School Name

2019 Title I Part A;

Parent and Family Engagement Plan

Contents

[Attestation: 3](#_Toc492467847)

[Assurances 3](#_Toc492467848)

[Mission Statement 4](#_Toc492467849)

[Involvement of Parents 4](#_Toc492467850)

[Coordination and Integration 4](#_Toc492467851)

[Annual Parent Meeting 4](#_Toc492467852)

[Building Capacity 5](#_Toc492467853)

[Staff Training 5](#_Toc492467854)

[Other Activities 6](#_Toc492467855)

[Communication 6](#_Toc492467856)

[Accessibility 6](#_Toc492467857)

[Discretionary Activities Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement: 7](#_Toc492467858)

[Evaluation of the previous year's Parental Involvement Plan 7](#_Toc492467859)

[Building Capacity Summary 7](#_Toc492467860)

[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)]. 7](#_Toc492467861)

[Barriers 7](#_Toc492467862)

[Best Practices (Optional) 8](#_Toc492467863)

[Appendix A Evidence of Parents Input in Developing the Plan 8](#_Toc492467864)

[Appendix B Parent/School Compact 8](#_Toc492467865)

[Appendix C Evidence of Parent Input in Developing the Compact 8](#_Toc492467866)

# Attestation:

I, ­­­­­­­­­­­­­Teeter McMullen, 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

Webster Elementary School parents will work as a team with teachers, staff, students and the community to enable children to reach their potential by providing experiences; which maximize the growth of each child in a safe and challenging environment at school, at home and in the community.

# 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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Parents will have the opportunity to join PTO, participate in the SAC Committee and the Title 1 Committee. During these organization meetings, parents will be given the opportunity to express their ideas and concerns about the funding and how they would like to utilize the funding. Parents will be informed about the organizations at the beginning of the school year. Weekly newsletters, electronic sign, Remind app, Twitter, school website and monthly calendars will provide parents with a schedule of school events. In addition, parents will receive notices prior to the event as a reminder. There is a Title 1 Parent Involvement bulletin board located in the main office that provides information for parents.

# 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 |
| Anti-Tobacco Program | A County Health Department representative will instruct 4th and 5th grade students and give resources for parents concerning smoking cessation classes. |
| VPK-Vocational Pre-K | Students age 4 may begin the VPK program and learn the fundamental elements of reading, numbers and basic life skills. A Pre-K social worker will be available for home visits as needed. |
| Big Brothers/Big Sisters | Partnership with the Big Brother/Sister organization to support the students with an influence of a caring adult role model, they are more likely to avoid risky behaviors and to focus on academics. |
| AVID | School-wide AVID. Focus on skills to help students and parents to set goals to prosper in future academics. |
| Adult Ed | Explanation of Florida standards and resources to help at home. |

# 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. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Learning Compact signed by Parent/Student/Teacher | Title 1 Contact | Within the first month of school (August-September) | Partnership Compact will be sent to parents. The signed and returned compacts will be recorded. |
| Parent Advisory Meetings (PAC) | District Office | Ongoing | Parents will work with district to plan and improve parent plans and ideas for parent involvement activities. |
| 1st PTO, Parent-Teacher Organization -Title 1 Information | Parents and teachers and Title 1 Contact | First 6 weeks of school | Parents and teachers discuss student progress and ways to help improve student academics. |
| Orientation: Title 1 School, No Child Left Behind, | Title 1 Contact and Teachers | First Month of school | Parents will be informed about WES through Title 1 brochure and Parent Involvement Brochure |
| Monthly Newsletters concerning reminders | Assistant Principal | Monthly basis (August-May) | Newsletters will be distributed to keep parents aware of school news. |
| Faculty Meeting: Discuss Title 1 | Administration and Title 1 contact | 1st Faculty Meeting of the school year August 2019 | Teachers will brainstorm ideas for parent involvement activities for the new school year. |

**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)].

Teacher-parent conferences will occur at the best suitable time for both the parents and the teacher. Parents can inform teachers of the best time and conduct the conference. Spanish translators are available. Parents will be given the chance to communicate with the teachers through the Homework Folders (gr. K-2) and Daily Planners (gr. 3-5) or phone contact. Most school activities are conducted in the evening to ensure working parents have time to attend school events.

# 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 [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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content/Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| AR Night - Parents read with their students by checking out library books and reading in the library. Students take comprehension tests on the computer. | Media Specialist | Increase reading comprehension and fluency | At least 4 times a year (close to end of each nine weeks) | Sign-In sheets and student data of AR test completion and AR score. |
| Science Night | Teacher, Assistant Principal; Title I Contact | Increase Science Vocabulary and knowledge of Scientific Method | Once per year | Parents will evaluate Science projects and participate in Science activities, Parent evaluation and sign in sheet. |
| Math through Physical Education Family Night | PE Coaches | Families will be invited to participate in PE learning stations emphasizing exercise, health, and safety. | Once per year | Sign-in sheet, parent evaluation |
| AVID 4th/5th grade | AVID Team | Increase exposure to college goals. | Twice per year | Sign-in sheet, parent evaluation |

