

# Bratt Elementary Title I, Part A Parental and Family Engagement Plan

## Involvement of Parents

Describe how the school will involve parents and families 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 {ESEA Section 1116}.

Using district and state guidelines the administration will include parents in the development and implementation of the school's Title I Plan. Activities and procedures will be planned using the School Advisory Council (SAC) and PTA Meetings. The School Advisory Council is selected by nominations then a vote among all stakeholders. Input regarding expenditure of funds is received during SAC meetings and PTA meetings. The plan is reviewed as needed.

## Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home {ESEA Section 1116}.

#	Program	Coordination
1	Head Start	Dynita Bufford
2	VPK	Dynita Bufford
3	Title I	Laura Colo

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families 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, and the rights of parents are covered at the annual meeting.

#	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop meeting materials	Principal, Asst. Principal, Leadership Team	September	Agenda, handouts, etc.
2	Advertise/publicize event	Principal, Asst. Principal, Classroom Teachers	August/September	Flyer/invitation and Sign-In sheet
3	Title I Parent Meeting	Principal, Asst. Principal	September	Sign-In sheet
4	Maintain documentation	Principal	2017-2018	Sign-In sheets/Parent Input/Agenda/Meeting Minutes

## 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 engagement {ESEA Section 1116}.

Meetings are offered both during the morning and afternoon. Parents will be given a choice of convenient times to attend conferences. Home visits are available if needed. Transportation will be offered depending upon need and available funding.

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, and building relationships with the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents assist parents/families to work with their child. Include information on how the school will provide other reasonable support for parent/family engagement activities under {ESEA Section 1116}.

#	Building Capacity Activity for Families	Person Responsible	Materials/Training Provided to Parents/Families	Timeline	Evidence of Effectiveness
1	Communication of student progress	Principal, Assistant Principal, Teachers, Rtl team	Report cards, STAR 360 reports, daily communication folder	Daily Quarterly	Progress reports, report cards, STAR 360 reports improved student achievement
2	Title I Meeting	Principal, Assistant Principal	Powerpoint explaining Title I Program	September	Sign in Sheet improved student achievement
3	Open House/ Compact Letters	Principal, Assistant Principal, Teachers	Compact letter	On-going	Sign in Sheet, Signed Compact Letters improved student achievement
4	Volunteer orientation, counseling sessions	School Counselor, Teachers	Volunteer Handbook Applicable resources	On-going	Sign in sheets, Contact log improved student achievement
5	Focus Gradebook/Parent Portal	Teachers	Online instructions for FOCUS; newsletter	On-going	Parent participation, improved student achievement
6	Science Night	Principal/Assistant Principal, Classroom Teachers	Parent Activity Resource Sheet	On-going	Sign-in sheet, improved student achievement
7	Monthly Grade Level Parent Involvement STEM Activity	Principal, Assistant Principal, Classroom Teachers	Follow up resources for families	On-going	Sign-in sheet, improved student achievement

## Staff Development

Describe 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 how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents/families, and in how to implement and coordinate parent/family programs, and build ties between parents/families and schools {ESEA Section 1116}.

#	Building Capacity Activity for Staff	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Value of Parent Involvement	Principal/School Counselor	Improved Achievement	September 2017 On-going	Applications, Climate Surveys
2	Building ties between home and school	Principal/School Counselor	Improved Achievement	On-going	Parent/School Volunteer and Contact Logs
3	Volunteer Training	School Counselor/ Principal	Improved Achievement	Fall 2017	Sign in Sheets
4	Poverty Training	School Counselor	Improved Achievement	Winter 2017	Sign in Sheets

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children {ESEA Section 1116}.

The School Counselor, Media Specialist, Assistant Principal and Principal will work together to provide space and time where parents can meet with administration, teachers, and students as needed throughout the school year.

# Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to obtain;
- 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 children and
- If the school wide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency {ESEA Section 1116}.

Information will be sent home, posted on the school's website, sent in newsletters and placed on school marquee in a timely manner. The curriculum and assessments are state approved and district adopted. Before the end of October, classroom teachers will have completed the initial parent/teacher conference. During the parent/teacher conference, academic progress is discussed with suggestions to help students at home and school. Parents can schedule teacher conferences as needed throughout the school year. Response to Instruction meetings will be conducted for struggling students with invitations to parents. As other activities become available, parents will be notified by monthly newsletter, website, teachers' written communication or phone contacts. Documentation will be maintained by the Principal.

# Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents. Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable, uniform format and in a language that parents/families can understand.

When developing documents we consider the literacy levels of the parents in our community. Parents will complete a Home Language Survey when registering a student. If parents are speakers of other languages the ESOL department is contacted for interpreters or document translation. Based on current surveys English is the only language in which information will be distributed. Teachers of children with disabilities will send a copy of the document home to each parent. All necessary accommodations are made for parents and children with disabilities. Interpreters are available for translating documents for parental involvement activities. Bratt has not had any parents with limited English proficiency. As needed, a school-based interpreter will assist with hearing impaired parents/guardians.

## Discretionary Activities

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.)

#	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Maximizing parental involvement and participation in each student's education by arranging school meetings at a variety of times, or conducting in-home conferences with teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Schedule parent meetings at various times	Principal/Teacher /School Counselor/Parent Educator	Improve Achievement	On-going

## Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are disabled, have limited English proficiency, and parents/families of migratory children) {ESEA Section 1116}.

#	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation (economically disadvantaged group)	Finding ways to provide transportation
2	Working Parents	Offer activities both during and after school hours when possible.
3	Lack of parent participation with older students	Invite and have events that encourage parent participation. Provide refreshments when possible.

# Assurances about the Parent and Family Engagement Plan

I, **Karen J. Hall**, 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

- Describe how the school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent;
- Plan was jointly developed/revised with parents and distributed to our families and the local community;
- Involve parents and families in the planning, review, and improvement of the school wide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to review, if necessary, the school's parent and family engagement plan;
- Provide to each parent an individual student report about the performance of their child on the state assessment {ESEA Section 1116};
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field;
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

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Signature of Principal or Designee

**Karen J. Hall**

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Date Signed (2017/18)

**October 26, 2017**

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(typed signature denotes approval of PFEP)