

2018-2019 Title I, Part A Parental and Family Engagement Plan

I, Lisa O'Grady, 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 involve parents of children served in the Title I, Part A school in decisions about how Title I, Part A funds are spend.
- The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA.
- The school will develop and revise it's Parent and Family Engagement Plan was jointly with parents and make available to the Title I, Part A parents and community.
- The school will involve parents and families in the planning, reviewing and improving of the school-wide plan.
- The school use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.
- The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.
- The school will outline a process in which it will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.
- The school will describe the process for how they will provide each family with an individualized student report about the performance of their child(ren) on the State assessments. [ESEA Section 1116]

Signature of Superintendent or Designee

_____ Date Signed

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Mission Statement

We deliver quality instruction that exceeds the academic needs of each learner by fostering relationships through communication and collaboration.

Describe how the school will:

- The Parent and Family Engagement Plan will be a shared responsibility through [the use of the school's website, through the PAC and a hard copy will be kept on file in the front office. The school will use school level "Open House" and Annual Title I Parent Meeting to provide parental involvement information and encourage parent participation throughout the school year.](#)
- The Parent and Family Engagement Plan will assist in providing high quality instruction for all learners [through a detailed layout of professional developments for teachers and engagement activities for families that relate directly to student learning.](#)

Engagement of Parents

Describe how the school will:

- 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]

The school will use a Parent Advisory Committee (PAC) for interested parents to review initiatives resulting from Title I funds, review data from parent surveys, recognize barriers that exist and provide suggestions for how to overcome those barriers, solicit parent evaluation of the effectiveness of the previous year's plan. Parent recommendations will be kept by the Title I coordinator in order to make the necessary changes to the plan based on parent recommendations.

- compile evidence of parental input on the compact and Parent and Family Engagement plan

Parent recommendations and input will be kept by the Title I coordinator in order to make the necessary changes to the plan based on parent recommendations.

Coordination and Integration with other Federal Programs

Describe how the school will:

- coordinate and integrate parent and family engagement programs and activities

Title I – Parent Resource center will encourage and support parents with resources and manipulatives to assist parents and students at home.

Title III – Translated communication made available to parents

ESE – Supplemental instruction support provided by the school with parents during the development of student's IEP.

- how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA 1116] (including but not limited to Title I, Part C, Title I Part D, Title III and Title IV Part A.

The school will coordinate and integrate parent and family activities to teach parents how to help children at home through MTSS meetings, IEP meetings, the Parent Resource Center, and translated materials for ELL families.

Annual Parent Meeting

Describe how the school will:

- take specific steps to conduct the annual meeting to inform parents and families of participating children about the school's Title I program

One week into the school year, the Title I coordinator will work with the Principal, ESE director, and Academic Coaches to host a Title I Informational Family Night.

- provide a description for parents, of the nature of the Title I program

The meeting will discuss what it means to be a Title I school, how Title I will directly affect their children, and how families can be involved.

- provide a description of how the meeting will cover adequate yearly progress, school choice, and the rights of parents

The meeting will communicate that ISTC is a schoolwide Title I school, discuss AYP, school choice, parents' rights, as well as lay out a calendar of monthly parent meetings which will allow families the opportunity to actively be involved so that parents can be informed.

Flexible Parent Meetings

Describe how the school will:

- offer a flexible number of meetings, such as meetings in the morning or evening

ISTC will offer monthly parent meetings that will mostly be held in the evenings allowing working parents to attend. For parents that are unable to attend at the scheduled meeting time, it will be advertised in our school's newsletter, that they are able to meet with the Title I coordinator to have access to the presentation or activity individually, at the convenience of the parent's schedule.

- provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]

Child care, along with dinner, will be provided to eliminate that barrier for parents to participate. Home visits can be made as needed.

