



2018-2019 Title I Parent and Family Engagement Plan

Clay County District Schools

School Name: S. Bryan Jennings Elementary School



Parent and Family Engagement Mission Statement

S. Bryan Jennings Elementary School will establish an open, caring, and safe environment which promotes maximum achievement, while challenging our scholars to meet today and tomorrow as happy, healthy, successful, and responsible individuals. Parent Involvement in our school plays an integral role in assisting the academic achievement of each scholar. SBJ Parent Involvement Activities will help parents to work with their children to improve academic achievement at our school.

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 111(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 111(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 SBJ Parent Involvement Plan is created with parent input from the SAC meetings in October where the plan is presented to new parents; in February where the plan is reviewed; in May where the plan is reviewed and evaluated. Input is also gathered at other parent meetings held at various times throughout the year. Parents also offer input regarding all activities through exit tickets, climate surveys, and by communication with teachers, staff, and administrators.

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

SBJ utilizes a survey at the end of the year for parents to evaluate each activity offered throughout the school year. This survey then helps the Title I team to decide which activities to offer the following year. There is an area of the survey for parents to suggest new activities. Parents also complete the District Title I Survey, and give feedback to faculty at teacher/parent conferences.

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 complete surveys evaluating programs. Title I funding is discussed at SAC and other parent meetings.

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

Parent Meeting Agendas, Sign-in Sheets, Title I Parent Involvement Survey, Minutes of Parent Meetings

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

SBJ shares parent comments in parent meetings, in the development of the School Improvement Plan, and the Parent Engagement Plan. Comments are also left on the school facebook page.

How will be the plan be made available to the community?

The SBJ Parent Engagement Plan will be available to the community at the front desk, included in the School Improvement Plan, and a hyper-link on facebook to the school website.

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 I Showcase	District Title I Dept. Annual Meeting
Title II Professional Development	District Title II Dept. will provide ongoing professional development
Title X resources for homeless families	District Social Workers provide support for qualifying homeless students
Title III	ESOL services are provided by endorsed teachers. SBJ has an ESOL Assistant who supports ESOL scholars.
IDEA	Supplemental instructional support is provided in accordance with student IEP per federal law.
Child Find	District Child Find identifies children with needs throughout the community
Pre-School/Headstart/Early Childhood Services	SBJ has 2 Pre-school classes, Community pre-schools are invited to tour the school, Vertical meeting between Pre-K and Kindergarten teachers.
Kindergarten Screening	SBJ Kindergarten teachers screen incoming K students in the summer.

Annual Parent Meeting

“Discovering Endless Possibilities”

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), Adequately 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 17, 2018 5:00 P.M.
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	<p>Parents were notified of the Title I Meeting:</p> <ul style="list-style-type: none"> • Facebook • Flyer in Wednesday Folder • Display Cases on School • SBJ Billboard <p>Materials:</p> <ul style="list-style-type: none"> • Title I Informational PowerPoint Presentation • Sign-in Sheets • 3-2-1 Feedback Forms • Spaghetti Dinner
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	<p>The Title I information is communicated to parents through an informational Powerpoint lead by the principal. The Powerpoint includes slides and discussions on Parents Right to Know information: the qualifications of the staff of SBJ, they will receive letters regarding any sub their child has for more than 4 consecutive weeks, and how they can contact the school to offer any suggestion and feedback. The Powerpoint also describes how the Title I Program uses it funds to benefit SBJ.</p>
How did you determine the effectiveness of the Title I Annual Parent Meeting?	Parents are given a 3-2-1 Feedback Form to complete and return to the school.

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.	SBJ has meetings before, during, and after school so all parents have an opportunity to participate in their child's education.
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<p>Describe what child care, home visits, transportation and/or varied language services are provided by your school.</p>	<p>SBJ provides child care for the Annual Meeting. Social workers make home visits when necessary. Transportation is provided to meetings when needed. The district will provide translators for parent/teacher conferences for parents who do not speak fluent English. There are computer programs available to translate written work.</p>
<p>Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.</p>	<p>Barriers hindering parent participation:</p> <ul style="list-style-type: none"> • Transportation • Non-English Speakers
<p>Barriers: What steps will the school take to overcome these barriers?</p>	<p>To overcome these barriers, SBJ will provide Transportation when needed. SBJ employs a fluent Spanish speaker capable of translating during conferences and meetings. The district can also provide translations for written communications.</p>
<p>Evaluations: How will you obtain feedback regarding parent and family engagement activities?</p>	<p>SBJ obtains feedback from the Title I Survey, the SBJ Parent Involvement Survey, Exit Tickets, and oral communication from parents. At times, some parents will comment on the SBJ Facebook Page.</p>
<p>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)].</p>	<p>SBJ provides flexible meetings throughout the day using translations as needed. SBJ has weekly folders on Wednesday, sends home flyers, newsletters, Remind App, Robo-Calls, and Facebook to share information related to SBJ.</p>

