



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



Clay County District Schools

School Name: Grove Park Elementary School

Parent and Family Engagement Mission Statement

The mission of Grove Park Elementary is to empower families to work collaboratively with the school in order to prepare students to become successful and productive global thinkers in an ever-changing world.

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: _____

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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 GPE School Advisory Committee meets at least three times per year to plan for and review the effectiveness of Title I programs. Discussions involve ideas for future parent involvement events, funding necessary to facilitate each event, and feedback is elicited during each meeting to update the plan throughout the year to best meet the needs of our students and families. The School Advisory Committee consists of parents, school administrators, and teachers. A Title I Annual Spring Survey also allows parents to provide feedback about Title I issues, concerns, and suggestions for improvement.

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

Each Title I event closes with a parent feedback form that is reviewed by the Title I team. The Title I Annual Spring Survey also allows parents to provide valuable feedback to the school. The Title I team consistently analyzes parent 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 GPE School Advisory Committee meets at least two times 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. A detailed discussion of the Title I 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 during our first SAC meeting, where the plan is discussed and feedback is provided by parents. The minutes from this School Advisory Committee meeting are placed in the purple Title I binder located at the front desk.

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

The minutes from the School Advisory Committee meetings are placed in the purple Title I binder located at the front desk. Parents will be notified of the binder through a Facebook post.

How will the plan be made available to the community?

The Parent and Family Engagement Plan is posted on the school website, and is also made available in the purple Title I binder located at the front desk.

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 Parent Events- Math, Science and Literacy Activities	GPE Title I fliers, Blackboard Mass Communication System, website, and Facebook notifications will be sent to parents so they can participate in academic learning opportunities where take-home activities and strategies will be demonstrated to help students at home.
Title II- Supporting Effective Instruction	Parents will receive additional information and strategies they can use at home to help students at home through Facebook posts, informational videos and monthly Parent Newsletters. Teachers receive professional development opportunities throughout the year from school staff, district specialists and coaches.
Title III- Support for English Learners	ESOL services provided for qualified students. Approved students use the Imagine Learning program during school hours, and can access it at home as well.
Title IV- Safe and Healthy Schools	Students will continually participate in Stem in the Gym activities through PE this year.
IDEA/ESE	MTSS coordination, Student Services Team Meetings, Independent Education Plans for ESE students, and 504 student accommodations happen on an

	on-going basis.
Title V- Homeless	Weekly take-home backpacks filled with food, Mentoring Program for at-risk students, and providing a food/clothes closet at school. Social Workers work with eligible families to support them in finding available resources.
Transitional Programs/Head Start Outreach	At GPE, we have a PAT unit who completes assessments on pre-kindergarten students to screen them for possible programs or other resources that may help them be more successful when they enter school. We also have a Clay Behavioral Counselor who works full-time at our school to provide one-on-one counseling for students in need.

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), Adequate 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 9, 2019 at 5:30pm
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	Fliers will be sent home in Tuesday Folders on August 27, 2019, a Facebook notification will be sent during the same week. We will promote this event on our school marquee and the principal will send out two Blackboard calls. Teachers will be encouraged to make personal calls home to invite parents.
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	We will create a Title I Powerpoint to share with parents during our Open House. Teachers will hold meetings in their classrooms using the slides to address all necessary information to parents. During the presentation, parents will learn what it means for GPE to be a Title I school, Parents Rights to Know, qualifications of all staff on campus and how they will be informed by letter from the principal if their child's teacher is out for more than 4 weeks and is taught by someone who does not have the applicable state certification. Parents will also have the opportunity to provide feedback at the end of the meeting and throughout the year using our feedback box located in the front office.
How did you determine the effectiveness of the Title I Annual Parent	We will utilize a K-W-L chart to solicit parent feedback and document their

Meeting?	learning. Sign-in sheets will document attendance and grade level participation.
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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.	GPE will be providing opportunities for parent engagement opportunities before school, during school and in the evening. Activities will be offered on a variety of weekdays, possibly some weekends.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	We do provide parent letters and fliers in our family's native language whenever possible. The need for transportation, child care, and home visits will be evaluated, and if deemed necessary, will be provided through the school's Title I funds or by our school's Social Worker.
Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Family work schedules, transportation problems, parents speaking other languages, other after school child activities, and lack of content knowledge are barriers that are represented at Grove Park Elementary.
Barriers: What steps will the school take to overcome these barriers?	Providing involvement opportunities at different times of the day. We will provide parents of other languages a translated letter, in their native language whenever possible. Our Social Worker will assist with transportation issues for important meetings, etc. as needed. Parents will be provided opportunities to learn about the content their child is learning throughout the year, and/or can contact teachers for additional help. Share missed information and/or handouts on our FB page for those who can not attend.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	We will use parent feedback forms to gain parents' insight into how to improve upon activities or opportunities for parents to be more involved in school functions.
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 and the Microsoft Word translate tool allow parents with limited English proficiency to read about Title I Parent and Family Engagement activities. These tools are used as needed. Information with all stakeholders is shared through fliers in the student Tuesday folders, Facebook notifications, Google Calendar, school website, marquee and word of mouth. Interpreters provided if available and requested by parents.
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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
Transition Activities: *Kindergarten Ice Cream Social	Allowing students to meet teachers and practice transitioning between a variety of small group activities helped to set students up for more success throughout the year. Parents also had time to ask questions of a Kindergarten teacher and administration. This allowed families to feel more comfortable with expectations and how to get help.	August 1, 2019 at 2:00pm	We used feedback forms to collect feedback from parents on the event.
Technology/Communication: *Parent Portal Registration Opportunities during all Title I events	Allows parents to stay connected to their child's academic progress throughout the year	On-going	Number of parents who are signed up for the portal and who follow us on Facebook.

