



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



Clay County District Schools

School Name: Charles E. Bennett 0071

Parent and Family Engagement Mission Statement

The administrators, teachers, support staff, parents, students, and all other community stakeholders take pride in creating a secure and caring learning environment that develops successful, self-motivated learners. The Parent and Family Engagement Program will provide families with support, ideas, parenting resources, and educational materials to help the students of Charles E. Bennett improve academically and grow socially and emotionally.

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:

Sheree Cagle

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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?

Parents will continue to be encouraged to attend Title I Programs via monthly newsletters, school marquee, Facebook events, automated phone calls, notes/flyers in Monday communication folders, Title I purchased student planners, and event invitations distributed via Peach Jar. The SAC reviewed the previous PFEP and gave insight into successful programs and methods. Event attendees have the opportunity to provide their input by evaluating and reviewing the programs and events through surveys that will be reviewed by the SAC quarterly.

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

At the conclusion of each Title I funded family engagement event, participants will submit feedback forms. The Title I Team, Administration, and SAC will meet to review and analyze the surveys on at least a quarterly basis. The team will utilize this feedback to plan future workshops and events. Annual Title I Survey data will also be reviewed to aid in designing more effective engagement strategies.

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 each SAC Meeting, parents/families/stakeholders are given the opportunity to make suggestions, comments, and provide feedback on the effectiveness of the Title I programs and how Title I funds are allocated. All stakeholders are invited to participate in SAC meetings and agendas and minutes from the meetings will also be available for public review in the Title I Binder located in the Front Office. We also plan to implement a successful volunteer program through the reinstituting a PTA. PTA members will also be able to speak into the decision making process.

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

During the Community Assessment Team (CAT) meeting, held on August 20th, 2019 parents and community stakeholders were able to give insight into possible solutions and suggestions. These suggestions and a sign-in list of meeting participants were uploaded into the Title I Compliance Drive. Additionally, feedback was given during the previous year's end-of-year SAC meeting as evidenced by the sign in sheets, agenda, and minutes available in the Title I Compliance Drive.

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

Comments received from parents/families will be shared during SAC meetings and PTA meetings. Comments and feedback form analysis will also be made available in the Title I Compliance Binder located in the Front Office.

How will the plan be made available to the community?

This plan will be published to the Florida CIMS Website, will be added to the school website, a Facebook post will be made, and the plan will also be available in the Title I Compliance Binder located in the Front Office and accessible to the public.

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	School offers VPK for qualified students
Child Find	Identifies students with special needs throughout the community
Title III ESOL Program	ESOL programs are available for qualified students
Title I Parent Workshops	Families are invited to participate in Title I workshops throughout the year
MTSS	A continual process throughout the year to ensure students receive needed interventions
IEP/504	IEP's are developed for qualified students to ensure proper accommodations and modifications are in place to meet student needs
Clay Behavioral	Identified students receive weekly counseling services and coordination

	with families to assist in emotional health
UniSig	Promote student proficiency by providing additional resources and funding to assist Charles E. Bennett in turnaround status
Title IV	Students will continually participate in STEM in the gym activities through Physical Education classes
TSSSA	Recruitment and retention of highly effective teachers and funding for Family Resource Coordinator and Supplemental Resources for TurnAround Status

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 16th 2019
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	A flyer was sent home in Monday Home Communication Folders. Automated phone calls, social media event postings, school marquee, and Peach Jar to communicate the time, date, and place of the meeting.
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 Title I Lead will develop an agenda, handouts and powerpoint presentation to share important Title 1 Program information with families. During the Annual Meeting, the administration will present a program that will inform parents of the "Right to Know" and about the Title I Program, the nature of the Title 1 program such as school wide targeted assistance, and the qualifications of teachers and paraprofessionals. If a certified teacher is out for more than 4 consecutive weeks, the school administration will send home a letter to all families in the class. Families and other stakeholders can offer suggestions and feedback at SAC meetings, the Title I Annual Meeting, parent surveys, conferences and notes.
How did you determine the effectiveness of the Title I Annual Parent	Attendees will complete event surveys and the Title I Team,