# 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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content/Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| School Advisory Council | Chairperson of SAC; Title I Contact | The community collaborates with schools to help students learn more efficiently. | 3-4 times a year | Discuss concerns of Webster Elementary, Modify By-Laws as needed, sign-in sheets. |
| PTO, Parent-Teacher Organization | Parents and Teachers | Parents work with children at home. | Monthly | Parents and teachers discuss barriers and collaborate to combat issues. Parent sign-in sheets. |
| Parent Advisory Council Meeting | Title 1 Director; Title I Contacts | Parents and teachers brainstorm ideas to assist one another in planning creative partnerships between the school and the community. | Twice a year | Discuss and improvise requirement for Title 1 School Improvement Plan and Parent Involvement Plan. |
| Title 1 Faculty Meetings-Words of Encouragement to Parents for | Administration and Title 1 contact | School strives to meet adequate yearly progress through an | Weekly Meetings | Agendas from Grade Level meetings and Faculty meetings. |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

* Family Day at Parent Resource Center : Three times a year

1.Invite Parents to attend the Parent Resource Center   
2.Meet with Parent Resource Coordinator to check out games suitable for child academic needs.

* Afterschool Program(Assistant Principal):  
  1. Teachers list the students that need remediation.  
  2. Parents are given a notice to sign child up for tutoring  
  3. Parents who are interested in allowing their child to receive additional help, parents sign up their child(ren).
* Anti-Bullying Presentations (Guidance Counselor)

1. Invite parents to learn the law against bullying.   
2. Perform a skit to show examples and non-examples of bullying.   
3. Present information on bullying and its effects on students.

# 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)].

Parents will be informed about school information prior to the function through the school weekly and monthly newsletters, electronic sign, school website and on the school calendar. In addition, prior to an event, a notice will be sent out to remind parents of the school function. Teachers will be responsible for reminding students and handing out the flyers to parents. At Orientation, parents will be given an overview of the information to be expected throughout the school year. Parents will be invited to Conference Night, to review the progress of their child. Conference Night informs parents of the progress their child is making along with the Grade Level Promotion Criteria. The grade level criteria include passing scores on the FSA for 3rd-5th graders and DEA for kindergarten through 2nd grade. In addition, parents are given progress reports and report cards to verify student academic progress. Along with the report cards, students who are not progressing are given a Possibility of Retention Letter stating that the child may be retained. Parents will be required to sign the form and return to school with the report card envelope. At Webster Elementary School, parents are always welcomed to express concerns to the administrators, teachers, the SAC Committee, Title 1 Contact or PTO.   
  
Parents will be given access to Renaissance Place and Skyward Grade Book to allow home access to the Accelerated Reader and Math programs and online. Home School Connections Letters in English and Spanish monthly.

# 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)].

The population at Webster Elementary includes parents and students who are LEP, Limited English Proficiency. Several Spanish-speaking staff members will be used as translators as needed. The Parent Resource Center has a bi-lingual, Spanish and English, answering machine that helps address parent needs on the phone. Newsletters are presented in both English and Spanish. Twice a semester, Hispanic Parent Conferences are held to encourage all Spanish speakers to learn promotion criteria and educational concerns of their children.

# Discretionary Activities Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content/Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Evaluation of the previous year's Parental Involvement Plan

## Building Capacity Summary

|  |  |  |  |
| --- | --- | --- | --- |
| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| **Open House** | **1** | **130** | Parents meet child's teachers, visit and learn layout of campus. |
| **Parent Orientation** | **1** | **277** | Promotion criteria, classroom expectations shared with parents. |
| **Literacy on the Lawn** | **1** | **40** | Promote reading together as a famiy |
| **Accelerated Reader Nights** | **4** | **296** | Quarterly student/parent evening reading and testing. |
| **PE/Math Night** | **1** | **77** | Physical activities for students and parent focused on math activities. |
| **Science Night** | **1** | **121** | Recognition of science fair participation, and parent and student science activities. |
| **Doughnuts with Dad** | **1** | **190** | Dads join their children for breakfast |
|  |  |  |  |
| **AVID** | **2** | **13** | Increase in College type experiences. |

## 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)].

|  |  |  |  |
| --- | --- | --- | --- |
| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| School Faculty Meeting/trainings | **8** | **345** | Increased teacher awareness of need, district and school expectations, procedures, and documentation so parents will receive timely, meaningful information that parents can use at home to allow them to work with their child |
| **AVID** | **6** | **15** | Increased teacher awareness of need, district and school expectations, procedures, and documentation so parents will receive timely, meaningful information that parents can use at home to allow them to work with their child |
| Teacher & Administration meetings | **22** | **22** | Evaluations and feedback |
|  |  |  |  |

## 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)].

|  |  |
| --- | --- |
| Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
| Working Parents | Schedule at different times to include evenings so working parents can attend |
| Transportation | Create a list that are willing to carpool |
| Language Barrier - ELL parents | Provide translators at all parent involvement events |
|  |  |

Best Practices (Optional)  
  
Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

|  |  |  |  |
| --- | --- | --- | --- |
| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Appendix A Evidence of Parents Input in Developing the Plan

# Appendix B Parent/School Compact

# Appendix C Evidence of Parent Input in Developing the Compact