*School Website *Facebook Page *Tuesday Folders	Has resources for parents (calendar, school plans of action, contact information) Informs parents of upcoming events, share pictures of students engaged in learning activities Communication tool to keep parents informed about child's academic progress, upcoming events, activities and school-wide programs		*tracking likes, and feedback left by viewers Teacher-Parent written communications, return of RSVPs, parent requests for additional information
Supporting Learning at Home: *Title I Annual Meeting/Open House *GPE's Showcases for Success *G3 Book Corner *World of Nations *Monthly Newsletter to Parents *Title I Tuesday on FB	Parents will learn specifics about Title I schools, and how the additional funds/support helps their child Parents will receive specific grade level information from the teachers to increase content knowledge that will impact student success Students earn books of their choice to keep and read at home to promote reading for enjoyment Parents and students will learn what it's like to learn in other nations/cultures Informs/reminds parents of important dates and/or upcoming activities/events, and provides tips from coaches Title I team provides a helpful tip, article, video about a content specific topic/strategy to help support student success	9/9/2019 throughout the year On-going April/May monthly weekly	attendance, feedback forms attendance, feedback forms number of certificates earned/redeemed attendance, feedback forms feedback from parents, inquiries based on newsletter topics parent feedback from FB
Community Building: *Social Media/Cyber Safety Meeting	Parents will hear from local police about how to keep their child safe and	October 2019	attendance, feedback forms

*GatorGirls and GatorGents *Gator Guides *Team Backpack *G3 Recognition Events *Parent Volunteer Organization *Gator Guide Luncheon *Food/Clothes Closet	laws about cyber issues Parents will be offered opportunities to help with community outreach events that foster SEL skills Community members meet with their Gator weekly to foster positive adult interactions, promote academic success and to improve individual responsibility Students who are receiving regular meals are more prepared to learn Promote positive SEL skills in school and at home Parents and other community members support student learning in a variety of ways Parents, students and mentors meet to reflect upon the accomplishments students have made in the area of SEL skills and developing positive relationships with adults at school and home	October 2019 through May 2020 On-going On-going Monthly On-going May 2020	Parent, student and community member participation Volunteer sign-in sheets, student behavior, parent feedback Number of families receiving support Number of participants Number of members Sign-In sheets; feedback forms

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
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	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs				
Parent Involvement Training	-Share strategies and ideas of ongoing parent/school communication	All staff faculty meeting	All Faculty		September 2019
Culturally Responsive Teaching	Create a positive learning environment for all students that reflects culturally responsive teaching	During faculty Professional Learning Communities	All Faculty		Ongoing

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?	The Principal sends home a letter to the parents/guardians of students who have been taught for four or more consecutive weeks by a teacher out of field.
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Open House, individual parent-teacher conferences, Title I Annual Meeting, parent learning events, IEP Meetings, FOCUS Parent Portal and Tuesday Folders

Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	The students' individual reports will be sent home in Tuesday folders during the week of September 3, 2019. Parents can also request a copy from the front office.
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?	During Open House the compact was reviewed and teachers met with parents to sign Compacts. Teacher Attestation Sheets also document the completion of this expectation, along with roster verification in March to confirm a compact is completed for each student.

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 monthly newsletters, GPE website, Parent Portal, Tuesday folders and agendas, use of school marquee, 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 when possible. 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
Kindergarten Ice Cream Social	59	Transition activities would reduce student anxiety and set them up for success throughout the year.	Strong participation from parents, majority of our registered families attended, positive feedback from parents.
Open House/Title I Annual Meeting	187	Parents would be informed of grade level expectations and curriculum. Ideas and strategies will be shared for home support which would help increase student achievement.	Moderate attendance, looking to boost attendance by making personal phone calls to increase participation this year.

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Fin-tastic Family Fundamentals *SJPPS and Snacks with First Grade *6th Grade *Muffins and Math *Donuts and Discussion *iReady for Donuts *FSA Soup-er Bowl *Muffins and More *Making Gains Together	19 8 8 20 27 38 14 38	If we inform parents about grade level curriculum, how to analyze student data from blended learning platforms, and specifications of the FSA, then parents will be more equipped to assist students in meeting grade level expectations.	We determined that parent participation was stronger when personal phone calls home were made.
World of Nations	75	If we provide opportunities for families to learn about other cultures, it will foster a more positive learning community at GPE	Moderate attendance, positive feedback from parents
SAC Meetings	12/8/7/8	If we involve the community in the decision making process for schoolwide decisions, then parents and faculty will have increased ownership in supporting school initiatives	Weak participation. We will look into more effective ways to gain parent participation at our meetings.
HERO Program	13/13	If we develop stronger parent school relationships that help families overcome barriers that negatively impact student attendance, then student attendance will improve.	Out of 13 students in the program, 7 showed an increase in school attendance percentage.
Gator Guides/Under the Sea Jamboree	36	If we partner at-risk students with positive community role models, then students will increase their self esteem and family relationships.	Strong participation by mentors throughout the year and at the end of year gathering. Weaker attendance by parents at the gathering. We will look into having students & mentors write personal invites to parents to increase participation.
GPE Goes to Friendly Acres	70	If we provide parents with an	Strong participation, positive

		interactive literacy experience, then families will be motivated to read together at home.	feedback.
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