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| Principal Name: Cindy Roach  School Website: mcintosheagles.com  School Year: 2019-2020 |  |  |

***McIntosh Area School***

**Parent and Family Engagement Plan**

**What is Parent and Family Engagement?**

Parent and Family Engagement means the participation of parents and family members in ongoing consultation and meaningful communication involving student academic learning and other school activities, including ensuring that:

(A) Parents and families play an integral role in assisting their child’s learning.

(B) Parents and families are encouraged to be actively involved in their child’s education.

(C) Parents and families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described under ESSA Section 1116.

**About the Parent and Family Engagement Plan**

This plan will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals.

**We value our families and believe that ALL children can learn!**



# Barriers

*This section is not required for new Title I Schools.*

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| Summarized data from stakeholder engagement surveys from events held during the 18-19 school year (not applicable to new Title I, Part A schools). |
| Parents appreciate the family atmosphere that MAS provides. They enjoy the ability to message their child’s teacher through the various types of communication. They do feel a bit overwhelmed by the amount of paperwork that is required of them on any given day. They would like a homework hotline to help in times of distress. |
| Describe the barriers that hindered the participation and engagement of parents and family members during previous school years. |
| 1. Barrier 1: Parents working multiply jobs 2. Barrier 2: Too much information too often 3. Barrier 3: Not motivated, do not see the need 4. Barrier 4: Difficult sometimes to support academics from home 5. Barrier 5: Not familiar with the rigor being asked of their child |
| (1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required\*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants. |
| 1. Barrier 1 – Look into steps for creating a homework hotline, someone to reach out to. Have a problem solving team address this need. 2. Barrier 2 – Condense the amount of paperwork sent home when possible. Have a committee to review what must be sent home. 3. Barrier 3 – Provide times for parents to learn about what the expectations for their child’s school success. Conference times, phone call discussions, review during family fun nights. Teachers, Administration and Volunteers will work together to make these events possible. |
| What is your Parent and Family Engagement Plan goal for the 2019-2020 school year *(must be tied to student academic achievement and aligned with your school improvement plan)*? |
| To increase the percent of students that preform at or above grade level for Math and Reading as measured by the FSA. |

# COMMUNICATION AND ACCESSIBILITY

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| Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, and guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education? |
| Monthly newsletters, daily student planners, text messaging, FB post, phone calls, monthly calendars, conferences scheduled at parent’s convenience, and all pertinent information is sent to parents weekly, via student folders. Books were given out during our schoolwide Thanksgiving Feast, Science night was a night of engagement, Character Book day was a literacy day that included parent participation. Title One Open House engaged parent in a hunt that revealed standards, learning supports and ways to be more engaged as a parent. Parent surveys indicated that our parents are not interested in academic workshops. |
| Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand? |
| Monthly newsletters, daily student planners, text messaging, FB post, phone calls, monthly calendars, conferences scheduled at parent’s convenience, and all pertinent information is sent to parents weekly, via student folders. |
| (1)Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2)Include the tools and resources that will be used for communication. |
| 1. Student Handbook to every student parent signature acknowledges that it was received. Title One Open House and the first early release day. Flyers and monthly calendars that are sent in home folders which are sent weekly. We also post on Facebook and send out text reminders. 2. Text reminders, monthly calendars, website, facebook, marquis, phone calls, newsletters, student planners, home folders. |
| How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? |
| (1) Teacher conferences, School Open house, newsletters and student handbook  (2) Teacher conferences, School Open house, newsletters and student handbook  (3) Teacher conferences, School Open house, newsletters and student handbook |
| (1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making? |
| (1) We have a SAC that meets quarterly, we also have an active PTO, monthly School Board meetings  (2) Teacher conferences, School Open house, newsletters, student handbook, Facebook, website, phone calls, text messages, school calendars and marquis. |
| How will the school submit parents’ and families’ comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? |
| We will email these comments and concerns to the District Title One office and provide the concerned party with the phone number and name of personnel to contact. |
| How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option). |
| **Copies will be provided during parent teacher conferences, during Title One Open House, the Parent and Family Engagement Plan will also be included in the home folder at the beginning of the year. It will also be online and directions on how to locate the plan will be included in the student handbook.** |

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Title I Meeting. This meeting should be held at a convenient time for parents and be advertised as a stand-alone meeting. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school’s participation under ESSA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved.

