



2019-2020 Title I Parent and Family Engagement Plan

Clay County District Schools

School Name: KHE



Parent and Family Engagement Mission Statement

Keystone Heights Elementary School's mission, while recognizing parents as full partners in children's education, will ensure meaningful, two-way communication between the school and home. We will encourage active parental participation in activities, programs, and decisions involved in the education 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:

Sept. 23, 2015

"Discovering Endless Possibilities"

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 KHE School Advisory Committee meets to plan for and review the effectiveness of Title I programs, discussions involve ideas for future parent involvement ideas and the funding necessary to facilitate each event. The School Advisory Committee is made up mostly of parents who were elected to serve on the committee, school administrations, community business partner, and teachers. We will use the annual Title I spring survey, feedback forms from the parent events, and we will use the Parent Evaluation Form. We will meet at least three times yearly and more if needed.

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

Planning, review, and improvement of Title I programs will grow and evolve from responses and comments on the annual Parent Climate Survey, Title 1 annual survey, recommendations submitted by the KHE School Advisory Council (SAC), and parent suggestions throughout the year gathered from feedback forms completed at parent involvement activities.

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 KHE School Advisory Committee meets to plan for and review the effectiveness of Title I programs, discussions involve ideas for future parent involvement ideas 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 at each Title I event and an opportunity is provided to register for the Parent Portal and FOCUS account. Additionally, we use parent sign in sheets, parent event feedback sheets, annual meeting participation, annual title one survey, and SAC minutes.

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

“Discovering Endless Possibilities”

We will share the comments we receive from parents/families at SAC meetings, during faculty meetings, PFA meetings, and the annual Title 1 meeting as well as individual conferences with parents as needed.

How will the plan be made available to the community?

The PFEF will be made available to our community on the Keystone Heights Elementary website and a link will be posted on our Facebook page. We will also have copies available in the front office. We will provide all written material in the home language of our parents as needed.

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
Headstart, VPK	We offer 3 VPK classes: one 3 year class, 1 4 year old Headstart class, 1 VPK. We offer early kindergarten screenings for a smooth transition to kindergarten.
Community Eligibility Provision	KHE provides free breakfast and lunch for all Clay County Schools
Title 1 Tutoring	KHE offers Free tutoring services
Title 1 Parent Events-Math, Science and Literacy Activities	KHE Title I Teachers-Fliers, robo calls, OneClay App notifications and Facebook notifications will be sent to parents, so they can participate in academic parent nights where take home activities and strategies will be demonstrated to help students at home.
Title II	District Title II will provide ongoing professional development.
IDEA Act	MTSS coordinator, IEP's, SST, 504, ongoing screenings

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)].

Date and time of Title I Annual Parent Meeting	Monday, September 16, 2019 5-7 p.m.
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	Parents were notified of our Title I annual meeting/Orientation by School Website, Facebook, MyOneClay App, flyers for Tuesday folders, and robo call. Parents will enter through the front office and will sign in at our Title 1 table. Parents will enter the cafeteria where they will watch a PowerPoint presentation on the introduction of Title I for our school. We used sign in sheets and created flyers and announcements of Title I Annual Meeting.
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 utilize a PowerPoint Presentation during our meeting to discuss the introduction of Title I and how it affects our school. During the meeting our Administration will announce all teachers and at that time will announce any teachers that are out for 4 consecutive weeks and why. Notifications are also kept in purple front office binder.
How did you determine the effectiveness of the Title I Annual Parent Meeting?	Feedback survey and SAC minutes

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.	KHE will provide morning, afternoon, and early evening activities to better accommodate our working parents as well as varied days.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	KHE will provide childcare (if applicable) during our meetings in our VPK. As needed, we will provide all written material in the home language of our

	parents as needed. We offer special special transportation as needed. Our school social worker will make home visits as needed.
Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Some of the barriers that KHE faces for parental involvement is but not limited to child care for the younger siblings, no transportation, or working parents during those hours that work out of town.
Barriers: What steps will the school take to overcome these barriers?	We will provide early morning or early evening meetings for our parents that work at different times of the day. We will provide parent conferences over the phone during a convenient time for those parents without transportation. We will provide child care when applicable for parents to attend functions at school with their child.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	We will encourage our parents to fill out surveys during our parent and family engagement activities to obtain feedback for future activities and how we can make it even better.
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, KHE website, teacher and Title I websites, Parent Portal, Tuesday folders and agendas, use of school marquee, Peach Jar 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.

