**Medart Elementary School**

**2019-2020 Title I Parent and Family Engagement Plan**

I, Stan Ward, 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 8101(32), ESSA;
* 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 1116(a)(3)(B)];
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make the parent and family engagement plan available to the local community [Section 1116(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 school wide program plan under section 1114(b) [section 1116(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 1116(a)(2)(E)];
* 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 1112(e)(1)(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 does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. [section 1112(e)(1)(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 1112(e)(1)(A)].

**Mission Statement**

**Response:** At Medart Elementary School, our purpose is to empower all students to reach their full potential through perseverance and self-motivation.

To accomplish our mission, MES relies on the collaboration between all stakeholders: administration, teachers, staff, parents, students, and community members. All stakeholders are encouraged to share in the decision-making process for the development and implementation of school wide plans, including the School Improvement Plan and Parent and Family Engagement Plan. Collaboration and participation in events with strong links to learning bridge the gap between home and school and ensures student learning transcends the school walls leading to higher achievement for all students.

**Involvement of Parents**

How will the school involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used? [ESEA Section 1116].

|  |
| --- |
| **Response:** Our School Advisory Council is made up of parents, community members, teachers, support staff, and administrators. Parents are invited and encouraged to attend quarterly meetings. These meetings are used to involve parents and families in the development, review and evaluation of Title I plans (Title I needs assessment, PFEP, compact, school-wide plan/school improvement plan, and the Title I project application) and the reservation of funds for parent and family engagement. School Advisory Council (SAC) meetings are the forum for continuous school improvement.  Meetings are open to all parents and community members and are advertised through our newsletters and on our website. Special reminder notices are sent to our voting members. Input from parents and other council stakeholders is vital to the success of the school and a valuable part of the decision making process. The Parent and Family Engagement Plan is reviewed annually by the SAC and feedback and suggestions are used to revise the plan for the upcoming school year. Once the plan approval is documented in the SAC minutes and can be reviewed at any time on our website, and a hard copy is available in the front office. Items vary in discussion during SAC meetings but include all of our Title I functions, such as the Annual Title I Night, Christmas Around the World, Science Night, Parent Night and data relating to student achievement and school accountability. For example, during our Annual Parent Night, we provide resources and training for parents concerning access to online sites that will help parents plan activities for home as well as information about school performance, school goals, parents’ right to know, school wide program goals, etc. In addition, Home and School Connection, a monthly newsletter, is provided to parents as a resource for helping parents positively impact their child’s academic performance. Additionally, parental input is gathered through Climate Surveys (Parent, Students, and Staff), Title I Surveys, and Parent and Family Engagement Activity evaluations. Results are shared during our SAC meetings, and input is sought by from all stakeholders on how to continuously improve the Title I program. Letters are sent home to parents if and when we have someone who is out of field during the first four weeks of school. Parent volunteer orientations are held throughout the year to provide training on school policies and procedures as well as restrictions and limitations while volunteering. |

**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.

Describe how the school, to the extent feasible and appropriate, coordinated and integrated parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducted other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children [section 1116(e)(4)].

|  |  |  |
| --- | --- | --- |
| **Count** | **Program** | **Coordination** |
| 1 | Annual Title I Parent Night | MES administrators and teachers will provide information about Title I which will include information about the program, its goals, and how it helps improve the academic achievement. Also, information is provided to parents about how to make well informed choices for their children and how to get involved in their child’s education – such as being a part of the SAC or volunteering in the classroom. Information concerning the school’s grade and (AYP), required assessments, curriculum, and the rights of parents is presented to parents as a PowerPoint presentation, and a hard copy is also available in the front office. In addition, SAC members assist in planning upcoming Title I events throughout the school year. |
| 2 | Grade Level and School-Wide Parent Nights | These meetings are held at various times during the school year on a variety of topics, such as: Utilizing School-Based Programs,” “How to Help Your Child with Writing, Reading, Math, and Science,” and training on the district’s Reading Plan which familiarizes parents with the curriculum and sequencing of instruction. |
| 3 | Parent Resources on School Website | Ongoing update of helpful websites and resources for parents to implement at home. In addition, training is provided as part of our annual parent night on ClassLink and FOCUS which can be used to monitor student progress. |
| 4 | School Parent Newsletter & Home School Connection | Monthly newsletters are sent out to inform parents of upcoming events, parent resources and educational activities that can be done at home. The Home & School Connection is a monthly education publication designed to provide activities and resources to parent to help bridge the gap between home and school and is purchased with Title I funds. |
| 5 | School Marquee | Information is posted on the school marquee to alert parents about upcoming events. |
| 6 | Preschool Programs | The school coordinates with preschool providers in Wakulla County and surrounding counties to transition children into kindergarten and to establish processes for transferring records to MES. |
| 7 | Take Your Dad to School Day | As a statewide initiative, MES has embraced this annual event to encourage male role models to participate and get involved in their child’s education. |
| 8 | Grade Level Transition Nights | This valuable Title I night provides an opportunity for parents to meet with teachers to discuss student progress, expectations for the next grade level, and also possible activities for the summer to better prepare them for the next grade level. |
| 9 | One Call | System sends important messages to parents through emails and phone calls. |
| 10 | Student Recognition | Students are recognized for grade level achievements. Terrific Kid announcements are made weekly, and parents also receive a bumper sticker. In addition, we have a bulletin board that focus on students hidden talents. |
| 11 | Veteran’s Day | Students create a program to honor our local veterans, and parents are encouraged to attend and participate. |
| 12 | Grandparents Day | Students are encouraged to invite a role model to this event to honor members of the community and to build stronger relationships with our community members. |
| 13 | ESOL/Title III | The school coordinates with the ESOL program to provide translation services for parents that do not speak or understand English. |
| 14 | BPIE Meeting | This is open to parents to assist in the evaluation and reflection of our inclusion programs at the school level. |

