



2019-2020 Title I, Part A Parent and Family Engagement Plan

Clay County District Schools



School Name: Coppergate School of the Arts

Parent and Family Engagement Mission Statement

Coppergate School of the Arts believe in educating the whole child, encompassing academic excellence with the integration of the visual and performing arts. Coppergate Parent Involvement Activities will provide parents with encouragement, ideas and materials to help their children improve academically as well as enhance their artistic expression.

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:

Amy Dyer

"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?

Coppergate School of the Arts will involve parents in the planning and review of the PFEP during our School Advisory Committee. CSA School Advisory Committee will meet four times throughout the school year to review the effectiveness of Title I programs. Parents will also provide their input through parent conferences, exit tickets following parent involvement activities, climate survey, Tuesday folders, and annual surveys.

Parents will be encouraged to attend Title I programs via newsletters, school marquee, social media, automated phone calls, notes home in Tuesday's communication folders, and student planners.

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

We will evaluate the effectiveness of engagement strategies through surveys, SAC meetings, teacher/parent conferences, and feedback forms. This data will be analyzed by the Title I team to determine if we are meeting the expectations of our CSA families.

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 and families will be encouraged in the decision making of how our Title I funds will be used along with any ideas for future parent involvement events through SAC meetings specifically designed for discussion of the Annual Title I budget. SAC meeting minutes will be on public display via the Title I binder that is located in the front office.

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

The evidence will include meeting agenda, SAC minutes, and sign-in sheets.

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

CSA will share the comments during faculty meetings, SAC meetings, in the development of the School Improvement Plan, and the school Facebook page.

How will the plan be made available to the community?

The PFEP will be available for the community via the school website and the Title I binder located in the front office.

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
IDEA/ESE	MTSS coordination, SST, IEPs, 504s, Ongoing services
Child Find	Identifies students with special needs throughout the community such as daycares and Clay Behavioral
School Choice Office	District – funds provide after school clubs (drama, art, video production
Title II Professional Development	District Title II Dept. will provide ongoing professional development

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), 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 16, 2019 @ 5:00 - 7:00
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	CSA Title I fliers, robo-calls, website, marquee outside of the school, social media posting weeks before the event.
Describe how your meeting will communicate information regarding:	The Title I Lead will develop and disseminate invitations, Annual Title I

<ul style="list-style-type: none"> -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>PowerPoint edited specifically for CSA, and advertise/publicize the event through social media and marquee. The principal will present a program that will inform parents of the “Right to Know” and about the school’s Title I program, qualifications of teachers or paraprofessionals. If a teacher is out for more than four consecutive weeks the principal will send home a letter to each student in the class. Families can offer suggestions and feedback at SAC meeting, the Title I Annual meeting, parent surveys, conferences, and exit tickets after each PFEP event.</p>
<p>How did you determine the effectiveness of the Title I Annual Parent Meeting?</p>	<p>Parents are encouraged to fill out exit tickets after the event. It is later discussed at Leadership and Faculty meetings.</p>

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)].

<p>Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend.</p>	<p>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.</p>
<p>Describe what child care, home visits, transportation and/or varied language services are provided by your school.</p>	<p>Social workers make home visits when necessary. District provides translators for parent/teacher conferences. Reports can be provided in different language: MTSS and i-Ready. We provide transportation for some of our ESE students. CSA offers a YMCA program after school.</p>
<p>Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.</p>	<p>Work schedules, transportation, and language barriers. Also, parents who have children that are not of school age find it difficult to participate. Parents can participate in conferences/meeting via telephone.</p>
<p>Barriers: What steps will the school take to overcome these barriers?</p>	<p>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. We feel this will increase participation for those who work evenings.</p>
<p>Evaluations: How will you obtain feedback regarding parent and family engagement activities?</p>	<p>Feedback forms are given to parents after each parent involvement activity. The Title I lead audits the surveys. Results are then reported to school administration, teachers, and staff. Results are also reported</p>

	during a regular SAC meeting with the SAC committee's 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)].	CSA 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. CSA shares information through Tuesday Folder, sends home flyers and newsletters, marquee, robo-calls, and Facebook.

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 <ul style="list-style-type: none"> Parent Portal Registration Opportunities 	Parents are invited and encouraged to sign up for the FOCUS Parent Portal. We have areas designated at our family events. CSA has a Facebook page, school website, and an instagram account. Many teachers use websites, Class Dojo, Remind, and email as a tool for communication. Impact: parent/teacher communication	August 2019 Ongoing	Percentage of parents who signed up for the Portal.
Supporting Learning at Home	During our parent involvement events, teachers provide	September 2019 Ongoing	parent/teacher workshop parent/teacher conferences

	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.		
<ul style="list-style-type: none"> Math and Science Connection 	To provide parents with practical ways to promote their children's math and science skills.	September 2019 - May 2020	Parent/Family feedback
<ul style="list-style-type: none"> 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 FOCUS parent portal	9/16/19	Sign-in sheets, Facebook comments, and exit tickets
<ul style="list-style-type: none"> STEAM Night 	Supporting learning in science, technology, engineering, art and math at home	February, 2020	Parent/family feedback
Transition Activities: <ul style="list-style-type: none"> 6th grade visit to LAJH Kindergarten staggered enrollment 	Ease of transition from Elementary to Junior High East of transition for Kindergarten students	Spring 2020 August 2019	Junior High Registration Focus attendance
Community Building: <ul style="list-style-type: none"> Open House Dinner Leaders are Readers 	Developing parent/school relationships Developing positive relationships between all stakeholders	September 2019 May 2020	Sign in sheets 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	Intended Audience	Timeline
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“Discovering Endless Possibilities”

		(Workshop, book study...) Presenter?		
Title I Information Meeting Importance of Parent Involvement	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Title I Lead Teacher	CSA faculty	October *Ongoing throughout the year

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 the parent
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Parents are informed of the curriculum through our Title I Annual Meeting, parent compacts, Open House, SAC meetings, and school and district websites. Information about assessments is shared with parents through Facebook, FOCUS parent portal, IEP meetings, teacher/parent conferences, and 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 FSA scores through FOCUS Parent Portal. They are informed that scores are available through Facebook and the outside communication board located near the front office. If a parent is unable to access the parent portal, a paper copy will be sent home when requested.

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?	Signed compacts and parent attempts are recorded in FOCUS
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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 I School N/A			