



Title I, Part A: Parent and Family Engagement Plan

School: Bagdad Elementary School

I, Daniel Baxley, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by the appropriate state and federal staff. I further certify that all expenditures will be obligated only as appropriate to this project and will not be used for matching funds on this or any special project where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, 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 parental involvement 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 parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent 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 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 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)].

Daniel Baxley
Signature of Principal or Designee

8-1-19
Date signed

Mission Statement

Parental Involvement Mission Statement

Response:

Mission Statement-Educate students for success by providing a superior relevant education.

Response: Bagdad Elementary understands the importance of student achievement and is committed to continually identifying ways to increase our parental involvement to help our students meet success.

Engagement of Parents

Describe how the school will involve parents and families in an organized, ongoing, and timely matter in the planning, review, and improvement of Title I programs including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

Response:

Bagdad encourages parental involvement. A meeting is scheduled for parents to come in and discuss our school's needs. A call out is made to all parents inviting them to attend the meeting. At the meeting each document (SIP, PFEP, and Parent/School Compact) is reviewed with input sought from the parents. Their input is discussed and placed in the appropriate document. The discussion involves looking at the data and needs of our school. Our goal is to increase parental involvement, which means we must hear ideas of things we can do at the school level to ensure more parents will be involved. Each year a letter is sent home the first week of school requesting parents to be nominated to serve on the SAC committee. Members of our SAC committee serve as "information sharers" with other parents and community members.

Bagdad Elementary School will include students (as appropriate), parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education. We will support this commitment by:

1. Conducting an annual meeting for parents. All parents will be invited and encouraged to attend. During this meeting, we will focus on explaining the requirements of Title I Program, the right of parents to be involved, Parent Compact, SPAR, Parent Family Engagement Plan, School Grade/AYP, and our School Climate Survey.
2. Offering a flexible number of meetings to accommodate the varying schedules of parents. Child care may be provided if applicable.
3. Establishing a parent involvement advisory committee (School Advisory Council) that includes faculty, staff, parents, business members, and community members. All parents are encouraged to attend/observe meetings. The Council is reflective of our school diversity. The School Advisory Council will provide input for our school, assess the effectiveness of the Parent Involvement Program, and make recommendations for positive changes regarding parent involvement. The Council shall serve in an advisory capacity to the school principal, to assist in the development of the educational

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, Home Instruction Programs for Preschool Youngsters, Voluntary Pre-Kindergarten, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116]

Response:

VPK

Pre-K to Kindergarten Transition

The Head Start Program provides parents with transition activities. Receiving kindergarten schools are provided with student information.

SOS (Support Our Students) Parent Meeting per quarter

Annual Parent Meeting:

Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program, the nature of the program, and a description of how the meeting will cover adequate yearly progress (AYP), SCHOOL choice, and the rights of parents.

Response:

Annual Title 1 Parent Meeting is held in September for 2 hours. Administration welcomes all stakeholders and conducts a PowerPoint presentation to inform parents of Title 1 information, such as AYP, School Choice, SPAR, Parent Resource Center, Supplemental Educational Services. Families are also provided dinner, before visiting classrooms to attain more valuable information such as Parent Compact and classroom procedures.

Beginning of year parent information letter-1st week of school

Bulldog News (monthly newsletter)-Each month Sept-June

Pastries with Parents Meeting-Summer meeting to discuss upcoming year; Title 1 requirements

Website and/or connect ed

Parent Orientation (Meet and Greet)

Parent Volunteer Orientation

School Advisory Council Meetings (SAC)

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how the school will provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement [Section 1116]

Response:

Bagdad Elementary strives to provide activities at different times of the day to meet the needs of all parents. For many of our activities/meetings we provide childcare, meals, and door prizes. Our Boosters have set meeting dates and times so parents can plan accordingly. Many of our teachers are willing to meet with parents prior to the school day and will also stay pass their work hours to meet parents' schedule.

