



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

Clay County District Schools

School Name: W. E. Cherry Elementary



Parent and Family Engagement Mission Statement

W. E. Cherry believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in school educational planning and operations. In the spirit of WEC's school/family and community partnerships, this policy seeks to strengthen the partnership among parents/guardians, staff, schools, the community, the superintendent, and all other stakeholders by providing for parents' involvement in decision making as members of school-based planning teams, local parent groups, and school-wide committees. Expanding training programs that help the individual parent support their child at home will further strengthen this partnership.

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:
- 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:

"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 SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SLP and PFEIP. More than 50 percent of the members of SAC are parent (non-employee) representatives. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval.

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

Parents complete an evaluation form after each parent involvement activity. WEC use these forms to determine the effectiveness of the activity.

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?

During the SAC meeting when the PFEIP and/or SLP are developed, the committee will decide, with input from parents how the parental involvement funds will be used.

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

Evidence is documented during the SAC meetings through sign-in sheets, agendas, and meeting minutes. Parents fill out an annual Title I Parent Survey and the results are shared at SAC meetings.

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

Comments from parent feedback forms are shared during faculty meetings and SAC meetings.

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

The plan is distributed to SAC members, posted on the school webpage and printed copies are available in the front office.

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 I Tutoring	WEC offers free tutoring services.
Title II	Professional development resources are available to Title I schools through Title II funds.
Title III/ESOL	WEC has an ELL assistant who provides small group and one-on-one language acquisition assistance using Imagine Learning and early reading resource programs.
Title X	District Homeless Social Workers provide resources.
IDEA (Individuals with Disabilities Education Act)	Supplemental instructional support provided by Title I will be discussed with parents during the development of the student's IEP.
VPK	WEC offers 3 VPK settings and a Parent Resource Room.

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	Thursday, August 8, 2019. 5:00-7:00pm
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	Invitations were mailed out on July 31, 2019. The Title I Annual Parent Meeting PowerPoint was presented to all parents in attendance. The PowerPoint slides were also printed for viewing and were sent home via Tuesday Folder

	on 8/13/19 to the parents/guardians who were unable to attend.
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	The <i>Title I Right to Know</i> newsletters were given to parents during the Annual Meeting. The newsletter addresses how Title I is implemented at our school and all the services that are provided to parents and students at a Title I School. Parents of students whose teacher is out for more than 4 consecutive weeks are provided with a letter from the principal explaining the qualifications of the substitute.
How did you determine the effectiveness of the Title I Annual Parent Meeting?	Families offer feedback via Parent Involvement Evaluation 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.	Parent involvement activities and workshops will be scheduled mornings, afternoons, and evenings, to accommodate families and their schedule.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	Home visits are made on an as-needed basis and involve the social/health workers assigned to WEC. Child care is provided by our Title I assistants when needed. Our ESOL assistant is available upon request at all activities to translate for our non-English speaking families.
Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Language differences, lack of transportation for single car families, and conflicting work schedules.
Barriers: What steps will the school take to overcome these barriers?	Reports, student achievement data, and information can be shared in the parent's home language. Social worker can provide transportation to events. Parents can participate in conferences/meetings via telephone.
Evaluations: How will you obtain feedback regarding parent and family engagement	Families offer feedback via a Parent Involvement Evaluation form completed after each event/activity. Also, parents are invited to complete an annual Title I

activities?	Parent Survey at the end of the school year.
<p>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)].</p>	<p>Clay Behavioral Services works closely with student's parents to nurture their children. The school social worker, with an interpreter if needed communicates family needs and resources available as well as provides transportation to parent involvement activities and meetings to meet their unique needs. All written material is provided in English and Spanish (upon request) which includes but is not limited to the Parent Conference Forms, Parent/Teacher/Student Compacts, and district and statewide assessment information and scores. All parent involvement activities include parents with children with limited English proficiency, parents with children with disabilities and parents of migratory children.</p>

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 (Kdg. Pre-K)	Smoothen academic transition to increase parent knowledge of school expectations	Summer 2019 and 2020	Kindergarten registration, parent feedback forms and student behaviors
Technology, Parent Portal Registration Opportunities	Parents supporting learning at home increase student achievement	On-going	Number of parents registered for the Parent Portal and Facebook followers
Supporting learning at home via Parent Resource Room	When parents are aware of what their child is learning in school they become more involved in their children's learning at home.	On-going	Check-out sheets

Annual Title I Meeting/"Meat" and Greet	Provide guidelines for school success	August 8, 2019	Sign-in sheets
Dads Take Your Child to School Day	Building ties between fathers and school	September 25, 2019	Sign-in sheets
Book Swap Booth	Building ties between parent and school	On-going	Student and parent usage of booth
4 th grade Informational Curriculum workshop	Parents of the fourth grade students will increase knowledge of the grade level standards	August 29, 2019	Sign-in sheets
ELA and Math Grade Level Parent Nights	Parent involvement increases student achievement	On-going	Sign-in sheets
Dads & Data Moms, Math & Movement	Parent involvement increases student achievement	February 2020 May 2020	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
Building Relationships with Parents	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Faculty training	Faculty/Staff at WEC	October 2019

"Discovering Endless Possibilities"

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 notification is sent home by the principal to parents of the students affected by the change.
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Title I Annual Meeting, Parent Portal, conferences, IEP meetings, information sent home via Tuesday Folders, parent events and Planners
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	Parents are notified via Facebook or Robocall when reports are available for pickup. Reports not picked up are sent home with students via backpack.
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?	Signed Compact and Attestation Forms

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)].

All parents and families are invited to activities, which are offered at various times and days. Invitations, forms, and reports are offered in the student's home language. Interpreters are offered during meetings. All rooms and buildings are handicapped accessible.

Evaluation of Previous Year's Parental Involvement Plan

Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
Annual Title I Meeting/"Meat" and Greet	312	Provide guidelines for school success	This event helped educate parents about Title I and grade level expectations.
4 th gr. Informational Curriculum Workshop	42	Provide parents with strategies to help their child at home	Parents appreciated knowing the rigorous standards expected of their fourth grade child
Chick-fil-A for Champions	113	Literacy	Students were provided books and parents were given literacy information to help support reading at home
Dining with Metro	158	Literacy	Students were provided books and parents were given literacy information to help support reading at home
Dads, Daughters & Data Moms & Movement	417	Provide Moms and Dads with strategies for helping enhance communication with their child and strategies to improve academic success	All parents in attendance gave positive feedback on the activity evaluation form
Summer Success Seminar (K-2 & 3 rd -5 th)	349	Provide parents with strategies and ideas for helping their child over the summer break to prevent the summer slide.	All parents in attendance gave positive feedback on the activity evaluation form

"Discovering Endless Possibilities"