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	Impact of Academic	Timeline of Event	Evaluation Method
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Engagement Event/Topic	Achievement	(Tentative Date/Time)	
Transition Activities: <ul style="list-style-type: none"> • Pre-school visits • Jr. High visits • Jag Jewels • Jaguar Brotherhood 	Ease of transition from one school to the next	<ul style="list-style-type: none"> • Pre-School and Jr. High Visits are in the spring. Weekly Meetings of Jag Jewels and Brotherhood	<ul style="list-style-type: none"> • Increase student achievement • Appropriate school behavior • Kindergarten and Jr. High Registration
Technology, Parent Portal Registration Opportunities	Increased parent/teacher communication	Throughout the year.	<ul style="list-style-type: none"> • Percent of Parent Portal participation • Number of Facebook followers • Number of Class Dojo participants •
Supporting Learning at Home <ul style="list-style-type: none"> • Parent Volunteer Organization • Parent Resource Room • Publix Math Night • Literacy Night • Breakfast Meetings • Orientation 	Increased student achievement through parental Support.	<ul style="list-style-type: none"> • 8/24/18-8:30 AM-PVO orientation and breakfast • PR Room open daily • 2/26/19 5-9 pm • 1/24/19 4:30-6:00 pm • Monthly by grade-level • Sept. 17, 2018 5:30-6:30 pm 	Participation number from Sign in Sheets
Community Building <ul style="list-style-type: none"> • Open House • Title I Meeting • Dad's bring your child to work • Muffins for Mom • Storybook Character Parade • Veterans' Day Performance • Thanksgiving Day Feast • Holiday Extravaganza • Field Day • Father/Daughter Dance 	Home and School Connection with Social Emotional Learning	<ul style="list-style-type: none"> • 8/10/18 4-6 pm • 9/17/18 5:00-5:30 pm • 9/26/18 8 am • 5/9/19 8 am • 10/31/18 • 9/9/18 1 pm • 11/15/18 lunch time • 12/13/18 4:30-7 pm • 3/15/19 All day • 2/7/19 5-7 pm 	Participation number from Sign in Sheets

<ul style="list-style-type: none"> • Jump Rope for Heart • Musical Performance • Volunteer Thank-you Breakfast 		<ul style="list-style-type: none"> • 3/15/19 all day • Spring 2019 • 5/29/19 8:00 am 	

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
SBJ: A Title I School	<ul style="list-style-type: none"> • How to reach out, communicate with parent/families • The value of contributions from parents/families • How to coordinate parent/family programs 	Professional Development Powerpoint C. Sease	SBJ Faculty and Staff	8/7/18

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 letter is sent home from the Principal of SBU informing all parents of scholars in a class where the teacher is absent for 4 or more consecutive weeks.
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Parents are informed of curriculum through Parent Curriculum Nights, the Title I Meeting, Monthly Grade Level Parent Meetings, SAC Meetings, Parent Volunteer Organization Meetings, the SBU Facebook and website, along with the district website. Information about assessments are shared with parent via Newsletters, Facebook, Robo-calls, Remind APP, and FOCUS Parent Portal. Scholar expectations are shared during parent/teacher conferences, curriculum nights, and Monthly Grade Level Parent Meetings.
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	Parents are informed through Facebook and Robo-calls when the FSA scores are available to view on the FOCUS Parent Portal. Letters are sent home to those requesting paper copies.
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?	The Principal of SBU signs an attestation stating all homeroom teachers have held at least one conference with each parent and a learning compact was signed. If the homeroom teacher is unable to have the conference, the teacher will document three different attempts to schedule a conference with the parent.

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, websites, Parent Portal, Wednesday folders, and planners, the SBU Billboard, Robo Calls and Remind APP, Facebook, and personal phone calls from the teacher. Non-English speaking parents will be provided an interpreter as needed, and notices will be sent home in the parents' home-language as needed. Handicap ramps are accessible to those in need.

Evaluation of Previous Year's Parent and Family Engagement Plan

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Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
Transition Activities for Pre-K to Kindergarten- Pre school visit.	21	Ease of transition for parents from one school to the next	Yes, effective due to increase participation in numbers.
Transition Activities for 6 th grade to Jr. High	80	Ease of transition for 6 th grade parents as they transition to Junior High	Yes, effective due to increase participation in numbers.
SAC Meetings	8	PFEPP / SIP Increase parent involvement and communication	Yes, effective due to completion of SIP and PFEPP.
Supporting Learning at Home <ul style="list-style-type: none"> • Parent Volunteer meetings • Parent Resource Room • Publix Math Night • Literacy Night • Orientation • Muffins for Mom 	12 20 80 316 150 162	Increase parent involvement and communication	Yes, effective due to increased parent participation.
Community Building <ul style="list-style-type: none"> • Open House/Meet the teacher • Title I Meeting • Dad's bring your child to work • Storybook Character Parade • Veterans' Day Performance • Thanksgiving Day Feast • Holiday Extravaganza • Field Day 	356 150 128 68 15 115 210 40	Increase parent involvement and communication with the Home School Connection and Social Emotional Learning	Yes, effective due to increased parent participation.