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting (must be conducted by the last week of October) to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. |
| 1. Step 1 MAS will choose a date for Title One Open House and offer it right after parent pick up, as requested by parent surveys 2. Step 2 MAS will send out invitations to parents and multiple reminders 3. Step 3 At our annual meeting for parents a tentative calendar will be provided so they will know way in advance of when activities will be happening. 4. Step 4 Reminders will be sent when events are upcoming (FB, text, student planners, flyers, etc.) 5. Step 5 MAS will also offer an additional condensed meeting in September for parents that could not attend the Title One Open House. It will be offered right after parent drop off and again right after parent pick up. 6. Step 6 Parents will be select and invited to attend if they did not participate in the school wide Title One Open House. 7. And so on as needed… |
| Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting. |
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| Describe how the Annual Meeting will cover (1) yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. |
| (1) We do not have sub groups  (2) We are a school of choice  (3) Sent copies provide for discussion during Annual Meeting |
| How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates? |
| Teacher conferences, School Open house, monthly calendars, newsletters, and student handbook |
| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how Title I, Part A School wide funds are used. |
| This is discussed during our SAC meetings. Parents and community are invited and encouraged to attend. Meetings are posted on the website, monthly home calendars, Facebook and text messages are sent out. SAC meets quarterly to make school decisions about how title one effects our school. |
| How will the school provide, with Title I funds, transportation, childcare, or other services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? |
| * Transportation – is not a barrier * Childcare – is not a barrier * Additional Services to remove barriers to encourage event attendance – See if PTO would provide dinners |
| How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? |
| Surveys are sent home with students. If the student returns the cardstock colored paper survey, they are given a Tootsie Pop. We receive between 95%-100% of our surveys back. We also limit the time of return to one week. |
| What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed? |
| Our parents bring their young children to meetings. Parents pick up and drop off their children each day. |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  AM & PM Sessions (Same content to appeal to more parents)  Other \_\_\_\_phone calls that parents set up\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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## BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of parents to improve their child’s academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child’s progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School wide plan by engaging parents and families. [ESSA Section 1116]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| We have created an activity center where parents can check out skill-based games to help foster student learning at home. Parents and caregivers are encouraged to come to school and play games, read with and/or have lunch with their children. PTO will host two game nights for parents and students to attend. |
| How will the school implement activities that will build relationship with the community to improve student achievement? |
| We have a working relationship with our town and many of the clubs, churches and community groups. Many of our volunteers come from the community. These groups promote gardening, reading and other various learning activities. |
| **If your school has a Site-Based Title I Parent Resource Room:** (1)How will the school implement the Site-Based Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Site-Based Parent Resource Room with parents. |
| (1)n/a  (2)  (3) |
| If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children? |
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## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. **Additionally, events should contribute to the achievement of goals outlined in the Title I School wide Plan**.

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| Name of Activity  *(if applicable, expected Title I Budget)* | Person(s) Responsible | Measurable  Anticipated Impact on Student Achievement *(aligned with School Improvement Plan)* | Month/Year Activity will take Place | Evidence of Effectiveness |
| Example  K-5 Family Reading Night  $245 | Literacy CAS | Increased foundational literacy skills. | October 2019 | Parent surveys & iReady diagnostic data |
| Title One Open House | Cindy Roach | Inform parents of the Title One program and the impact it has on our students | August | Attendance and completed scavenger hunt paper |
| Annual Title One Meeting | Cindy Roach | Inform parents of the Title One program and the impact it has on our students | September | Attendance |
| Character Book Day | Cindy Roach | Increase student literacy | October | Participation and  Progress monitoring data |
| Data Chats | Classroom Teachers | Increase awareness of student’s progress toward school year goals | October and March | Percent of students reaching goals in May. Progress monitoring data. |
| Game Night | PTO | Increase students’ basic skills in reading and math | September and March | Progress monitoring data |
| Thanksgiving Feast/Book give away | Classroom Teachers | Increase student literacy | November | Progress monitoring data |
| Winterfest/lab night | PTO | Increase students’ basic skills in reading and math | February | Progress monitoring data |
| Science Night | Cindy Roach | Increase student’s science concepts | January | Participation and  Progress monitoring data |

*Only list engagement events here. Schools may add or remove rows as needed.*

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents/families, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build relationships between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESSA Section 1116]

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| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on… |
| …the assistance of parents and families and in the value of their contributions. |
| Two book studies will take place this school year. As a faculty we will compare and contrast the following two books:  101 Ways to Create Real Family Engagement  Engage Every Family: Five Simple Principles |
| …how to reach out to, communicate with, and work with parents and families as equal partners. |
| Two book studies will take place this school year. As a faculty we will compare and contrast the following two books:  101 Ways to Create Real Family Engagement  Engage Every Family: Five Simple Principles |
| …implementing and coordinating parent and family programs and building ties between parents and families and the school. |
| Two book studies will take place this school year. As a faculty we will compare and contrast the following two books:  101 Ways to Create Real Family Engagement  Engage Every Family: Five Simple Principles |
| (1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement? |
| (1) September and it will be ongoing throughout the school year.  (2)Sign in sheets and notes |

# COLLABORATION OF FUNDS

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| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.  [ESSA Section 116] |
|  | **Title I, Part A** - Improving the Academic Achievement of the Disadvantaged | Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, addresses learning and engages the family in school activities. |
|  | **Title I, Part C** - Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21). | School 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 to support increased student achievement. |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | Coordination with stakeholders to improve the quality and effectiveness of teachers, principals, and other school leaders through capacity building in the areas of improving student academic achievement and building ties between parents, families and the school. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency (ESOL) | Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success. |
|  | **Title IV, Part A** – Providing all students with a well-rounded education, improving school conditions to support safe and healthy student, and improve use of technology to advance digital literacy | Coordination with stakeholders to promote collaboration between the parents, families and school to educate families in areas of all academic literacy. |
|  | **Title IV, Part B** – Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards | Providing students with a high-quality out-of-school time enrichment program during the school year and offering multiple family engagement opportunities geared to increase student academic achievement. |
|  | **Title IX** – Homeless Education Program (HEP). The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. | School administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need to allow for increased student academic achievement. |
|  | **VPK –** Voluntary Pre-Kindergarten Program | Recognizing that parents are an important component of a child’s education, VPK provides family support material to families and offers family engagement activities such as take home resources, family workshops, and/or access to online resources. |

*Schools may add or remove rows as needed.*