



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

### Clay County District Schools

**School Name: S. Bryan Jennings Elementary School**



#### Parent and Family Engagement Mission Statement

S. Bryan Jennings Elementary School will establish an open, caring, and safe environment which promotes maximum achievement, while challenging our scholars to meet today and tomorrow as happy, healthy, successful, and responsible individuals. Parent Involvement in our school plays an integral role in assisting the academic achievement of each scholar. SBJ Parent Involvement Activities will help parents to work with their children to improve academic achievement at our school.

#### 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:**

*Elise Taylor*

### **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 SBU Parent Involvement Plan is created with parent input from the SAC meetings in October where the plan is presented to new parents; in February where the plan is reviewed; in May where the plan is reviewed and evaluated. Input is also gathered at other parent meetings held at various times throughout the year. Parents also offer input regarding all activities through exit tickets, climate surveys, and by communication with teachers, staff and administrators.

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

SBU surveys parents at the final parent meeting of the year to evaluate each activity offered. This survey, along with feedback forms from each event, helps the Title I team to decide which activities to offer the following year. There is an area of the survey for parents to suggest new activities. Parents are also encouraged to complete the District Title I Survey, and to give feedback at teacher/parent conferences.

**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?**

Parents complete surveys evaluating programs. Title I funding is discussed at SAC and other parent meetings.

**What evidence do you have to document parent/family participation in the development of the Parent and Family Engagement Plan?**

Parent meeting agendas, sign-in sheets, Title I Parent Involvement Survey, minutes of parent meetings

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

SBU shares parent meeting comments in parent meetings, in the development of the School Improvement Plan, and the Parent and Family Engagement Plan. Comments are also left on the school Facebook page.

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**How will the plan be made available to the community?**

The SBU Parent Engagement Plan will be available to the community at the front desk, included in the School Improvement Plan, and a hyper-link to the school website on facebook.

**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 II Professional Development	District Title II dept. will provide ongoing professional development
Title X resources for homeless families	District social workers provide support for qualifying students
Title III	ESOL services are provided by endorsed teachers. SBU has an ESOL assistant who supports ESOL scholars.
IDEA	Supplemental instructional support is provided in accordance with student IEP per federal law.
Child Find	District Child Find identifies children with needs throughout the community.
Pre-School/Headstart/Early Childhood Services	SBU has 2 Pre-school classes, Community pre-schools are invited to tour the school, vertical meetings between Pre-K and Kindergarten teachers
Kindergarten Screening	SBU Kindergarten teachers screen incoming K students in the summer before entry.

**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)].

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Date and time of Title I Annual Parent Meeting	September 24, 2019 5:00 PM
Describe the Title I Annual Parent Meeting (including how parents were notified in a timely manner and what materials were utilized.)	<p>Parents were notified of the Title I meeting via</p> <ul style="list-style-type: none"> <li>• Facebook</li> <li>• Flyer in Wednesday Folder</li> <li>• Display Cases</li> <li>• SBU billboard</li> <li>• Peach Jar electronic message</li> </ul> <p>Materials</p> <ul style="list-style-type: none"> <li>• Title I informational slideshow</li> <li>• sign-in sheets</li> <li>• feedback forms</li> <li>• spaghetti dinner (removal of barrier)</li> </ul>
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	<p>The Title I information is communicated to parents through an informational slideshow lead by the principal. The slideshow includes information on Parents' Right to Know: the qualifications of the staff of SBU; they will receive letters regarding any substitute their child has for more than 4 consecutive weeks, and how they can contact the school to offer any suggestions and/or feedback. The presentation also describes how the Title I program uses funding to benefit the school.</p>
How did you determine the effectiveness of the Title I Annual Parent Meeting?	<p>Parents are given a feedback form to complete and return to the school.</p>

## 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.	<p>SBU schedules meetings before, during, after school and in the evenings so that all parents have the opportunity to participate in their child's education.</p>
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	<p>SBU provides childcare for the Annual Meeting. Social Workers make home visits when necessary. Transportation is provided to meetings when needed. The district will provide translators for parent/teacher conferences when necessary. There are computer programs available to translate written work.</p>



<b>Barriers:</b> Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Barriers hindering parent participation: <ul style="list-style-type: none"> <li>• transportation</li> <li>• language</li> </ul>
<b>Barriers:</b> What steps will the school take to overcome these barriers?	To overcome these barriers, SBU will provide transportation when needed. SBU employs a fluent Spanish speaker capable.
<b>Evaluations:</b> How will you obtain feedback regarding parent and family engagement activities?	SBU obtains feedback from the Title I Survey, the SBU Parental Involvement Survey, exit tickets, and oral communication from parents. At times, some parents will comment on the SBU Facebook page.
<b>Accessibility:</b> 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)].	SBU provides flexible meetings throughout the day using translators as needed. SBU has weekly folders on Wednesday, sends home flyers, sends electronic flyers via email, newsletters, Blackboard Communication, and facebook to share information related to the school.