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Meeting?	Administration, and Leadership Team will review and make suggestions for continual improvement.
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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.	Teachers will work collaboratively with parents and families to schedule parent/teacher conferences during a mutually agreeable time. These meetings can be scheduled during the morning, afternoon, & evening throughout the week to accommodate various work schedules. Title I personnel, administrators, classroom teachers, Family Resource Center Coordinator and the school social worker will make home visits on an as needed basis.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	Parents can make requests for transportation to attend parent involvement events, parent/teacher conferences, and ESE/504/ESOL meetings as needed. Parents are also able to request translation services to adequately participate in meetings. Event invitations will be translated into Spanish and other languages if needed.
Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Potential barriers include work schedules, transportation, language barriers, weather conditions, and lack of learning materials at home.
Barriers: What steps will the school take to overcome these barriers?	Provide transportation for those who need and request it and provide translators for non-English speaking families. Schedule events during a variety of times to accommodate multiple work schedules. Advertise events in multiple languages, as represented in the student population. The addition of a full-time social worker and Family Resource Center coordinator will be instrumental in overcoming these barriers.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	Surveys will be given to attendees after each family involvement activity that is funded through Title I. The Title I staff, administrators, and leadership team review survey data for patterns. Results from the surveys are shared and assessed during regularly scheduled SAC

	meetings.
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)].	Family involvement activities will be scheduled during a variety of times (mornings, afternoons, evenings, weekends) to accommodate parents with different work schedules. Provide transportation for those who need and request it and provide translators for non-English speaking families. We will advertise events in multiple languages, as represented in the student population.

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
FOCUS Parent Portal	Parents and caregivers will have the opportunity to sign up for a FOCUS Parent Portal account during at all Title 1 Events.	Ongoing	Increase in the number of parents signed up with an active FOCUS Parent Portal Account.
State of the School Address and Community Assessment Team (CAT) Meeting	Families and stakeholders have the opportunity to engage with the new school administration, learn how the school grade is calculated, learn about the implications of being in district managed turnaround status, and hear about the priorities for the 19/20 SY. Also	8/20/19	Number of Attendees (Sign-In Sheets) and increased community involvement through volunteer applications and SAC participation.

	able to sign-up to volunteer and/or serve on the SAC.			
Open House	Families will have the opportunity to visit their child's classroom, view curriculum, and students will share their Success Binders with families.	9/16/19	Number of Attendees (Sign-in Sheets) & Exit Survey	
Annual Title I Meeting	Families will have the opportunity to learn about their rights and responsibilities of being at a Title I school.	9/16/19	Number of Attendees (Sign-in Sheets) & Exit Survey	
Dads Take Your Child to School Day	Social & Emotional Learning (SEL) priorities of Connectedness & Safety. Students will also have the opportunity to share their Success Binders to share academic progress.	9/26/19	Number of Attendees & Exit Survey, increased parental involvement, increased academic proficiency, decreased discipline referrals.	
Fall Academic Night	Supporting ELA, Math, and Science standards while also increasing family and community involvement.	October 2019	Number of Attendees & Exit Survey, increased parental involvement, increased academic proficiency	
7 Mindsets Family Night	SEL. Families will have the opportunity to learn about the new 7 Mindsets curriculum and will have conversations about their goals and plans for the future by creating family dream boards.	November 2019	Number of Attendees & Exit Survey, Increased parental involvement, decreased discipline referrals.	
Winter STEM Night	Supporting Math and Science curriculum while also increasing family and community involvement.	December 2019	Number of Attendees & Exit Survey, increased parental involvement, increased academic proficiency	

