**ANTHONY ELEMENTARY SCHOOL Title I, Part A Parent and Family Engagement Plan**

**Mission Statement** We strive to develop practices and strategies that will engage families and the entire community. We will create strong partnership between home and school that fosters communication and shared responsibility.

Describe how the parent and family engagement plan is a shared responsibility.

|  |
| --- |
| Input is taken from many stakeholders, including staff, families, and SAC, when formulating the parent and family engagement plan. This input is valuable, as these same stakeholders are also responsible for the execution of the plan.  |

Describe how the parent and family engagement will assist in providing high quality instruction for all learners.

|  |
| --- |
| Research shows that the more engaged/involved families are in their child’s education, the more successful that child will be in life. These engagement activities help to ensure that students are not only receiving high quality instruction at school, they are also receiving that same high quality instruction at home as well.  |

**Engagement of Parents**

Describe how the school will engage the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

|  |
| --- |
| AYE will provide an array of opportunities to involve parents and the community. AYE will have a volunteer parent/community liaison from our SAC who represents the school at all meetings and events. A variety of survey instruments, parent meetings, newsletters, social media campaigns will be used to solicit input from parents regarding the implementation of Title 1 Program and how Title 1 funds are spent. Surveys will be administered to the parents, families, community members at the end of each activity. The results of these surveys will be used to plan ways to increase parental engagement. Additionally, parents will be given opportunities to provide input at the Title 1 Annual Meeting, parent data meetings, parent conferences, Strong Father-Strong Families and parent teacher organization meetings. |

**Coordination and Integration with Other Federal Programs**

Describe (*in the table below*) how the school will coordinate with other federal programs and integrate parent and family engagement activities that teach parents how to help their child(ren) at home.

|  |  |
| --- | --- |
| Title I Part A | Our School, AYE, reviews Title I funds based on free and reduced lunch counts. Title I Part A funds are used to provide supplemental instructional materials, equipment, and/or personnel to help students meet the rigorous state standard expectations. Staff development, as well as, Parent Involvement Trainings and Workshops will be coordinated with Title I, Part A. |
| Title I Part C (Migrant) | The administration will contact the Migrant Department of Grants & Federal Programs office.  This office will provide academic support to the students and help families with resources they may need. |
| Title I Part D (Neglected & Delinquent) | N/A |
| Title II  | School staff and faculty members participate in district-provided professional development opportunities. |
| Title III - ESOL | The school administration will coordinate with Grants & Federal Programs and ESOL Department to identify students. The ESOL paraprofessional is placed at our school to provide identified students with the appropriate academic support that they need to progress in learning a second language. |
| Title IV Part A | N/A |
| Title IV Part B (21st CCLC) | Anthony Elementary will continue to participate in the 21st CCLC program/grant by providing the students with a high-quality after school enrichment program along with a corresponding summer enrichment program. |
| Title IX Part C - Homeless | The administration and guidance counselor will coordinate with our District Homeless Liaison to provide the students and families the resources and support they need. |
| Home Instruction for Parents of Preschool Youngsters (HIPPY) | Home instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement and school readiness program. HIPPY offers free home-based early childhood education for 3, 4, and 5 year old children working with their parents as their first teacher. The parent is provided with a set of developmentally appropriate materials, curriculum, and books designed to strengthen their children's cognitive skills, early literacy skills, social/emotional skills, and physical development. Representatives from this program will hand out flyers at Open House and parent events. Representatives can be contacted by interested families in our school. |
| Individuals with Disabilities Education Act (IDEA) | Elementary coordinates with the ESE Department and the Student Services Department of MCPS. Supplemental instructional support is shared with parents as they are invited and attend their child's IEP meetings. Teachers and staff members will follow MCPS MTSS policies and processes. |
| Voluntary Pre-Kindergarten Program | Title I coordinates with the Early Learning Coalition and school in order to provide parents and guardians helpful information and steps for enrolling children in Florida's Voluntary Pre-Kindergarten program. VPK classrooms are established in schools based on school and community needs. Anthony Elementary provides a VPK classroom for students in our school zone. |

**Annual Parent Meeting** *(Stand Alone)*

Provide a description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program.

|  |
| --- |
| On September 6, 2018 at 5:00PM, AYE leadership will conduct the annual meeting to inform parents, families, and the community of our Title 1 Programs and Events planned for the year: Strong Fathers, Strong Families; Sailing into Literacy; STEAM Night; Academic Carnival; and Parent/Caregiver Personal Development Chats. We will utilize social media and marketing campaign: #sfsf, #sailingintoliteracy, #STEAMatAYE, #growwithAYE, #gameonAYE; website, DOJO, and our quarterly newsletter as a means to communicate to the community and families. |

