

			different types of technology available including: Dash and Dot Robots, Ozmos, ozobots, and more.
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		items are met.	
Donuts with Dudes	300	Literacy strategies, the importance of reading with your child at home.	This is a high attendance activity. It is evident that this event makes an impact by the attendance and the feedback forms.
Book BINGO	250	Literacy strategies, books sent home with all students, general information regarding the importance of literacy.	This is also a popular event in our community. Parents enjoy the opportunity to play BINGO and engage in the fun interaction of that, in addition to learning about ways to help their children develop in their literacy skills.
Breakfast with Santa	300	Literacy strategies, literacy related crafts, story time, general information regarding the importance of literacy.	Parents enjoy this opportunity to receive a free picture of their child with Santa and Mrs. Claus. In addition, parents also appreciate the materials and crafts. Evidence of the success of the activity is displayed in the feedback forms and attendance.
Math Day	50-100	Math strategies, information regarding math standards and expectations, materials sent home.	We hold this event during the day now as the attendance rate seems to be better. Positive feedback is received on the forms.
Night of the Arts	200	Displays of student artwork	Parents enjoy the opportunity to see their child's artwork on display. The art teacher makes sure to display a work sample from every student.
STEAM Night	80	Various STEAM stations	Parents and students venture around the school trying out

Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	During the Annual Meeting, Open House, parent conferences, parent events, social media, and email, parents are informed of the curriculum, forms of assessment, and achievement expectations.
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	Families are provided with an individualized report of their student(s) progress on the state assessment by viewing the results in the Focus system.
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?	At the beginning of the year, teachers are briefed by the Title I Lead as to the expectations and requirements of completing parent-teacher conferences and in obtaining a signed compact in the beginning of the year during a professional development meeting. Parents are also provided with this information and given opportunities to sign up for conferences and to sign compacts during the Annual Meeting.

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)].

Programs, meetings, school reports, and other activities will be provided in an understandable and uniform format for parents with limited English proficiency, disabilities, and other limitations by providing resources such as translation of materials, assistance with facilities for handicapped persons, home visits, and visits from the school social worker.

Evaluation of Previous Year's Parental Involvement Plan

Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
Staff Training	45	Educate/inform teachers on the importance of parent involvement and strategies on how to increase parent involvement, meet the needs of parents, communicate effectively, and ensure compliance	Teachers will ensure that they complete conferences, obtain signed compacts, and sustain adequate communication with parents throughout the school year.

		STEAM Night-Late Winter	
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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
Parent Involvement and Title I Information Meeting	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Professional Development-Title I Lead Teacher-Crista Pitchford	CHE Teachers, guidance, and admin	During the month of August.

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?	Parents are informed when their child has been assigned a teacher who is out of field through written notification.
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Engagement Event/Topic	Achievement	(Tentative Date/Time)	
Transition Activities (Kdg., Headstart, Pre-K)	Prior to the first day of school, Clay Hill Elementary offers a kindergarten screening day. Students and parents can visit the school and familiarize with expectations, routines, and policies.	August 1, 2019 @ 8am	Sign-in sheets and feedback forms.
Technology, Parent Portal Registration Opportunities	Parents are encouraged and invited to sign up for the Focus Parent Portal at anytime when they visit the school. Stations are set up in the front office that are available to parents anytime they stop in. Stations are also set up at school events and functions. School staff are available to help parents to sign up. CHE also promotes portal sign up through social media pages and email.	Various dates and times throughout the year.	K-will get data later in the year 1-27.27% 2-57.38% 3-54.9% 4-76.47% 5-58.18% 6-70.42%
Supporting Learning at Home	Parents are offered the opportunity to learn about ways to incorporate their child's academics at home through school events. During parent involvement events, parents are provided with take-home resources and materials to use at home with their child(ren).	Various times/dates throughout the school year.	Sign-in sheets, feedback forms.
Community Building	Open House, Dads and Dear Ones, Annual Meeting, Book Boonanza, Mickey's Mindset Morning, Math Day, STEAM night	Open House-9/9/19 Dads and Dear Ones-9/25/19 Annual Meeting-9/25/19 Book Boonanza-10/26/19 Mickey's Mindset Morning-12/14/19	Sign-in sheets, feedback forms

language services are provided by your school.	dropped off early and picked up after normal school dismissal times. Transportation is also provided for Clay Hill Elementary School's 21st Century Program and ESE pre-K.
Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Barriers that hinder participation in Clay Hill Elementary parent involvement activities are the 21 st Century Program (it runs into the evening and so many students and parents do not want to stay for the additional time) and overall transportation.
Barriers: What steps will the school take to overcome these barriers?	Clay Hill Elementary will overcome these barriers by providing events on a variety of dates (during the week and one on a Saturday) and hosting the events at different times of the day (morning, afternoon, and evening).
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	Feedback regarding parent and family engagement activities will be provided via feedback forms at events and electronic surveys.
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)].	Programs, meetings, school reports, and other activities will be provided in an understandable and uniform format for parents with limited English proficiency, disabilities, and other limitations by providing resources such as translation of materials, assistance with facilities for handicapped persons, home visits, and visits from the school social worker.