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 (school wide or targeted assistance),
* Adequately Yearly Progress,
* School choice, and the rights of parents. [Section 1116(c)(1) and (4)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title I Parent Night Planning Meeting to ensure all required topics (school performance, school goals, parents’ right to know, school wide program goals, etc.) are presented to parents and families. | School Level Administrators Katherine Spivey and Stanley Ward | August 26, 2019 | Completion of Organization and Meeting PPT |
| 2 | Title I Parent Night Invitations (Marquee, Newsletters, One Call Email) | School Level Administrator Katherine Spivey | August 19 -26 ,.2019 | Number of parents' participation replies |
| 3 | Title I Parent Night Invitation Reminder to Parents | School Level Administrator Stan Ward | August 23, 2019 | Number of parents' participation replies |
| 4 | Annual Title I Night | School Level Administrators | August 26, 2019 | Number of parents attending and evaluations completed by parents |
| 5 | Review of Parents' Evaluations | School Level Administrator Katherine Spivey | August, 26, 2019 | Parents' Evaluation Responses |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

Describe how Title I funds were used to promote family engagement by providing transportation, child care, or home visits, if applicable. [section 1116(c)(2)].

**Response:** Parent Trainings/Information Nights, Open House, Book Fairs, Volunteer Trainings and Opportunities, Assemblies, SAC meetings, Awards Programs, and Title I meetings are held throughout the school year. Some of these are early in the morning, at various times during the school day, immediately after the school day ends, and in the evening. Some programs involve the students and their parents participating together. During some evening programs, students will participate in activities led by some teachers while parents will attend presentations led by other teachers. Parent training in the use of the Focus Parent Portal and ClassLink will be ongoing throughout the school year and can be scheduled on an individual basis. When necessary, transportation will be provided for families so that can attend the Title I Annual Meeting. When parents share concerns about transportation, we will seek out assistance from our transportation department, and the use of our own county van. In addition, if a parent conference is requested at the student’s home, a teacher and an administrator will make arrangements to visit the home.

**Building Capacity**

Describe how the school will:

