



2018-2019 Title I Parent and Family Engagement Plan

Clay County District Schools

School Name: Grove Park Elementary School



Parent and Family Engagement Mission Statement

The mission of Grove Park Elementary is to develop a strong and cohesive parent-school dynamic that allows all parents to feel they have a voice, and that they play an important role in creating a respectful, responsible and safe learning environment for our students.

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)].

Signature of Assurances:

"Discovering Endless Possibilities"

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?

The GPE School Advisory Committee meets at least twice per year to plan for and review the effectiveness of Title I programs. Discussions involve ideas for future parent involvement events and the funding necessary to facilitate each event. The School Advisory Committee consists mostly of parents who volunteered or were asked to serve on the committee, school administrators, and teachers. At the conclusion of each parent and family engagement event, participants provide valuable feedback via surveys. A Title 1 Annual Spring Survey also allows parents to provide feedback about Title 1 issues, concerns, and suggestions for improvement.

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

Each Title 1 event closes with a parent survey, that is reviewed by the Title 1 team. The Title 1 Annual Spring Survey also allows parents to provide valuable feedback to the school. The Title 1 team consistently analyzes parent feedback and makes adjustments to programs based on the suggestions provided by parents.

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?

The GPE School Advisory Committee meets at least two times throughout the school year to plan for and review the effectiveness of Title 1 programs. Discussions involve ideas for future parent involvement events and the funding necessary to facilitate each event. A detailed discussion of the Title 1 annual budget takes place at one of the SAC meetings and parents are given the opportunity to make suggestions, comments, and provide feedback for improvement.

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

Parents are asked to sign in during our first SAC meeting, where the plan is discussed and feedback is provided by parents. The minutes from this School Advisory Committee meeting are placed in the blue Title 1 binder located at the front desk.

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

“Discovering Endless Possibilities”

The minutes from School Advisory Committee meetings are placed in the blue Title 1 binder located at the front desk. Parents will be notified of the binder through a Facebook post.

How will the plan be made available to the community?

The Parent and Family Engagement Plan is posted on the school website, and is also made available in the blue Title 1 binder located at the front desk.

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
Title 1 Parent Events- Math, Science and Literacy Activities	GPE Title 1 fliers, Parentlink calls, website, and Facebook notifications will be sent to parents so they can participate in academic parent events where take-home activities and strategies will be demonstrated to help students at home.
Title 1 Parent Workshops/Title 1 Showcase	District Title 1 Supervisor/GPE Title 1 Lead teacher and parents will be notified by email, personal invitations, and phone calls to help encourage participation in PAC events; materials, ideas, and public speakers are available to help parents with at-home strategies
Title II- Supporting Effective Instruction	Parents will receive additional information and strategies they can use at home to help students at home through Facebook posts, informational videos and monthly Parent Newsletters. Teachers receive professional development opportunities throughout the year from our district specialist and coaches.
Title III- Support for English Learners	ESOL services provided for qualified students. Approved students use the Imagine Learning program during school hours, and can access it at home as well.

Title IV- Safe and Healthy Schools	Students will participate in Stem in the Gym activities through PE this year. We have also been selected to be apart of the Fuel Up to Play 60 program being sponsored by the Jacksonville Jaguars.
IDEA/ESE	MTSS coordination, Student Services Team Meetings, Independent Education Plans for ESE students, and 504 student accommodations happen on an ongoing basis
Title V- Homeless/Neglected/Delinquent	Weekly take-home backpacks filled with food, Mentoring Program for at-risk students
Transitional Programs/Head Start Outreach	At GPE, we have a PAT unit who completes assessments on pre-kindergarten students to screen them for possible programs or other resources that may help them be more successful when they enter school. We also have a Clay Behavioral Counselor who works full-time at our school to provide one-on-one counseling for students in need.