Building Capacity

Describe how the school will implement activities building the capacity for meaningful parent/family involvement, relationships with the community to improve student achievement, materials and trainings to assist parents/families to work with their children, and any other reasonable support for parent/family engagement activities [ESEA Section 1116]

Response:

Open House/Title 1 Annual Meeting-review of Title 1 program; assessments; explain Common Core Standards and impact on instruction presented by Administration

Reading Skills Training-Reading improvements ongoing throughout school year

Family Night

STEAM Day-Increase knowledge base in Science, Technology, Engineering, Art and Mathematics

Science Day-various science activities going on schoowide

Literacy Week-Various activities that celebrates reading

Volunteer orientation-increased involvement may lead to increased interaction with students-more 1-1

Pastries with Parents Event-Review Title 1 documents and gather input for updates

Conferences for K and 1st grade parents-Explain report card progress to parents

SAC meetings-Opportunity to share instructional practices with shifts to Common Core Standards; SAC parents have opportunity to ask questions and they may possibly share with other parents

Nutrition Education-Help students and parents understand the importance of good nutrition and exercise

Parent Education Training-Help parents understand the new standards and provide ideas for them to help their children

House Meetings for Parents-Provide opportunities for parents to take an active role in their child's education through participation in various activities

Art/Talent Show-Opportunity for parents to actively engage with their child and school event

Reward Day/Grade Level Graduation-Opportunities for parent to engage in school events

Little Free Library-promote a love for reading while building relationships with parents and community members, while promoting literacy

Grandparents' Day Luncheon-Promote family involvement

Staff Training

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families in:

1. The value and utility of contributions of parents/families;
2. How to reach out to, communicate with, and work with parents/families as equal partners;
3. Implementing and coordinating parent/family programs and in building ties between parents/families and the school. [ESEA Section 1116]

Response:

McKinney Vento training

Volunteer orientation w/staff

Data meetings

Professional Learning Communities

Bridges out of Poverty training

Capturing Kids' Hearts

District Facilitated Professional Development

Technology training

Communication

Describe how the school will:

1. provide timely information about the Title I programs;
2. describe and explain the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain;
3. if requested by parents provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);
4. submit parents/families' comments if the schoolwide plan is not satisfactory to them. [ESSEA Section 1116]

Response:

On the first day of school a welcome letter is sent home with each child. The letter includes school and district information, as well as, an explanation of the Title 1 program. At the annual Title 1 Meeting an explanation of the Title 1 program is provided to the parents. Parents are invited during to a meeting each year to review and recommend changes to the compact, parent and family engagement plan, and school improvement plan. The recommended changes are reviewed with our SAC committee as well as the parents who attend the annual Title 1 meeting. Each year a letter is sent home requesting nominations for parents to serve on the school advisory council.

Parents are contacted via letter, parent conferences, explanation at open house, or via call outs about upcoming assessments (FKLRS kindergarten, STAR/Unify Testing, FL assessments). Once data is received it is shared with parents, either in written form or at conferences. All kindergarten and 1st grade students' report cards must be given at a face to face conference during the 1st 9 weeks of school. Teachers and parents meet to discuss interventions being used to help struggling students in the area of reading, math, or science.

A designated intervention block is built into our master schedule so each student will receive additional help if they are struggling or enrichment in ELA or math. Parents are always welcomed to contact teachers, the guidance counselor, or administration should they have questions or concerns.

Accessibility

Describe how the school will:

1. provide full opportunities for participation in parent/family engagement activities for all parents/families;
2. share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages the parents can understand.

Response:

Every effort will be made to translate all correspondence into the family's native language for our ESOL students. We will also work closely with the ESOL department to better meet the family's needs. An ESOL teacher is on campus 3 days a week to serve ESOL students. Correspondence to parents from the district such as Title 1 Newsletter, elementary letter to all parents, Renaissance Progress Monitoring Parent reports and lunch applications are available in Spanish. We utilize community members who are proficient in another language to help us communicate with families. We will always strive to send communication to parents regarding school events in a timely manner.

Barriers

Describe the barriers that hindered parent participation in the previous school year. What steps will the school take during the upcoming school year to overcome the barriers (with attention paid to families who are disabled, have limited English proficiency, and parents/families of migratory children. [ESEA Section 116]

Response:

Childcare for younger children-Provide childcare for all parent involvement activities

Time-Provide events at a variety of times of the day; include things on the website and social media that parents can access at their convenience

Feeling inferior-Relationship building activities through things such as House events and parent workshops to encourage parents and show they can be effective when working with their own children

Lack of interest-specific reasons unknown-have engaging activities to get the parents to school; provide food, door prizes; encourage parents to help their child to earn points for their House

Some lack of consistency of parents receiving student progress through graded work-Monitor the expectation of graded work to be communicated to parents in a timely, consistent manner