



2019-2020 Title I Parent and Family Engagement Plan (*Available in most languages upon request)

Clay County District Schools

School Name: MCE



Parent and Family Engagement Mission Statement

Our mission at Montclair Elementary School is to develop citizens that are capable of meeting the challenges of their future by providing educational opportunities necessary to develop confident lifelong learners. At Montclair Elementary, we strive to build relationships to create real family engagement for every child, every family, every teacher, every day.

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:

Bell Mills

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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 MCE School Advisory Committee meets quarterly throughout the school 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 were elected to serve on the committee, school administrators, a community business partner, and teachers. At the conclusion of each parent and family engagement event, participants provide valuable feedback via surveys. A Title I Annual Spring Survey also allows parents to provide feedback about Title I issues, concerns, and suggestions for improvement. In addition, at the beginning of the school year a parent volunteer orientation takes place which allows parents opportunities to share individual strengths and select ways to support student learning at school, home, and Title 1 events.

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

Each Title 1 event closes with a parent survey and a Title I Annual Spring Survey allows parents to provide valuable feedback. The Title I teams analyze the survey 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 MCE School Advisory Committee meets quarterly 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 at each Title 1 event and an opportunity is provided for parents to register for the Parent Portal and FOCUS account. Additionally, surveys are given at the conclusion of each Title 1 event and results of these surveys are analyzed and used to make adjustments to Title 1 events in the future. Also, the agendas and minutes are kept for Title 1 Compliance from each School Advisory Committee meeting in case stakeholders are interested.

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

The school website, Facebook page, along with Class Dojo communicates information about each parent and family involvement event, as well as, classroom activities, and parents have an opportunity to provide feedback or comments about each event. The teachers then will share the comments during SAC meetings.

How will the plan be made available to the community?

The Parent and Family Engagement Plan will be made available to the community through the school Facebook page, the school website, Class Dojo as well as 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
Headstart/VPK	Principal reaches out to nearby Head Start/VPK provide early Kindergarten registration forms
Title 1 Parent Events - Math, Science, and Literacy Activities	MCE Title 1 fliers, robo-calls, newsletters, website, and Facebook notifications will be sent prior to events so the parents can participate in academic parent nights where take home activities and strategies will be demonstrated to help students at home.
Title II	Ongoing professional development
Title III	ESOL services provided for qualifying students

IDEA/ESE	MTSS coordination, SST, IEPs, 504s, Ongoing services

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	Friday, August 9th 2018 {1:00pm (K-3), 2:00pm (4-6)}
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	MCE Title 1 fliers, robo-calls, website, Class Dojo and a Facebook notification were utilized to communicate Title 1 Annual Parent Meeting in advance.
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	<ul style="list-style-type: none"> • Annual Title 1 Powerpoint created by district office and edited specifically for MCE • Feedback form was given • Powerpoint is shared on school website • Parents Right to Know was sent home on Tuesday folders and can be located on the school website • Four week notification letter was discussed during Powerpoint
How did you determine the effectiveness of the Title I Annual Parent Meeting?	Attendance sign-in sheets, Parent feedback surveys

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	MCE included Meet the Teacher and Open House on the same day this year. We did not have a huge turn up for Open House in the past. Providing both
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attend.	events along with presenting the Title 1 Powerpoint made it a successful event with a great show. Our K-3 and 4-6 were at different times to better accommodate parents with multiple children. This school year we will have one morning event and four evening events to accomodate for working parents and families.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	Home visits are done, as needed, made by the Hospital Homebound teacher or social worker as needed. ESOL students are provided with small group instruction provided by the ESOL teacher using intervention programs.
Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	MCE has parents who work in the morning and/or in the evening who have difficulty coming to events. Also, parents who have multiple children that are not of school age find it difficult to participate during school events.
Barriers: What steps will the school take to overcome these barriers?	By providing dinner during evening events, more parents participate in these meetings. Teachers hold 1:1 phone conferences for parents that are unable to attend in person. The school's website/Class Dojo are used to display pictures of special events so parents have opportunities to see their child engaged in learning. MCE plans to provide childcare to events when applicable.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	Google Forms or paper-based surveys are created for each Title I Parent and Family Engagement event.
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, Class Dojo and the Microsoft Word translator tool allows us to provide parents with limited English Proficiency information. Our ESOL assistant and one of our Title One assistants assist with parents in meetings, letters home, reports, etc.

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	Understatement of student achievement, Increase Parent/Teacher communication	Fall 2019-2020	Percentage of Parents Registered
Open House	Parents meet teachers and receive grade level information	August 9th 2019	Sign-in Sheets, Parent Feedback Survey
Title One Annual Meeting	Parent Understanding of what a Title 1 school means/Parent Compact	August 9th 2019	Sign-in Sheets, Parent Feedback Survey
Eureka Night	Math Academics	September 17th, 2019	Sign-in sheets, Parent Feedback Survey
Diving into Data	Math, ELA, and Science Student Data	October 10th, 2019	Sign-in sheets, Parent Feedback Survey
Literacy Night	Literacy Academics	January 14th, 2020	Sign-in Sheets, Parent Feedback Survey
STEAM Night	Science Academics	February 11th, 2020	Sign-in Sheets, Parent Feedback Survey
Aaleyah's Hope Summer Reading	Literacy Academics	Summer 2020	Sign-in Sheets, Parent Feedback Survey

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...)	Intended Audience	Timeline
		Presenter?		
Staff Professional Development - Building Communication with Parents and Increasing Parent Involvement -Continue strengthening our Peer Coaching initiative	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Powerpoint Presentation during PD Heidi Nebesnyk - Title 1 Lead -Cheryl Larson	MCE Staff 1st Grade ELA, 3rd Grade	October 2019 Ongoing throughout school 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?	Letter from principal addressed to the parent sent home in Tuesday folders
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Parent portal, conferences, IEP, Open House, Title 1 Annual Meeting, Parent events, Class Dojo, Marquee, Robo-calls, Tuesday Folders, Planners
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	Report Cards, FSA Results
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?	Compacts are signed. Parent attempts are recorded in Focus.

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, MCE website, teacher and Title 1 websites, Parent Portal, Tuesday folders and agendas, use of school marquee, and 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 as needed. 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
Open House/ Title One Annual Meeting	112	Open House/ Title One Info	Yes, teachers had a better understanding of what it means to be a Title 1 school and how we use our funds at Montclair.
Eureka Night	40	Math Academics	Yes, we will be doing another Eureka Night this year. Parents were able to ask questions and participate in Eureka type lessons.
Morning Tea with Moms	150	Literacy Academics	Parents enjoyed spending time with their kids and having a better understanding of student performance.
STEAM Night	60	STEAM Academics	Parents were able to participate in Coding, STEAM activities, and ask/answer questions about STEAM.
Donuts for Dads	250	Literacy	Donuts and Dads had a great turnout. We gave out folders with dad interviews and takeaways for

			the dads.
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