and meetings will be advertised a minimum of one week in advance via flyers, posters, school marquee, school website, and school messenger |
| How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?  Parents and families will be provided with a description and detailed information regarding the school curriculum during the school wide Open House at the beginning of the school year. Information will also be provided to parents during and will be available in the Parent Resource Room. Additional information about the FSA and iReady assessments will be provided to families at the Literacy Night and the Math Night. |
| How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child(ren)?  Parents are invited to schedule conferences with teachers, administrators and school counselor at their convenience throughout the school year. Meeting times are available before school, after school or during the school day as needed. Upon request, parents are provided with teacher emails at the Main Office. |
| How the school will submit parents’ and families’ comments to the LEA if the school-wide plan is not satisfactory to them? [ESEA Section 1116]  There will be a Title I Suggestion Box located in the Parent Resource Room. Parents are requested to submit their concerns with possible solutions in writing in the suggestion box. |
| **Accessibility** |
| A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?   * Events and meetings will be advertised a minimum of 1 week in advance via flyers, posters, school marquee, school website, and school messenger * Activity, meeting and event times will be offered on different days of the week and at different times throughout the school year to include before school, after school, during school and in the evenings |
| A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand?   * All flyers, handouts, agendas, reports, etc. will be provided to parents at designated meetings, on the school website, and will be available in the Parent Resource Room. * All notification will include phones messages, text and/or emails using School Messenger. * Flyers and handouts will be translated in Spanish when possible. |
| **Barriers** |
| A description of the barriers that hindered participation by parents during the previous school year?  N/A |
| A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESEA Section 1116}  N/A |