

# John D. Floyd

## 2019-2020 Title I, Part A Parental Involvement Plan

I, Joyce Lewis, 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 appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported 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 schoolwide 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)].



Signature of Principal or Designee



Date Signed

### Mission Statement

Attitude determines Altitude!

## Involvement of Parents

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)].

**Response:** John D. Floyd Elementary supports parental involvement and ensures that parents are a vital part of the decision making process. There are various committees that include representation from all stakeholders. These committees include representation from Floyd's administration, parents, teachers, Title I, and staff. The School Advisory Committee is one committee that will be a major source of involving parents in the planning, reviewing, revising, and improvement of the Title I Programs for John D. Floyd Elementary. Parental input is documented through sign-in sheets, agendas, and minutes to be maintained by school.

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## 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.

**Response:**

| Program                              | Coordination  |
|--------------------------------------|---|
| Exceptional Student Support Services | Administration, Title I, Program Staffing Specialist, and school-based ESE teachers have ongoing communication in regards to ESE student needs. This team meets with classroom teachers and parents to assist in providing parents with information and strategies of how to help their child at home.  |
| Title III and (ESOL)                 | Title I Personnel coordinates with a designated translator and ESOL Paraprofessional, as needed, in order to provide proper translation of documents to promote ESOL parent involvement. This coordination also ensures that information is translated, to the extent possible, in a language and form parents can easily understand. In addition, Title I will coordinate with Title III to host a parent informational session to increase support to families. |
| Early Head Start                     | Title I personnel coordinates with Early Head Start to present Kindergarten Readiness Workshop. This workshop provides tips for incoming KG and an opportunity to tour the school.  |

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## 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.

**Response:**

| Count | Activity/Tasks  | Person Responsible                            | Timeline   | Evidence of Effectiveness                          |
|-------|---|---|--|--|
| 1     | Meeting dates are established at the end of the previous year                                     | Title I Personnel and School Administration   | Scheduled during the first 9 weeks of the school | Attendance records/Event Response Tracking Sheet   |
| 2     | Plan/create presentation and needed materials focusing on the requirements of the Title I Program | Title I Facilitator                           | Weeks prior to annual meeting                    | Attendance records/Event Response Tracking Sheet   |
| 3     | Annual Title I training for teachers(outline expectations) - PLC's                                | School Administration and Title I Facilitator | Two weeks prior to Annual Meeting                | Attendance records/Event Response Tracking Sheet   |
| 4     | Information is sent home automated telephone system, newsletter, Remind101, social                | School Administration                         | Previously established dates                     | Attendance records/Event Increase of attendance as |

|    |  |   |   |   |
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|    | media, and displayed on the marquee  | and Title I Personnel                       |   | evident using Response Tracking Sheet   |
| 5  | Packets of parent information for the Annual Meeting are created                                   | Title I Personnel                           | Within two weeks of Annual Meeting      | Student Agenda, attendance records, and Event Response Tracking Sheet                               |
| 6  | Annual Meeting Information   | School Administration and Title I Personnel | Annual Meeting                          | Sign-in Sheets  |
| 7  | Teachers meet with parents to review grade level expectations and specific classroom expectations  | Grade Level Classroom Teachers              | During Annual Meeting                   | Student Agenda, attendance records and Event Response Tracking Sheet                                |
| 8  | Collect attendance sheets after Annual Meeting   | Title I Personnel                           | Within 5 working days of Annual Meeting | Title I Facilitator keeps attendance sheets and reviews data  |
| 9  | Prepare and distribute " Sorry We Missed You" packets for families unable to attend Annual Meeting | Title I Facilitator                         | Distribute during teacher training      | Total collection of attendance records as well as amount of receipted "Sorry We Missed You" packets |
| 10 | Provide feedback to parents as needed indicated on parent requests and comments                    | Title I Staff and Classroom teachers        | Within two weeks of the Annual Meeting  | All comments have correspondence and follow-up  |
| 11 | Correspondences and results are maintained and filed for future planning reference                 | Title I Facilitator                         | Ongoing                                 | Attendance records  |

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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)].

**Response:** John D. Floyd Elementary plans to offer flexible number of meetings in order to provide ample opportunities for parental involvement. Our meetings, workshops, parental engagement activities, and mandatory compliance meetings are scheduled and offered at flexible times throughout the day and year. The School Advisory Committee meets in the evening to accommodate working families so that they could take part in the decision making process of the Title I programs. In addition, the school works diligently to provide parents with multiple opportunities to meet with their child's teacher. For instance, the Annual Meeting and Parent-Teacher Conference Night takes place in the evening for all grade levels and is scheduled during a 3-4 hour block of time. These nights are scheduled towards the end of the first marking period to allow for a meaningful conference to discuss student data, expectations, and goal setting for each child, as well as ways that families can support academically.

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## Building Capacity

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.

