



2019-2020 Title I Parent and Family Engagement Plan

Clay County District Schools



School Name: McRae Elementary School

Parent and Family Engagement Mission Statement

McRae Elementary School, recognizing parents as full partners in their child's education, will promote meaningful and consistent communication between the school and home and encourage active parental participation in all programs, activities, and decisions involved in the educational success of their child.

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?

Planning, review, and improvement of Title I programs will grow and evolve from responses and comments on the annual Title I Spring Parent Climate Survey, recommendations submitted by the MRE School Advisory, and parent suggestions throughout the year gathered from feedback forms completed at parent involvement activities. MRE's School Advisory Committee will meet four times per year.

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

Feedback forms from parent events, Title I lead evaluation form, and School Advisory Committee input.

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?

Discussions on Title I parent events and utilizing Title I funds within the school will be discussed at School Advisory Committee meetings throughout the year and parents are given the opportunity to make suggestions and give feedback.

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

Parent event sign-in sheets, parent event feedback forms, Annual Title I meeting, minutes from the SAC meetings, parent portal sign-up opportunities during parent events, and one-on-one conferences with parents, as needed.

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

Comments from parent event feedback forms, Facebook posts, and individual comments from concerned parents will be discussed during SAC and faculty meetings.

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

The plan is posted on the school website and printed and distributed to SAC members. In addition, a copy is left in the front office for any parent that wishes to have a hard copy.

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
Childfind	Identifies students with special needs throughout the community
VPK	McRae offers one VPK program
ESE Pre-Kindergarten	McRae offers one ESE PK program, screening is ongoing
Title II	Professional development resources are available to Title I schools through Title II.
IDEA	ESE ongoing consultations, IEP are completed to insure student needs are met and MTSS interventions are completed for struggling students.
Title III	ESOL services are available for qualified students.

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 9th, 2019
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	Meeting flyers went home in Tuesday folders and the meeting was posted on Facebook. An informational PowerPoint was utilized.
Describe how your meeting will communicate 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	-Parents were given this information in the cafeteria from the principal and Title I lead teacher. -Front Office Purple Binder -Letters Sent Home to Parents -Right to Know information sent home to parents
How did you determine the effectiveness of the Title I Annual Parent Meeting?	Parent feedback forms

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.	McRae will provide morning, afternoon, and evening activities to accommodate various work schedules. Parent events are offered on various days to accommodate various work schedules.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	VPK child care is offered, special pupil transportation as needed, and our school social worker does home visits as needed.
Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Work schedules, location, other after-school events, lack of food for events held at night during dinner time, and transportation.

Barriers: What steps will the school take to overcome these barriers?		Flexible times and days to accommodate various events and meetings, phone conferences, and providing food during events held during dinner-time hours.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?		Parent feedback forms and one on one conferences, as necessary.
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)].		Student forms and iReady parent data are available in other languages and can be sent home if needed. A translator can be utilized, if necessary. Flexible times and days to accommodate various work schedules. Student forms and iReady parent data are available in other languages and can be sent home if needed. A translator can be utilized, if necessary. Flexible times and days to accommodate various work schedules.

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
VPK, ChildFind, Kindergarten Orientation, Kindergarten Roundup - Orientation for newly registered KG students in the spring	Academic/Social-Emotional	ongoing (VPK), August 2019 (KG Orientation) , various (Childfind), Spring 2020 (Kindergarten Roundup), Spring 2020, (Orientation for newly registered KG students)	parent/family feedback, Kindergarten registration, student behavior
Transitional Activities	preparing students to transition and advance into a new academic areas	April/May 2020	student feedback/sign-in sheets
Parent Portal Registration	parent supporting learning at home and parent communication with teacher	ongoing	number of parents registered for parent portal
Unplugged Night	parent supporting learning at home and parent communication with teacher sans technology	Spring 2020	parent/family feedback/sign-in sheets
Science Activities	parent supporting learning at home and parent communication with teacher	December 2019	parent/family feedback/sign-in sheets
Title I Annual Meeting	parent supporting learning at home and parent communication with teacher	September 2019	parent/family feedback/sign-in sheets

Grade-level/Teacher-specific events surrounding data	parents supporting learning at home and community involvement	ongoing 2019-2020 school year	parent/family feedback/sign-in sheets
Data with Dads, Math and Moms	parents supporting learning at home and community involvement	September 25th, 2019 and Spring 2020	parent/family feedback/sign-in sheets
Book Bingo/Literacy Night	parents supporting learning at home and parent communication with teacher	December 2019, Spring 2020	parent/family feedback/sign-in sheets
Feedback Event	Parents are able to provide feedback regarding strengths and opportunities for MRE to better serve students	April/May 2020	parent/family feedback/sign-in sheets
Parent Meeting	parents supporting learning at home and parent communication with teacher	May 2020	parent/family feedback/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)].

Title	Purpose?	Training Format (Workshop, book study...) Presenter?	Intended Audience	Timeline
PowerPoint	-How to reach out, communicate with parent/families -The value of contributions of	Faculty training	All faculty	October 2020

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	parents/families -How to coordinate parent/family programs			
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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?	Letter sent home on school letterhead by principal to parents.
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Conferences, Parent Portal, IEP meetings, Title I Annual Meeting, Open House, Tuesday folders, student planners
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	FSA reports are sent home in Tuesday folders and available for pick-up by parents of students who no longer attend McRae Elementary.
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?	Compacts discussed during Orientation/Open House, teacher attestation page that all compacts were completed

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 flyers, MRE website, Parent Portal, Tuesday folders and planners, use of school marquee, and 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 as needed. 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
Open House	178	All Areas	This was an effective event that helped educate parents about Title I and how we utilize funds to support education.
Dads and Donuts	212	Literacy	This was an effective event that educated parents about the importance of reading at home with their children.
Make & Take	6	Literacy	This was a grade-specific event to prepare students for kindergarten. There was a 55% participation rate from families and they were able to take home resources to support their child's learning. This was an effective event, but we will look at how to improve participation

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			going forward.
Book Bingo	94	Literacy	Yes, this was an effective event. We were able to put many books in the hands of children to help support reading at home.
Family Literacy Night	61	Literacy	This event was effective and gave parents the opportunity to learn reading strategies that can be used at home.
Star Night	50	Science	This was a grade-specific event and had a great turnout. This event was effective in reaching parents and students in gaining skills to use at home to support learning.
Spring Book Bingo	56	Literacy	Yes, this was an effective event. We were able to put many books in the hands of children to help support reading at home.
Moms & Muffins	350	Math	This event was effective in providing resources to parents to use at home to support learning. This was one of the largest events of the year regarding participation from

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