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
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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	Wednesday, September 25, 2019 @ 8am
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	Families are notified of the Annual Meeting via school Facebook page and flyer. During the meeting, the Title I lead will present the Title I powerpoint to parents and invite feedback/questions.
Describe how your meeting will provide 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	The Clay Hill Elementary Title I Annual Meeting provides communication information via a Title I informative power point, a Parents Right to Know newsletter, providing documentation of attestation that teachers and paraprofessionals are qualified, letters sent home to parents informing them of teachers who are out for longer than 4 consecutive weeks, and inviting parents to provide feedback/suggestions in surveys, feedback forms, and student planners.
How did you determine the effectiveness of the Title I Annual Parent Meeting?	The effectiveness of the Annual Meeting is determined based on the attendance and results of 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.	Clay Hill Elementary provides flexible dates and times for parent and family engagement activities by scheduling events during the daytime (a math day and "Donuts with Dudes"), during the evening (Book BINGO-an ELA activity), and on a Saturday (Breakfast with Santa-a literacy event). In this way, all parents have an opportunity to attend. Clay Hill will also schedule a 7 Mindsets event and increase teacher grade-level involvement.
Describe what child care, home visits, transportation and/or varied	Clay Hill Elementary utilizes the YMCA program for students who need to be

Clay Hill Elementary shares comments it reviews, discusses, and shares feedback from parents and families during the SAC meetings.

How will the plan be made available to the community?

Clay Hill Elementary's PFEF is made available to the community through the school website and is available at the front desk.

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
21 st Century	Grants funded by the state to provide after school clubs/activities for students.
VPK	Clay Hill Elementary now has a VPK program for young students as well as pre-K program for ESE qualifying students.
Title II	Professional development resources are available to Title I schools through Title II funds.
Title XI	District Homeless Social Workers provide resources.
Title I	Before and after school tutoring and Parent & Family Engagement activities.
IDEA (Individuals with Disabilities Education Act)	Supplemental instruction support provided by Title I will be discussed with parents during the development of the student's IEP.
Title III/ESOL	CHE will provide small group and one-on-one language acquisition assistance using Imagine Learning and early reading resource programs to students who qualify as ELL.

Signature of Assurances:



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?

This plan is a shared responsibility and families give input during meetings, events, and in feedback forms mailed. Through the course of the year, Clay Hill Elementary holds School Advisory Council meetings 3-4 times during the school year (beginning, middle, and end), Parent/Family Engagement meetings, parent conferences, and school events. Families are also informed of student progress and school functions through the Tuesday folder, student report cards, communication through students' daily agendas, and social media (where appropriate). Families are invited to provide feedback, suggestions, and ideas through each of the above.

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

The evaluation that Clay Hill Elementary uses to review and design more effective engagement strategies is inviting families to provide feedback and input during parent events and SAC meetings. Parents are given feedback forms to complete at each event. Families are also given an annual survey to complete. Surveys and feedback forms are evaluated to determine how effectively the needs of the parents are being met and to identify areas that need improvement.

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?

Throughout the course of the school year, families are invited to provide input into Title I programs and how funds will be used through feedback forms and surveys. Parents also provide input at SAC meetings and during the Annual Meeting and survey.

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

Documentation that is collected to provide evidence of parent/family participation in the development of the Parent and Family Engagement Plan is noted in the agenda and minutes from the SAC meetings.

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

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2019-2020 Title I Parent and Family Engagement Plan

Clay County District Schools

School Name: Clay Hill Elementary



Parent and Family Engagement Mission Statement

The mission of Clay Hill Elementary School is to prepare students to become productive citizens by providing a challenging curriculum in a safe environment. Parent involvement can have a dramatic effect on the academic achievement of students. The plan is designed with the goal of developing a strong partnership with all of our parents so that our children will be provided with the best possible education we can offer.

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)].

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