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	September 13, 2018 at 5pm
Describe the Title I Annual Parent Meeting (including how parents were notified in a timely manner and what materials were utilized.)	Fliers were sent home in Tuesday Folders on September 4, 2018, and a Facebook notification was sent out the same week. Our school marquee also displayed the event weeks beforehand. The principal sent out a ParentLink call the week of the event, and teachers were encouraged to make personal calls home to invite parents.
Describe how your meeting will communicate 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	We used the Title 1 Powerpoint created by the district office that was edited specifically for GPE. The Title 1 Lead and the principal held the meeting through a verbal presentation, using the slides to address all necessary information to parents. During the presentation, parents were directly notified of their Rights to Know: reminded that the newsletter was sent home in Tuesday Folders, they had the right to know the qualifications of all staff on

-Ways Families Can Offer Suggestions/Feedback	campus and would be informed by letter from the principal whenever their child's teacher was taught for more than 4 weeks by someone not qualified.
How did you determine the effectiveness of the Title I Annual Parent Meeting?	We will utilize a 3-2-1 exit ticket to solicit parent feedback and document their learning. Sign-in sheets will document attendance and grade level participation.

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.	GPE will be providing opportunities for parent engagement before school, during school and evenings. Activities will be offered on a variety of weekdays.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	We do provide parent letters and fliers in our family's native language whenever possible. The need for transportation, child care, and home visits will be evaluated, and if deemed necessary, will be provided through the school's Title 1 funds or by our school's Social Worker.
Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Family work schedules, transportation problems, parents speaking other languages, other after school child activities, and lack of content knowledge are barriers that are represented at Grove Park Elementary.
Barriers: What steps will the school take to overcome these barriers?	Providing involvement opportunities at different times in the day. We will provide parents of other languages a translated letter, in their native language whenever possible. Our Social Worker will assist with transportation issues for important meetings, etc. as needed. Parents will be provided opportunities to learn about the content their child is learning throughout the year, and/or can contact teachers for additional help.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	We will use parent feedback forms to gain parents' insight into how to improve upon activities or opportunities for parents to be more involved in school

	functions.
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)].	Google Translate and the Microsoft Word translate tool allow parents with limited English proficiency to read about Title 1 Parent and Family Engagement activities. These tools are used as needed. Information with all stakeholders is shared through fliers in the student Tuesday folders, Facebook notifications, Google Calendar, school website, marquee and word of mouth.

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
Transition Activities: <i>*Kindergarten Ice Cream Social</i>	Allowing students to meet teachers and practice transitioning between a variety of small group activities helped to set students up for more success throughout the year. Parents also had time to ask questions of a Kindergarten teacher and admin. This allowed them to feel more comfortable with expectations and how to get help.	July 31, 2018 at 2pm	We used feedback forms to collect feedback from parents on the event.
Technology/Communication:			

*Parent Portal Registration Opportunities during all Title 1 events *School Website *Facebook Page *Tuesday Folders	<p>Allows parents to stay connected to their child's academic progress throughout the year</p> <p>Has resources for parents (calendar, school plans of action, contact information)</p> <p>Informs parents of upcoming events, shares pictures of students engaged in learning activities</p> <p>Communication tool to keep parents informed about child's academic progress, upcoming events, activities and school-wide programs</p>	On-going	<p>Number of parents who are signed up for the portal and who follow us on Facebook.</p> <p>Teacher-Parent written communications, return of RSVPs, parent requests for additional information</p>
Supporting Learning at Home: *Title 1 Annual Meeting/Open House *Fin-tastic Family Fundamentals *G3 Book Corner *World of Nations *Title 1 Showcase/Workshops *Monthly Newsletter to Parents *Title 1 Tuesday on FB	<p>Parents will learn specifics about Title 1 schools, and how the additional funds/support helps their child</p> <p>Parents will receive specific grade level information from the teachers to increase content knowledge that will impact student success</p> <p>Students earn books of their choice to keep and read at home to promote reading for enjoyment</p> <p>Parents and students will learn what it's like to learn in other nations/cultures</p> <p>Parents are informed of strategies they can use at home to help their child succeed</p> <p>Informs/reminds parents of important dates and/or upcoming activities/events, and provides tips from coaches</p> <p>Title 1 team provides a helpful tip, article, video about a content specific</p>	9/13/2018 throughout the year On-going February October 2017 and monthly weekly	<p>attendance, feedback forms</p> <p>attendance, feedback forms</p> <p>number of certificates earned/redeemed</p> <p>attendance, feedback forms</p> <p>attendance, feedback forms</p> <p>feedback from parents, inquiries based on newsletter topics</p> <p>parent feedback from FB</p>

