## John Love Elementary Title I, Part A Parent and Family Engagement Plan 2017-2018

## School Name

I, Niketah Johnson, 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 of John Love are invited via parent call out, marquee announcement, email and via paper flyers to our annual Get Involved, Stay Involved parent meeting. This meeting consists of a review of previous years’ goals, targets and outcomes. Parents are given the floor and/or a survey to respond with suggested ideas of spending and/or activities they would like to see here at John Love. Parents are encouraged to speak with our in-house Family Liaison if there additional needs that would help support the students and families of JLE. An inviting Family Resource room that is appealing to parents in which parent can check out educational materials and utilize technology to work with students. Creating this warm and inviting space needs furniture such as desk. We would like to purchase a desk for this area. We are limited in space as desktop computers take up the bulk of our building. I currently do not have an accessible laptop for parent use in the resource room.    I am hoping to buy tablets to use for events and activities that will allow parents access to the materials we are helping them with without jeopardizing our computers that the students use daily. In addition, it would help to ease and quickly assess parents with providing feedback at the conclusion of an event. |
| **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, 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]  We establish both a focused Literacy and Math night each year that assist parents with skill based activities and/or games that parents can take with them to assist their child at home. We will coordinate with Community Involvement a Parent Academy evening that will be focused on reading development for early literacy. There will be two VPK/Headstart classes for the 17-18 school year. We also include homework helper links on our school websites. Our ESE facilitator holds a meeting with all parents of ESE students to review IEP expectations and goals. They will include any new legal information and provide support materials to help parents at home. |
| **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?  We will notify parents of the date, time and purpose of the meeting by utilizing the school call out system, email, paper flyers and post on the website and marquee. |
| A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?  We will share district slides on the purpose of Title 1 and how it affects our school. We will share our school Title 1 goals from the previous year, impacts on the 16-17 school year and goals for this year. |
| 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?  In the Power point, I will describe beginning of year, mid-year and end of year data by grade level for the previous year. I will also include 2 years’ worth of previous comparative to show either progress or decline. School choice and parental rights information will be included to inform parents of options that are available and processes. In addition, we will highlight our school choice theme for next year and the School Expo date. |
| **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?  We have included a line item for childcare in our budget. Parents will be notified by way of parent call out system and flyer of the available service. They will have to respond by a certain date if the services are needed. |
| **Building Capacity** |
| How the school will implement activities that will build the capacity for meaningful parent and family engagement? After reviewing last year’s activities attendance and parent reflections we have decided to continue the Literacy Night and Math Night. Parents felt that these activities provided opportunities for them to understand how to better assist their students. We will ask for parent input on what they feel they need to support their students and areas they see their students struggling with at home. |
| How will the school implement activities that will build relationship with the community to improve student achievement? Community members will be invited to participate in our events, on our PTA and our SAC. The community will be made aware of current progress of our students and ways in which they can support student achievement. After needs assessment of students we will share with community members how they can meet the needs of students and families. |
| How the school will provide materials and trainings to assist parents or families to work with their child(ren)? We will gear events and activities to the needs expressed by parents and/or by the student needs we see on a day-to-day basis at school. The trainings will be selected based on the need of the families and students. |
| How the school will provide other reasonable support for parent and family engagement activities? (Opportunities for volunteering chew and chat, etc.) [ESEA Section 1116]  There will be monthly Happy Hour with the Principal, which is an open forum for communication. Volunteer opportunities to assist with picture day, events, etc will be announced via flyers and call out announcements. The resource room will be spotlighted monthly on the school newsletter. During Open House and any events there will be computers available to fill out the volunteer form. |
| **Parent and Family Engagements Events:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Count | Name of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness | | 1 | Literacy Night | All grade Level Teachers,  Reading Coach, ESE Teacher | Parents participation this evening will give them more knowledge/activities on phonics, phonemic awareness activities and sight words that can assist them in working with their child. This will increase student understanding and impact student’s ability to read on grade level. Overall increasing student IReady Reading Score. | November | Sign-In Sheets  Agenda  Parent Survey and Feedback | | 2 | Math Extravaganza | All grade Level Teachers,  Reading Coach, ESE Teacher | Parents participation this evening will give them more knowledge/activities on number sense, math fluency and geometry that can assist them in working with their child. This will increase student understanding and impact student’s ability to do grade level math. Parents will participate in various math activities including technology-based activities on tablets. Overall increasing student IReady Math Score. | February | Sign-In Sheets  Agenda  Parent Survey and Feedback | | 3 | Showtime w/ I Ready | All grade Level Teachers,  Reading Coach, ESE Teacher | Parents will engaged in conversation with teachers regarding the current assessments used to assess their student IReady. They will review their student report and gain understanding of strengths and weakness as well as activities to assist with better understanding. This new information will give the parent a better understanding of how to support their child at home which will translate into mastery and a better overall performance score. We will also show them the ease of using a tablet for IReady and additional supporting apps and websites. | March | Sign-In Sheets  Agenda  Parent Survey and Feedback | | 4 |  |  |  |  |  | | 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 |  |  |  |  |  | | 2 |  |  |  |  |  | | 3 |  |  |  |  |  | | 4 |  |  |  |  |  | | 5 |  |  |  |  |  | | 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.  We will provide registration information for family engagement courses that teachers can register for to increase their awareness of family engagement strategies. In addition, we will have monthly newsletters providing parent/family engagement activities that faculty and staff can use to build a stronger connection. |
| 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.  We will review the current communication tools that we have and strategies to make those more effective. In addition, we will discuss the do’s and don’ts of parent communication. This year we will be introducing a new tool School Connexts to parents so teachers will undergo their training and we will utilize with parents. |
| 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]  We develop a events committee that will have selected teachers on to plan and coordinate family engagement activities that the faculty and staff will carry out. We will train the staff on how to implement and suggest additional ideas for bridging the connections with parents. |
| **Communication** |
| How the school will provide timely information about the Title I program and activities?   1. Have a Parent Center 2. Provide a copy of Title 1 Program and Activities to Parents 3. Include highlights in our Newsletter |
| 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 are provided Curriculum Information VIA Open House, Grade Level Newsletter, and Data Night at School. |
| 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)?  Teacher Parent Conferences, Scholarship Warnings and Teachers Open Door Policies for Conferencing |
| 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]  We will submit a copy of the Parent Climate Survey. In addition, we will allow parents to provide feedback via our SAC meetings, available comment form in the front office, Happy Hour with Principal and the end of year PFEP Development meeting. |
| **Accessibility** |
| A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?  We will vary the times that we have Activities. We will offer Child Care and Transportation. |
| 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 Parent and Family Engagement Events, Newsletters (printed), Phone calls, Emails, Website, Bulletin Boards, Announcement Board Outside in the car loading zone and marquee. The communications will be printed or displayed in a format and language the is clearly understood by parents. |
| **Barriers** |
| A description of the barriers that hindered participation by parents during the previous school year?   1. Lack of Interest in their child's education 2. Parents working hours 3. Transportation may hinder some parents 4. Some parents have had a less than satisfactory experience within their own education, which leads to a lack parent involvement. |
| 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}  Presentation are compatible to the level of their understanding  Insure that feedback from parents is actively solicited  Provided transportation VIA budget  Vary time when having Activities |