* Implement activities that will build the capacity for meaningful parent/family engagement,
* Implement activities that will build relationships with the community to improve student achievement,
* Provide materials and training to help parents work with their child to improve their child’s academic achievement,
* Provide other reasonable support for parent/family engagement activities. [Section 1116(e)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | School Advisory/Title I Meetings | SAC Chair | Goals are data-driven for specific academic areas. Student growth information is shared with all stakeholders with information concerning current data that is collected during progress monitoring times. Data points will come from STAR Reading, STAR Math, i-Ready Math, and STAR Early Literacy and FSA 3-5 grade levels. It is with this information all stakeholders are able to fully participate in the shared decision making process. During these meetings, we will focus on seeking out additional ways to increase parent and family engagement and plan our Title I events that have a strong link to learning. Title I events will be approved by the SAC using information gathered concerning the success of previous school activities. | SAC - 4 per year | Sign in Sheets, Agendas and Minutes. Having informed parents that are involved in creating the culture of the school will help the students overall academic success. |
| 2 | Title I Student Technology Information Training and  Reading Information | School Level Administrator and Grade Level Teachers | Parents will understand the Title 1 Program and also have the opportunity to learn how technology aides in their student’s education (FOCUS & ClassLink). In addition, we will review grade level requirements for reading. | August 26, 2019 | Parent participation and Evaluations. This will enable the students to always have access to their grades, and computer access to software programs thus showing an increase in the students’ academic achievement. In addition, this will enable a strong communication between all stakeholders. Reading Information will be shared with the parents conducting a scavenger hunt. |
| 3 | Volunteer Orientation/  Training | Volunteer Coordinator Cindy Roddenberry | Volunteers tutor students individually and in small groups | August 20, 2019  October and during the second semester | Volunteer Logs and Progress Monitoring Data. This will ensure that our parents and community members are able to volunteer and be able to assist our students in a variety of ways. Having a stronger parental and community involvement will increase the student’s confidence and their grades. |
| 4 | Parent Information Night | Grade Level Teachers | Teachers will share grade level information, online textbooks and additional academic resources with parents to ensure that parents/families are able to assist with classwork and positively impact their student’s achievement at home. The focus will be on the reading requirements for grade level. Students and parents will participate in a scavenger hunt. | August, 26, 2019 | Sign-in Sheets/  Evaluations. This evening is vital to the overall success of our students. We share this information is vital if students are absent from school, having the ability to access their textbooks, and other material will help increase the students ability to be prepared for class when they return, and have access when needed. In addition parents and student will understand how many words or books are required for our AR-T-shirts, and 20 minutes per night reading requirements. |
| 5 | Veteran’s Day Celebration Title I Night | Grade Level Teachers | Student led historical information night for parents, family and community. | November 7, 2019 | Parent & Student Climate Survey.  Having the students participate in this program ensures that students are confident in their ability to perform publicly and increase their speaking and listening skills. |
| 6 | FSA Information/  Title 1 Night | Grade Level Teachers | Parents will learn how to best prepare their child for taking the state assessments. | February 10, 2020 | Parent Participation and Evaluations. During this event we share the district Home Reading Plan with parents which provides guidance to assist reading. In addition, covering the FSA format will increase the awareness of this assessments, and help parents and students be better prepared for this assessment. |
| 7 | Title 1/Transition Night | School Level Administrators and Grade Level Teachers | Parents and students will meet with teachers from the next year’s grade level to learn how to prepare for transition to that grade. | April 27, 2020 | Parent Participation and Evaluations. Increasing the awareness of the academic rigor will help the student by making a smooth transition into the next school year. |

**Staff Development**

Describe how the school educates teachers, specialized instructional support personnel, principals, school leaders, and other staff, with the assistance of parents:

* In the value and utility of contributions of parents,
* How to reach out to, communicate with, and work with parents as equal partners, and
* In implementing and coordinating parent programs, and building ties between parents and the school. [section 1116(e)(3)],

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Faculty/Staff Training: How to Work with a Volunteer | Volunteer Coordinator – Cindy Roddenberry | Volunteers tutor students individually and in small groups and prepare materials for student use | August 20, 2018  October and during the second semester | Feedback from Volunteers/ Progress Monitoring Data |
| 2 | Teacher Training: On Family Friendly Schools | School Administrator | Increase parent participation to help children at home. Review Title I events with Faculty and Staff during faculty meetings, and review with staff how the events on campus will be implemented to ensure full participation. This training will be ongoing as events occur during the school year. | September 12, 2019 | Increase in parent conferences and volunteer hours. Positive feedback from our parents on the climate survey. |
| 3 | Faculty Meeting: Increased use of communication logs, and parent/family notification concerning events, and student progress. | School Administrators | FOCUS Communication Logs and Postcards | Ongoing | Increased attendance at school wide events. Positive comments from parents on the school climate survey. |
| 4 | Conferencing with Parents: Addressing student performance and providing an opportunity for parents to address concerns. | School Administrators | Prepares school personnel with skills to communicate information effectively with parents. Equally, the Leadership Team will sit in parent conferences when needed to provide support to all stakeholders. | Ongoing upon request, and 2 formal nights set address during the first nine weeks. | Parental involvement increases for school wide events, and signed Parent Compacts for all students. |

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child (ren)? [Section 1116]

Response: Our Parent Resource Center is housed in the Media Center with books for check out and free materials for parents to use to help their children in all academic areas including developing good work habits and citizenship. Summer activity packets specific to each grade level are sent home with students at the close of the school year filled with activities, ideas, and websites designed to review and strengthen concepts and skills. Student Led Conferences- With guidance from the classroom teacher, students share their Reading, Math, and Writing data with parents during a face to face conference at school. Students also share their SMART Goals with their parents. These are goals written for each grading period, and are updated as needed.

**Communication**

Describe how the school will provide parents of participating children the following:

* Timely information about the Title I programs [section 1116(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 1116(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 1116(c)(4)(C)]

If the school-wide program plan under Section 1114(b) is not satisfactory to the parents of participating children, the school will submit the parents’ comments with the plan that will be made available to the local education agency [section 1116(c)(5)].