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Data Chats	Supporting student achievement by hosting conferences to discuss data and give students the opportunity to share Success binders with families.	January 2020	Number of Attendees & Exit Survey, increased parental involvement, increased academic proficiency
FSA Soup-er Bowl	Opportunity to educate families and stakeholders on the FSA, importance of attendance, and exposure to FSA style questions.	February 2020	Number of Attendees & Exit Survey, increased parental involvement, increased academic proficiency
March Math Madness	Opportunity to support student achievement and engagement by educating families and stakeholders on math standards and Eureka curriculum methods.	March 2020	Number of Attendees & Exit Survey, increased parental involvement, increased academic proficiency
Book BINGO	Provide families the opportunity to interact with their child playing Book BINGO while learning ways they can support their child in reading at home.	April 2020	Number of Attendees & Exit Survey, increased parental involvement, increased academic proficiency, decreased discipline referrals.
Kindergarten Round-Up	Provide families the opportunity to complete Kindergarten enrollment paperwork, explain academic and social expectations for Kindergarten, and provide resources to increase readiness.	May 2020	Number of Attendees & Exit Survey, increased parental involvement, smoother school transition.
Transitional Activities	Area VPKs and Preschools are invited to come tour the school. 6th grade transitional activities will also be provided in coordination with Green Cove Junior.	May 2020	Number of Attendees & Exit Survey, increased parental involvement, smoother school transition.
Grade Level Events and Additional	As the need arises for specific data	Ongoing 2019/2020	Number of Attendees & Exit

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School Wide Events	driven parent events, we will be sure to offer these.		Survey, increased parental involvement, increased academic proficiency, decreased discipline referrals.
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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
Staff Training (Effective Parent/Teacher Communication)	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Workshop presented by Sheree' Cagle (Principal), Marcia Mainer (Assistant Principal), and Laura Smith (Title I Lead)	All Faculty and Staff	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	A notification letter from the school principal will be sent to the families
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been assigned or taught for four or more consecutive weeks by a teacher out of field?	of all students impacted.
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Conferences, Open House, Social Media, Monthly Newsletter, Family Involvement Events
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	A notification letter from the school principal will be sent home to all 4th-6th grade students informing them that the scores can be accessed through the Focus Parent Portal. The notification letter will also include a tear-off form for the parent/guardian to return to the school requesting a hard copy of the FSA score report to reduce barriers. The notification letter will also be posted on Facebook and Peach Jar.
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?	All classroom teachers submit completed Compacts along with conference forms and/or acceptable documentation of multiple attempted contacts. The Family Resource Center Coordinator and Social Worker will also be available to ensure conferences are held.

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)].

Family involvement activities will be scheduled during a variety of times (mornings, afternoons, evenings, weekdays, weekends) to accommodate parents with different work schedules. We will advertise events, reports, meetings, etc in Spanish and other languages as needed and represented in the student population. The school Social Worker and Family Resource Center Coordinator will also assist families in reducing barriers to participation in parental involvement activities.

Evaluation of Previous Year's Parental Involvement Plan

Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
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Staff Training	40		Improve interactions and relationships between school staff and families.	Teachers and staff understand the importance of positive and intentional interactions with school families.
STEAM Night	187		Increase science awareness	Increased interest for this event, positive feedback from parents, will do another STEAM night this year.
Dads Take Your Child to School Day	202		Social/emotional learning and increased parental involvement	Positive feedback for this event, will continue the event and add a data component
5th Grade Biography Bottle Buddy Project	10		Increased family engagement with curriculum	Limited family involvement
Annual Meeting	15		Increased family involvement and knowledge of school and academic expectations, curriculum, and teachers.	Limited participation, change the format
1st Grade Student Led Conferences	45		Increased family engagement with curriculum	Positive feedback from families
2nd Grade Student Led Conferences	29		Increased family engagement with curriculum	Positive feedback from families, look to increase participation
Book BINGO	17		Increased family engagement with curriculum and increased literacy	Limited participation, change the format to include more parent learning
1st Grade Living Museum	32		Increased family engagement with curriculum	Number of Attendees & Exit Survey, increased parental involvement, smoother school transition.