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	Impact of Academic	Timeline of Event	Evaluation Method
-------------------	--------------------	-------------------	-------------------

Engagement Event/Topic	Achievement	(Tentative Date/Time)	
Transition Activities (Kdy., Headstart, Pre-K)	Increases parental awareness of kindergarten registration and smoother academic transition.	Summer of 2020	Kindergarten Registrations
Technology, Parent Portal Registration Opportunities	Included in every parent event. Increases parent/teacher communication for academics.	August 2019 - June 2020	Parent Portal Percentage
Annual Meeting	Educate parents about what is Title One.	September 2019	Sign in Sheets and Feedback Forms
Community Events (Book Bus, Back To School)	Literacy Development	August 2019 - June 2020	Parent Participation
Dads Bring Your Kids to School	Literacy Development & (SEL) Social Emotional Learning.	September 26, 2019	Parent Feedback Survey and Sign In Sheets
Unplugged (Month Long Initiative and with a parent event to celebrate at the end of the month.)	Literacy Development	October 2019 (Month long initiative)	Sign In Sheets and Feedback Forms
S.T.E.A.M. Activity Night	Science Technology Engineering Art and Math	February 2020	Parent Feedback Survey
Leading the Way to Learning	Math Games & (SEL) Social Emotional Learning.	May 2020	Sign in Sheets and Feedback Forms
Academic Nights	Parents will learn about curriculum that their child is learning. Students will share their progress with parents. We will have Make and Takes so that parents will take something home to use to help their child.	Various Dates September 2019-May 2020	Sign in Sheets and Feedback

“Discovering Endless Possibilities”

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
Staff Professional Development Building Communication with Parents and Increasing Parent Involvement	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Faculty meeting Google Slide Presentation and How I survived on a Title I Budget Missy Gillenwaters or Jackie Lawson	Classroom Teachers	October 2019

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 will be addressed by the Principal as well as kept in the front office purple binder.
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	The description and explanation of the curriculum at Keystone Heights Elementary is presented by each grade level at the beginning of the year open house/orientation through grade specific handouts. As well as, grade level

	meetings with parents. Parents are advised of the various academic assessments used to measure student progress – both school and state – as well as the available resources provided by the state to help students meet the Florida Standards of the various content areas and grade levels. Parents are also notified through robo calls, Facebook, Parent Events, IEP meetings, Tuesday folders, Student Planners, Parent Portal and school website of assessments being taken by students.
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	The schools receive individualized reports of state assessments during the summer. The second week of school, we send these home in the students Tuesday folders for parents to review and keep for their records.
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?	Teachers at Keystone Heights Elementary are required to conference with each parent in their classroom no less than 1 time per school year about their child's academic progress. Parents are encouraged to request frequent conferences to stay involved and participate in their child's education. Teachers are required to turn in 1 parent compact on each child they teach in their classroom representing that they have met with that parent about academics.

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, KHE website, teacher and Title I websites, Parent Portal, Tuesday folders and agendas, 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

"Discovering Endless Possibilities"

Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
Transition Activities (Kdg., Headstart, Pre-K) Community Events (Book Bus back to school)	33	All Areas	Yes, parents and students are better prepared with having a tour and materials for the summer.
Annual Meeting (Open House)	430	All Areas	Yes, it was effective we had a large turnout and were able to better prepare students and parents for the academic year. Parents met in the cafeteria for the Annual Meeting. Then they were dismissed to their child's classroom. Having a night when the majority of our parents are in attendance, is a great time for them to learn about our school and being Title I.
Dads and Donuts	310	(SEL) Social Emotional Learning, Parent Involvement	We had a nice turn out with dads. Dads enjoyed coffee. Students loved having their dads at school and showing them off.
Unplugged	176	Reading	Unplugged was not as big as we were hoping for, but it was still nice for all of our families. Students and parents took part in a book bingo, read alouds, and playing games.
S.T.E.A.M Activity Event	356	Science Technology Engineering Art and Math	Yes, we had a huge turn out for this event. Parents and students had a fun night going to all of the stations. Students and parents had

“Discovering Endless Possibilities”

			opportunities to see the Robotics Team, build bridges, make art, use computers to show parents what they were doing in their classrooms. We will do this again in 2020.
Daddy Daughter Dance	160	(SEL) Social Emotional Learning, Parent Involvement	Yes, dads and daughters had a magical night. This is always a fun night that our K-Kids sponsor. It is a special night for our little girls to have a special night with their dad. They enjoy dancing, food and a take home gift. We will do this again in 2020.
Moms with Muffins	346	All Areas	Yes, moms and their child enjoyed muffins and played reading and math games. They made addition, subtraction, multiplication and division facts games to take home to play together.
Mother/Son Game Night	162	(SEL) Social Emotional Learning, Parent Involvement	Yes, we had a wonderful night with moms and sons:) Just as we do with the daddy/daughter. Moms and sons get dressed up for a magical night. They dance, eat and play competition games.

“Discovering Endless Possibilities”