	topic/strategy to help support student success		
Community Building: *Cyber Safety Meeting *GatorGirls and GatorGents *Community Mentoring Program	Parents will hear from local police about how to keep their child safe and laws about cyber issues Parents will be offered opportunities to help with community outreach events that foster SEL skills Community members meet with their Gator weekly to foster positive adult interactions, promote academic success and to improve individual responsibility Students who are receiving regular meals are more prepared to learn Promote positive SEL skills in school and at home Parents and other community members support student learning in a variety of ways Parents, students and mentors meet to reflect upon the accomplishments students have made in the area of SEL skills and developing positive relationships with adults at school and home	October 2018 October 2018 through May 2019 On-going	attendance, feedback forms Parent, student and community member participation Volunteer sign-in sheets, student behavior, parent feedback
*Team Backpack *G3 Recognition Events *Parent Volunteer Organization *Gator Guide Luncheon		On-going Monthly On-going May 2018	Number of families receiving support Number of participants, feedback forms Number of members Sign-In sheets, feedback forms

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	Intended Audience	Timeline
-------	----------	-----------------	-------------------	----------

“Discovering Endless Possibilities”

		(Workshop, book study...) Presenter?		
Parent Involvement Training	-How to reach out, communicate with parent/families -The value of contributions of parents/families	Faculty views the slideshow on their own and signs training log once it is completed	all faculty	October 2018

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?	Principal sends home a letter to all the parents
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Open House, parent-teacher conferences, Title 1 Annual Meeting, parent learning events, IEP Meetings, Focus and Tuesday Folders
Describe how the school will provide each family an individualized report of their students' progress on the state assessment.	The students' individual reports were sent home in the first Tuesday Folder of the year. Parents can also request a copy from the front office
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?	During Open House the compact was reviewed and parents met with parents to sign Compacts. Teacher Attestation Sheets also document the completion of this expectation, along with roster verification in March to confirm a compact is completed for each student.

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)].

Parents are notified of school activities, school reports, and meetings through a variety of media including newsletters, GPE website, Parent Portal, Tuesday folders and agendas, use of school marquee, Facebook and OneClay App notifications. Non-English speaking parents will be provided with an interpreter as needed, and notices will be sent home in the parents' home language when possible. Handicap ramps are accessible to those that are in need.

Evaluation of Previous Year's Parental Involvement Plan

Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
How to Increase Parent Involvement Training	38	Through positive parent interactions, we hoped to increase parent participation in school functions	100% compact completion, we were hoping for higher numbers of participants at our events, but we will keep working on addressing the barriers
Open House/Title 1 Annual Meeting	250	We hoped that parents would come to learn about what their child is learning and how they can help at home.	Great participation from parents, positive feedback received
Biscuits and Books (K-6th)	130	To educate parents on how to help their child select Just Right books, and how they can support their child's comprehension development at home through questioning.	Strong participation and positive feedback was received
World of Nations	115	To educate parents and students about a variety of facts and cultural differences centered around select Nations.	Strong participation and positive feedback was received

SAC Meetings	17	Involved parents would feel they have a voice in the decision-making process for school decisions related to Title 1 programs and where funds are utilized.	We had consistent participation from several parents and they provided helpful feedback that helped to shape our SIP and PFEIP.
G3 Character Breakfasts	121	Parents would have the opportunity to help celebrate the good decisions their child makes during school hours.	Strong participation and positive feedback was received

“Discovering Endless Possibilities”