Provide a description of the nature of the Title I program that is shared with parents (school wide or targeted assistance).

|  |
| --- |
| Parents, families, and the community will work side by side with AYE to create the SIP and PFEP so everyone’s input counts towards student achievement. AYE operates a school wide Title I, Part A program, which is the largest federally funded grant program for grades K-12. It is designed to provide all children that attend low-income schools significant opportunities to receive a fair, equitable, and high-quality education. AYE believes in involving parents in all aspects of its Title 1 programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including SIP and PFEP. All parents are invited and given the opportunity to review the plan and offer input prior to approval. For the PFEP, all parents will be given surveys at the end of each event/activity, seeking their input on activities, trainings, and materials they feel would benefit their child and AYE. Results of the parent surveys will be reviewed by the SAC to determine necessary changes. During the SAC meeting when the PFEP and SIP are developed, the committee will decide the parental involvement funds that will be used. |

Provide a description of how the meeting will cover yearly progress, school choice, and the rights of parents.

|  |
| --- |
| We will use an agenda and PowerPoint presentation to jointly develop parent compact, yearly progress, school choice, and parent’s rights.  |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

|  |
| --- |
| Our events are planned throughout the year with some events being hosted in the morning and some in the evening to accommodate and encourage the community and parent support. If parents are unable to come to the school for IEPs and parent teacher conferences. In addition, we use phone calls, conference calls, newsletter, and emails. |

Describe how will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.

|  |
| --- |
| Childcare will be provided by volunteers and advertised as a means to increase participation and engagement. |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement.

|  |
| --- |
| AYE takes pride in building the capacity of all key stakeholders who play a vital role in the academic success of our students. We provide both internal (at school) and external (off site) workshops and activities that strengthen these relationships throughout the school year. We will host activities in the morning, afternoons, and evenings to accommodate schedules and they will be located internally (at school) and/or externally (off site) to accommodate transportation limitations. Our doors are open to the community through the implementation of activities during and after school that community members and organizations can volunteer to support through our school receptionist. AYE’s school receptionist will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family. Below are the specific steps that AYE will take to build capacity for meaningful parent and family engagement.* Open House – Provide parents with information on the new curriculum, MTSS program, and state assessment results.
* Parent Resource Van – Provide take home resources for parents and students to engage in student learning at home.
* Strong Fathers, Strong Families – Four engagement activities scheduled throughout the year (Bring your dad to work, Dad and kid reading event, Dad and kid science event, and Dad and kid math event).
* Sailing into Literacy – Parent and student take home activities and FSA informational night
* Academic Carnival – A variety of academic activities for both parents and students to learn and share in the learning experience.
* STEAM Showcase – A variety of academic activities based on STEAM for both parents and students to learn and share in the learning experience.
* Quarterly Newsletters – Will provide a parent engagement tips.
* Parent Academy – Provide parents with four quarterly fireside chats with school leaders and community leaders on personal growth and development. AYE believes parents, guardians, and community members need personal development in order to be role models. Fireside chats include: building a better you; vision board and setting goals; developing growth mindset; and overcoming objections and setbacks.
 |

Describe how the school will implement activities that will build relationships with the community to improve student achievement.

|  |
| --- |
| As noted above, we will involve the community in a variety of ways from sponsoring to speaking. Our volunteer parent liaison will attend a community business network to discuss school, students, and parents needs as well as to introduce great strides occurring at : such as SAC, personal growth and development, Literacy Night, Strong Fathers.  |

Describe how the school will provide materials and trainings to assist parents/families to work with their child(ren).

|  |
| --- |
| We will utilize the Title Parent Resource Van through scheduled visits. We will communicate to the community and families about the upcoming scheduled visits via social media campaign, school newsletter, and website. In addition, we will encourage teachers to use referrals of resources for students to take home and invite parents to visit the van. The parent resource van will be included at our Sailing Into Literacy, STEAM, and Academic Carnival events. They will be given an opportunity to try the activity and offer make and take activities for home use.  |

Describe how the school will provide other reasonable support for parent/family engagement activities.

|  |
| --- |
| Our teachers have access to Connected Classroom containing Cyber Coaching to assist developing educators’ confidence as they are implementing newly learned strategies and Teacher Talk which is a forum for educators to receive resources, network with other educators and share successes. This will allow teachers to gain confidence and support when trying out new strategies that can be shared with parents and families. |

