



2018-2019 Title I Parent and Family Engagement Plan

Clay County District Schools

School Name: Coppergate Elementary School

KIA 3 CGE Parent & Family Engagement Plan



Parent and Family Engagement Mission Statement

Coppergate Elementary team of students, parents, and staff work hard to create a secure, caring environment that develops successful, self-motivated learners. Coppergate Parent Involvement Engagement activities will provide parents with encouragement, ideas and materials to help their children improve academically and increase their knowledge of the learning process.

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

“Discovering Endless Possibilities”

- 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)].

Signature of Assurances: _____

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 [Sections 1118(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?

Parents will provide their input by evaluating all PFEP programs and activities through parent conferences, workshops, volunteer trainings, SAC meetings, feedback surveys following parent involvement activities, and annual surveys for the 2018-2019 school year. Parents will be encouraged to attend Title 1 programs via newsletters, school marquee, social media, automated phone calls, notes home in Tuesday's communication folders, and student planners and invitations.

What method of evaluation do you utilize to review and design more effective engagement strategies?

The Title I team and/or grade level meet and review the event surveys. Teams gather information such as number of participants and what was answered or mentioned in the surveys. Specific questions asked are, "Was this the first workshop you have attended this year," "Do you feel you and your child will benefit from what was learned at the workshop," "Are workshops scheduled at convenient times and days?" The team also tallies and records what topics the parents say they would like to attend in the future, such as workshops on reading, math, science, homework, behavior and other written in topics and comments. The team then uses this information to form and offer future workshops on what the parents feel is needed at the school.

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?

Parents are given the opportunity to make suggestions, comments and provide feedback at a SAC meeting specifically designed for discussion of the Annual Title I budget. SAC meetings will be on public display via the Title I binder that is located in the front office and the media center.

What evidence do you have to document parent/family participation in the development of the Parent and Family Engagement Plan?

Parents will provide input into evaluating parent involvement activities through parent conferences, workshops, volunteer trainings, SAC meetings, feedback surveys following parent involvement activities and annual surveys during the school year. Parents will be encouraged to attend the Title I programs, via facebook, automated phone calls, parent conferences, newsletters and invitations.

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

The school shares the comments it receives from parents/families in SAC meetings, the Title I Annual meeting, newsletters, and social media.

How will the plan be made available to the community?

Wednesday Communication Folders, SAC meetings, a blue notebook located at the front office will contain the SIP and PFEP which will be accessible to the public.

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)].

Program	Coordination
Child Find	Identifies students with special needs throughout the community such as daycares, and Clay Behavioral
Title III ESOL program	ESOL programs are available for qualified students
IDEA/ESE	MTSS coordination, SST, IEPs, 504's, ongoing services
Title 1 Part A District Parent Advisory Committee	District Title 1 Dept. Annual Meeting. Parents will be invited by personal invites and phone calls as need to increase participation.
Title X resources for homeless families	District social workers provide support for qualifying homeless students

Title II Professional Development	District Title II Dept. will provide ongoing professional development
Kindergarten Screenings	CGE Kindergarten teachers screen pre-registered, incoming Kindergarten students during pre-planning.

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), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. [Section 1118(c)(1)].

Date and time of Title I Annual Parent Meeting	
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	For three weeks leading up to the meeting, flyers will be sent home in the Wednesday Communication folders. Automated phone calls, social media postings, and the school marquee will communicate the information.
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	The Title I Lead will develop and disseminate invitations, powerpoint, develop an agenda, handouts, and/or other presentation materials, advertise/publicize the event and develop sign in sheets and surveys. The principal will present a program that will inform parents of the "Right to Know" and about the school's Title I program, the nature of the Title I program such as school wide and/or targeted assistance, the qualifications of teachers and paraprofessionals. If a teacher is out for more that 4 consecutive weeks the principal will send home a letter to each student in the class. Families can offer suggestions and feedback at SAC meetings, the Title I Annual meeting, parent surveys, conferences and notes.
How did you determine the effectiveness of the Title I Annual Parent Meeting?	Parent Surveys and discussion at Leadership and Faculty meetings.