**Response:** The benefits of our status as a Title I school is shared with parents during the following: Title I Annual Meeting, SAC/Title I Monthly Meetings, and Parent and Family Engagement Activities. In addition, we seek out additional ways to communicate with our parents such as placing information on the school marquee, reviewing the Title I Compacts during parent conferences and in our monthly newsletter. Other information is shared online throughout the school year including the Parent/Student Handbook, Curriculum Guide, FSA portal, MTSS information, Elementary Code of Student Conduct and the Attendance Policy. Parents can request a hard copy at any time. A first day packet is provided to all parent/families concerning how to access our school website to obtain information concerning our curriculum, assessments, and a variety of other information regarding the Title I program. Our students in PreK-5 are assessed in all academic areas by the classroom teacher to determine their performance mastering the state’s standards. During the school year parents are notified of their child’s performance using progress reports, sending home graded work, and providing information on FSA at the 3rd and 5th grade level. Parents are able to set up conferences at any time during the school year simply by calling the teacher. In addition, two nights during the first nine weeks are set aside for parents to meet with their child’s teacher to review the curriculum and ask questions. Several of our Title I events provide information concerning upcoming assessments where parents receive FSA practice tests, a flyer about the resources found on the FSA Portal site, and can ask questions and receive answers to any questions they may have. Parents are provided with an evaluation form to complete at the end of each of these events. This information is shared with our SAC members to assist in the planning/improving of our activities for the upcoming year. At end of day, parent input is vital to the success of our students; providing feedback regarding our School Improvement Plan (SIP) is shared responsibility. Committee members of the SAC must approve the SIP and provide input into needed changes. Parents can voice their concerns at any time to the administration if they are not satisfied with the SAC and these concerns will be addressed at a SAC meeting and will be recorded in the SAC minutes.   
  
(Note: Parents receive a hardcopy notice in the first day packet that states that they may request hardcopies of any of these online documents.)

**Accessibility**

Describe how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Describe how the school will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

[Sections 1116(e)(5) and 1116(f)]

**Response:** Monthly calendars and special flyers are sent home with all students informing parents of all parent and family engagement activities. Currently, MES has one ELL students where at least one parent speaks English, all efforts are made to make sure the family members are aware of the events. School will utilize TDD services for parents who are hearing impaired. School will use One Call as well to invite all parents, as well as, assist those parents with reading difficulties. In addition, we use our school marquee to provide one line timelines of events. Every effort is made to engage and provide resources for parents with disabilities or for parents who do not speak English. All parent communication is translated upon request.

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year (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 1116(a)(D)(i)]

|  |  |  |
| --- | --- | --- |
| **Count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will take to Overcome** |
| 1 | Assurance that parents receive Parent and Family Engagement event invitations | Send home invitations on colored paper; send reminders; Post activity on school website, FOCUS Parent Portal, and on the marquee. Postcards will also be used as a form or communication. |
| 2 | Child Care | Provide family activities such as Bingo for Books and family dinner. During our activities we have staff available to watch younger children when need. In addition, we create opportunities for the younger children to participate in Science Night. |
| 3 | Parent Training/Events conflict with other community events | Consult with other community group schedules prior to planning. Move dates of events if needed to insure parents and students can attend. |
| 4 | Working Families with two jobs | Provide scheduling flexible enough to accommodate parents and conferences with teachers. |

**Evaluation of the previous year's Parent and Family Engagement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [section 1116(e)(1-2)]. Include participation data on the Title I annual meeting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | School Advisory Council Meetings | 4 | 13 | School goals are data-driven for specific academic areas. |
| 2 | Title 1 Nights | 4 | 540 | Informed parents who feel connected with school initiatives will make positive impact on students’ academic success. |
| 3 | Volunteer Orientation/Training | 1 | 25 | Volunteers work effectively with students and teachers to increase student achievement. |
| 4 | Academic Tips for Parents to use with Children/ Science Night | 1 |  | Strengthen students' academic skills with collaboration between teachers and parents |
| 5 | Dad’s Day | 1 | 75 | To encourage Dad’s and other role models to actively engage in educational functions. |
| 6 | Parent Conferences | Ongoing | N/A | To inform parents of students’ academic and social performances during the school year. |

**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 1116 (e)(3)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Conferencing with Parents | 3 | 35 | Prepares school personnel with skills to communicate information effectively and build rapport with parents. |
| 2 | Faculty/Staff Training-How to work with a volunteer | 1 | 35 | Faculty members understand how to access volunteers and give example of acceptable and effective use of volunteers. |

**Attachments**

* Student/Parent/Teacher Compact
* Evidence of parent input on development of:
  + PFEP
  + Compact