**Staff Development**

Provide a description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families.

|  |
| --- |
| The volunteer parent liaison and administrative school leadership team will provide multiple professional development opportunities throughout the school year in the area of family engagement. Specifically, the topics that will be covered are the value and utility of contributions of parents/families, how to reach out to and communicate with parents/families as equal partners, and in building ties between parents and the school.  |

Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents/families as equal partners.

|  |
| --- |
| The volunteer parent liaison and administrative school leadership team will provide multiple professional development opportunities throughout the school year in the area of family engagement. Specifically, the topics that will be covered are the value and utility of contributions of parents/families, how to reach out to and communicate with parents/families as equal partners, and in building ties between parents and the school.  |

Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school.

|  |
| --- |
| The administrative school leadership including literacy and science coaches will provide multiple professional development opportunities throughout the school year in the area of family engagement. Specifically, the topics that will be covered are the value and utility of contributions of parents/families, how to reach out to and communicate with parents/families as equal partners, and in building ties between parents and the school.  |

**Other Activities**

Describe other activities (ex: parent resource center) the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren).

|  |
| --- |
| The parent resource van will be on campus monthly to make available to parents resources that will help to provide high quality instruction at home for their children and parents can engage by completing the annual parent survey. |

**Communication**

Describe how the school will provide timely information about the Title I programs.

|  |
| --- |
| We will use a communication plan that starts 60 days before any family engagement activity. The communication plan will include: compacts, social media campaign, website, newsletters, teachers’ DOJOs, and Skylert messaging. The communication plan will notify of upcoming events: purpose, time/date, audience, and activity. The communication plan includes weekly posts with call to action to engage family and community. Students will be provided invitations two weeks in advance with an option to reserve spot and sign up. Skylert will be used the Monday before any event to remind parents of upcoming events.  |

Describe 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.

|  |
| --- |
| We will invite parents to join us for a curriculum walk during: Student Orientation, Open House, STEAM Showcase, Sailing into Literacy, and Academic Carnival. These events will allow us an opportunity to speak about the curriculum, assessments, student expectation, and achievement in core subjects. In addition, parents are encouraged to visit their child’s classroom where the teacher will provide more specific information regarding their child’s education including the compact, assessments, and communication policies. Teachers are encouraged to inform parents and families of upcoming lessons and curriculum in Class DOJO or class newsletters. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters which is also posted on the AYE website. They may also contact the school for further information. |

Describe how, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).

|  |
| --- |
| Every quarter, parents and the community are invited to the SAC meeting for opportunities to make suggestions and participate in decisions involving Title 1, IEP meetings, and conferences. |

Describe how the school will submit parents/families comments if the school wide plan is not satisfactory to them.

|  |
| --- |
| We will offer a survey at the end of every event for parents, families, and community to make suggestions and submit comments to the Assistant Principal, if the AYE school improvement plan is not satisfactory. They may also email, call, and/or attend SAC meetings (as noted above all events) will have an opportunity to make suggestions and submit comments using a survey and results will be used to make improvements. comments. |

**Accessibility**

Provide a description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.

|  |
| --- |
| Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members. School documents can be translated into Spanish for parents needing this service.Our school facility is ADA accessible. Parents with disabilities are regularly invited to all parent involvement activities and school activities. If support is needed to accommodate a disability, appropriate arrangements will be made by the school. |

Provide a description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

|  |
| --- |
| Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members. School documents can be translated into Spanish for parents needing this service. If other language translations are needed, we will contact the district’s ESOL department. |

**Discretionary Activities** *(Optional)*

Describe any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.).

|  |
| --- |
| Title I, Part A funds will be used to furnish the supplies needed to provide the high-quality parent engagement opportunities for our families. |

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year.

|  |
| --- |
| Many parents still don’t have access to reliable technology, and prefer the older means of communication. We also have a large percentage of blue-collar working parents that sometimes struggle to make it to after school events due to their work schedule, or are too tired to come even if they are off work. In addition to working parents, we also have a significant amount of family members other than birth parents that are raising our students.  |

Provide description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children).

|  |
| --- |
| Anthony Elementary will make a concerted effort to engage ALL families with our events and practices. We will hold events at flexible times to try and accommodate families of all types, and with different work schedules. We will also use several forms of communication including newsletters and phone calls to ensure that all families are aware of the opportunities provided at the school.  |