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)].

Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend.	Parent involvement activities are scheduled before, during, and after school, to accommodate each family so they have an opportunity to participate in their child's education.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	Social workers make home visits when necessary. District provides translators for parent/teacher conferences. Reports can be provided in different languages. (MTSS and i-Ready)
Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Work schedules, transportation, language barriers, and weather conditions. Also, parents who have children that are not of school age find it difficult to participate.
Barriers: What steps will the school take to overcome these barriers?	Provide transportation for those in need, and translators for non English speaking families. We will provide at least 2 parent activities that are scheduled for the daytime. This will increase participation for those who work evenings.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	Surveys are given to parents after each parent involvement/school activity. The Title I Lead and a team audit the surveys and tally results. Results are then reported to school admin, teachers and staff. Results are also reported during a regular SAC meeting with the SAC committee's discussion and input. Feedback is also given on our Facebook page.
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)].	CGE provides flexible meeting times to accommodate work schedules. The staff and administration provide assistance and resources to those parents who have hardships, that are disabled, and/or who are Limited English Proficient. Resources may include translation of materials, transportation and visits from the school social worker.

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)].

Parent and Family Engagement Event/Topic	Impact of Academic Achievement	Timeline of Event (Tentative Date/Time)	Evaluation Method
Technology, Parent Portal Registration Opportunities	Parents will have the opportunity at all Title 1 events to sign up for the Parent Portal. Our school has a Facebook page, school website, and many teachers use websites, Class Dojo, Remind, and email as a tool for communication. This will increase parent/teacher communication.	Ongoing	Number of parents signed up for the Portal, parent and community exit surveys.
Supporting Learning at Home	During our parent involvement events, we provide presentations using materials that we will send home. Students will have increased learning gains due to the educational support from the home and school connection.	Ongoing	Parent/teacher conferences
Open House	Parents will have the opportunity to see and interact in their child's classroom, students will share data with their parents and parents will have the opportunity to sign up for the Parent Portal,	9/24/2018	Number of attendees, parent/family feedback, Facebook

Book Character Bingo	Parents will have the opportunity to participate with their child playing Book Bingo while learning ways they can support their child in reading at home.	Spring, 2018	Parent/family feedback
Publix Math Night	Increase math concepts. Social/Emotional	Spring, 2018	Parent/family feedback
Moms and Muffins	Literacy and social/emotional	August, 2018	Parent/family feedback Exit Surveys
Dads and Donuts	Literacy and social/emotional	October, 2018	Parent/family feedback Exit Surveys
Veterans Day Celebration	Building Community with military families	November, 2018	Parent/family feedback Exit Surveys
Book Fair	Supporting Literacy at Home	August and December, 2018	sign in sheets

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)].

Title	Purpose?	Training Format (Workshop, book study...) Presenter?	Intended Audience	Timeline

Parent/Teacher Communication	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Workshop presented by Amy Dyal and Robin Bossinger	CGE teachers and guidance	October 2018 Ongoing throughout the year.
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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)].

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?	A notification letter from the principal will be sent to parent
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Conferences, Open House, OneClay Portal, Newsletter, Tuesday Folders, IEP meeting, planners
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	Parents can access the scores through the Parent Portal
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?	Teachers submit completed parent compacts along with conference forms and/or acceptable documentation of attempted contact. Parent conference days/afternoons offered to accommodate parent schedules.

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)].

Parent/teacher activities will be scheduled mornings, and/or afternoons, during the school work week to allow attendance by parents with various work schedules. Teachers will seek input from parents when scheduling individual conferences so that times are convenient for parents to arrange. Title I personnel, classroom teachers and the school social worker will make home visits to accommodate the needs of families. Transportation can be made available as well as an interpreter as needed. Letters sent home from school can be sent in the language of the home, if requested.

Evaluation of Previous Year’s Parental Involvement Plan

Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
New Title 1 school N/A			