## 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: <ul style="list-style-type: none"> <li>• Pre-school visits</li> <li>• Jr. High visits</li> <li>• Jag Jewels</li> <li>• Jaguar Brotherhood</li> </ul>	Ease of transition from one school to the next.	<ul style="list-style-type: none"> <li>• pre-school and Jr. High visits are in the spring</li> <li>• Jag Jewels and Brotherhood meetings are weekly</li> </ul>	<ul style="list-style-type: none"> <li>• increased student achievement</li> <li>• appropriate school behavior</li> <li>• Kindergarten and Jr. High registration</li> </ul>

Technology, Parent Portal registration opportunities	increased parent/teacher communication	on-going	<ul style="list-style-type: none"> <li>percent of parent portal participation</li> <li>number of Facebook followers</li> <li>log of Blackboard communication use</li> </ul>
Supporting learning at home: <ul style="list-style-type: none"> <li>Parent Volunteer Organization</li> <li>Parent Resource Room</li> <li>Publix Math Night</li> <li>Literacy Night</li> <li>Morning Data Meetings</li> <li>Orientation</li> </ul>	increased student achievement through parental support	<ul style="list-style-type: none"> <li>8/22/19 8:30AM PVO orientation and breakfast</li> <li>PR room open daily</li> <li>4/2/20 4:30PM</li> <li>3/17/20 4:30PM</li> <li>monthly by grade level</li> <li>9/24/19 5:00PM</li> </ul>	Participation count from sign-in sheets
Community Building: <ul style="list-style-type: none"> <li>Orientation</li> <li>Open House</li> <li>Title I meeting</li> <li>Dad's Bring Your Child to School</li> <li>Math and Mom</li> <li>Storybook Character Parade*</li> <li>Veterans' Day performance*</li> <li>Fall Festival*</li> <li>Thanksgiving Feast*</li> <li>Holiday Extravaganza*</li> <li>Field Day*</li> <li>Father/Daughter Dance*</li> <li>Jump Rope for Heart*</li> <li>Musical performance*</li> </ul>	Home and School connection with social emotional learning  *Schoolwide Community Building events not sponsored by Title I	<ul style="list-style-type: none"> <li>8/9/19 4:00 PM</li> <li>9/24/19 5:30 PM</li> <li>9/24/19 5:00 PM</li> <li>9/25/19 7:45 AM</li> <li>5/8/20 7:45 AM</li> <li>10/31/19 9:00 AM</li> <li>11/8/19 1:00PM</li> <li>November</li> <li>11/15/19 during lunch</li> <li>12/13/19 4:30 PM</li> <li>Spring</li> <li>2/7/20 5:00PM</li> <li>February</li> <li>5/19/20</li> </ul>	Participation count from sign in sheets

## 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)].

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<b>Title</b>	<b>Purpose?</b>	<b>Training Format (Workshop, book study...)  Presenter?</b>	<b>Intended Audience</b>	<b>Timeline</b>
SBJ: A Title I School	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Professional I Development Presentation  Jones	SBJ Faculty and Staff	Fall 2019 PLC

## 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?	A letter is sent home from the Principal of SBJ informing all parents of scholars in a class where the teacher is absent for 4 or more consecutive weeks.
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Parents are informed of curriculum through Parent Curriculum Nights, the Title I Meeting, monthly grade level parent meetings, SAC meetings, Parent Volunteer Organization meetings, the SBJ website and Facebook page, the district website. Information about assessments are shared with parents via, newsletters, Facebook, Blackboard communication, and the FOCUS parent portal. Scholar expectations are shared during parent/teacher conferences, curriculum nights, and monthly grade level parent meetings.
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	Parents are informed through Facebook and phone calls when the FSA scores are available to view on the FOCUS parent portal. Paper copies are sent home in the Wednesday folder the first week of school.

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?

The Principal of SBU signs an attestation verifying that all homeroom teachers have held at least one conference with each parent where a learning compact was presented for signature. If the teacher is unable to have this conference, the teacher will document three different attempts to schedule the meeting with the parent.

## 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, websites, Parent Portal, Wednesday Folders, the SBU billboard, Blackboard communication, Facebook, and personal phone calls from the teacher. Non-English speaking parents are provided an interpreter as needed, and notices are sent home in the home language when possible. Ramps parking for those with limited mobility are available.

## Evaluation of Previous Year's Parental Involvement Plan

Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
Transition activities for 6th grade to Jr. High	86	Ease of transition for 6th grade parents as they transition to Jr. High	effective as evidenced through increased numbers of participants
SAC Meetings	8	PFEIP/SIP increase parental involvement and communication	effective as evidenced through completion of SIP and PFEIP
Support Learning at Home <ul style="list-style-type: none"> <li>• Parent Volunteer meetings</li> <li>• Parent Resource Room</li> <li>• Publix Math Night</li> <li>• Literacy Night</li> <li>• Curriculum Night/Title I Mtg</li> <li>• Dads Bring Your Child to School</li> <li>• Orientation</li> <li>• Grade level Data Breakfasts</li> </ul>	8 170 126 121 555 360 739 368	increase parental involvement and communication	effective as evidenced through increased parental participation



<ul style="list-style-type: none"> <li>• Wednesday Folders</li> <li>• FOCUS Parent Portal</li> </ul>	515 515		
Community Building <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Open House/Title I Meeting</li> <li>• Storybook Character Parade</li> <li>• Veterans' Day Performance</li> <li>• Thanksgiving Feast</li> <li>• Holiday Extravaganza</li> <li>• Field Day</li> </ul>	739 555 650 545 700 275 545	Increase in parental involvement and communication with the Home School Connection and Social Emotional Learning	effective as evidenced through increased parental participation

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