### Response:

| Count | Content and Type of Activity | Person Responsible   | Anticipated Impact on Student Achievement   | Timeline                           |
|-------|------------------------------|--|---|------------------------------------|
| 1     | Grandparents Day             | School Staff and Faculty                                     | Provide information and strategies that grandparents can use at home.   | September, 2019                    |
| 2     | Title I Annual Meeting       | Title I Personnel and School Staff                           | Provide Title I information as well as effective communication for parents to communicate with teachers.                                | Within the first 9 weeks of school |
| 3     | Veterans Day Celebration     | School Administrators, faculty, staff and Community Partners | Increasing support at home.   | November, 2019                     |
| 4     | Pies with Parents            | School Faculty and Staff                                     | Provide a fun and informal way of presenting methods that parents can help their children in an effort to increase student achievement. | November, 2019                     |
| 4     | ELA Family Night             | School Faculty and Staff                                     | Provide information and strategies on ELA expectations to families.   | January, 2020                      |
| 5     | Math Family Night            | School Faculty and Staff                                     | Provide information and strategies on math expectations to families.  | February, 2020                     |
| 6     | Art and Science Family Night | School Faculty and Staff                                     | Provide a hands-on family fun event that will support parental involvement.   | March, 2020                        |
| 7     | Family Learning Night        | School Faculty and Staff                                     | Provide a fun and informal way of presenting methods that parents can help their children in an effort to increase student achievement. | Winter 2019                        |

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## Staff Training

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)].

**Response:** John D. Floyd Elementary's faculty and staff will participate in professional development that educates on building a partnership between parents and teachers, effective communication between parents and school staff, and programs for parents. Evidence of these activities will be included through the activity sign-in sheets.

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## Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs 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;
- 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 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)].



**Response:** The school provides information to parents of all Title I programs in various ways. Parents are invited to attend the School Advisory Council and the Title I Annual Meeting to discuss the Title I program. Upon attending these meetings, parents receive a description and explanation of the curriculum and forms of academic assessment used to measure student progress. These topics are discussed during Parent/Teacher conferences. Title I personnel and other support staff are available to meet with parents for further discussion of these topics. Parents may request a conference with their child's teacher, administration, or any other support staff throughout the school year to participate in decisions relating to their child's education. Information about Title I, formal academic assessments, grades, and curriculum are also listed for parents on the school's website, which is a platform provided by the school district to keep school information current. Also, report cards are provided to parents.

The school uses various methods and techniques to ensure that parents are provided with the opportunity for full participation in parental engagement activities. We share information in various ways to ensure that all parents including parents with limited English proficiency and disabilities can understand the information that has been provided to them. Parents are given information verbally, through face to face conferences, in written format, and translated into a language parents can understand. We use the following methods and techniques to communicate and convey information to parents:

- Student Agendas: Teachers and parents have ongoing communication through the student agenda.
  - Remind101 App and/or Class Dojo are used to keep parents informed of current information.
  - School Newsletter: A monthly newsletter to parents listing important information and upcoming events about our school.
  - Blackboard Connect Phone System/On Hold Phone Message System: Messages for parents are conveyed verbally through our phone system.
  - Marquee signage available at entrance of school property
  - School's Website provides information are listed on the Parent Portal for parents to view.
  - Chalk – Provides child's academic progress.
  - Parent /Teacher Conferences: Information regarding student progress, grades, formal assessments, etc. is shared with the parent through a face-to-face conference.
  - Collaborate with the ESOL Lead Teacher and Paraprofessional to ensure communication to parents is in the language and format that meet their needs. Important documents are translated for parents. All communication that is sent home to parents has a uniform Spanish statement at the bottom stating that verbal translation is available. Our ESOL Lead Teacher and Paraprofessional are also available for conferences, phone calls, etc.
  - Collaborate with other School Support Staff to ensure that the needs of every parent are met. The school has many support staff that is available to parents. These staff members are important to help share information or help parents in many ways.
  - Welcome Packet: Each parent will be given a packet at the Title I Annual Meeting containing important documents to start the new year. The packet will include documents like our Parent Involvement Plan, and School Grade information. If a student enrolls after the Annual Meeting, the parent will be given a welcome packet during registration with the documents from the Annual Meeting.
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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.

**Response:** John D. Floyd serves students with disabilities and limited English proficiency. Our site is in compliance with the Federal Americans with Disabilities Act. Any parent requiring additional assistance can make arrangements by calling our office staff ahead of time in order to accommodate their needs. Safety concerns will be directed to the district's Safety and Security Department contact.

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## **2018-2019 Evaluation of the previous year's Parental Involvement Plan**

### **Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

John D. Floyd was not a Title I School during the 2018-2019 school year.

| Count | Content and Type of Activity | Number of Activities | Number of Participants | Describe Level of Success |
|-------|------------------------------|----------------------|------------------------|---------------------------|
| 1     |                              |                      |                        |                           |
| 2     |                              |                      |                        |                           |
| 3     |                              |                      |                        |                           |
| 4     |                              |                      |                        |                           |
| 5     |                              |                      |                        |                           |
| 6     |                              |                      |                        |                           |
| 7     |                              |                      |                        |                           |

### **Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

| Count | Content and Type of Activity | Number of Activities | Number of Participants | Describe Level of Success |
|-------|------------------------------|----------------------|------------------------|---------------------------|
| 1     |                              |                      |                        |                           |
| 2     |                              |                      |                        |                           |

### **Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

| Count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|---|--|
| 1     |   |  |
| 2     |   |  |