Building Capacity

Describe how the school will:

- implement activities that will build the capacity for meaningful parent/family involvement
- implement activities that will build relationships with the community to improve student achievement
- provide materials and trainings to assist parents/families to work with their child(ren)
- provide other reasonable support for parent/family engagement activities. [ESEA Section 1116]
- include content and type of activity, person responsible, anticipated impact on student achievement, timeline (including frequency and duration), , evidence of effectiveness, and research based evidence

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Reading Make and Take for Parents	Nancy Presnell, Academic Coach	Students make greater gains when parents partner in school activities	Once Annually	Increased parent attendance by evidence of parent sign in sheets Parent Meeting Evaluations
2	Nutrition Make and Take for Parents Childhood Nutrition and Relation to Student Academics and Health	Michelle Emden, Student Support Coach	Students make greater gains when parents partner in school activities	Once Annually	Increased parent attendance by evidence of parent sign in sheets Parent Meeting Evaluations
3	STEM Make and Take for Parents	Beth Franklin, STEM Coordinator	Students make greater gains when parents partner in school activities	Once Annually	Increased parent attendance by evidence of parent sign in sheets Parent Meeting Evaluations
4	Internet Safety Make and Take for Parents	Tracey Toth, Character Coach	Students make greater gains when parents partner in school activities	Once Annually	Increased parent attendance by evidence of parent sign in sheets Parent Meeting Evaluations
5	Equipping Parents with Student Data Outcomes	Shannon Larsson, Data Coach	Students make greater gains when parents	Once Annually	Increased parent attendance by

			partner in school activities		evidence of parent sign in sheets Parent Meeting Evaluations
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Staff Development

Describe how the school will:

- provide professional development activities to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families
- provide professional development to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to communicate with and work with parents/families as equal partners
- provide professional development activities to educate teachers, specialized instruction support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]
- include content and type of activity, person responsible, anticipated impact on student achievement, timeline including frequency and duration, and evidence of effectiveness

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Mentor Program for new teachers includes the importance of parent communication and engagement, teaching staff the value of parent contributions and how to reach families	Nancy Presnell, Academic Coach	Meaningful communication between parents and teachers builds ties between home and school.	August ongoing	Student learning gains
2	Cultural Sensitivity Training	Nancy Presnell, Academic Coach	Students of other cultures make greater gains when the teacher understands differences among cultures and the student feels respected.	August ongoing	Minority sub groups making gains
3	Resource Developed to Give "Top 25 ways to Get Involved in Your Child's Education"	Michelle Emden, Title I Coordinator	Improve the ability of the staff to work with parents effectively.	September ongoing	Parent Survey Results

4	Student Led Data Conferencing	Shannon Larsson, Data Coach	Meaningful communication between parents and teachers builds ties between home and school.	August Ongoing	Learning Gains
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Other activities

Describe how the school will:

- Encourage and promote other activities, such as the parent resource center, and use to activities to support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]

A parent resource center will be located in the Title I coordinator's office. It will be available for parents to check out educational literature and other materials as needed. Parents will be notified and reminded of this service throughout the year through the school newsletter as well as parent conferences to address specific student/parent needs.

Communication

Describe how the school will:

- provide timely information about the Title I programs

The school will provide timely information about the Title I programs through the school's website, the school's Facebook page, through the school's Remind App, and through classroom newsletters. Hard copies will be sent home in student backpacks. describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain

The school will discuss curriculum types and assessments with parents to keep them notified and informed, and will provide a means for parents to submit comments for feedback should they not be satisfied with the schoolwide plan.

- if requested by parents, how the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)

Updates will also be given at Parent Advisory (PAC) meetings, these meetings will also serve as a forum for parents to give input into our programs.

- Offer full opportunities for participation in parent and family engagement 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 understanding and uniform format and to the extent practical, in a language parents can understand.

The school will provide all parents of students with limited English proficiency with communication about all events though TransAct. The school will include our families of students with disabilities and migrant families by offering dinner and childcare at all of our after hour school activities. We will provide our families with hard copies of invitations to all events for those families that do not have internet or a mobile device.

- Submit parents/families comments if the school-wide plan is not satisfactory to them. [ESEA Section 1116]

Parents will be encouraged to reach out to the Title I coordinator to set up a meeting and discuss areas where they feel are not satisfactory. They will also be given the opportunity to submit suggestions for improvement.

Accessibility

Describe how the school will:

- provide full opportunities for participation in parent/family engagement activities for all parents/families
- share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand

The school will provide all parents of students with limited English proficiency with communication about all events through TransAct. The school will include our families of students with disabilities and migrant families by offering dinner and childcare at all of our after hour school activities. We will provide our families with hard copies of invitations to all events for those families that do not have internet or a mobile device.

Fidelity

Describe how the school will:

- review the parent and family engagement plan to ensure projected activities occur

The school will review the parent and family engagement plan on a quarterly basis to keep up with or make adjustments to the activities planned in the PFEP.

- include information on how your school will discuss parent and family engagement activities with families and stakeholders

The school will discuss parent and family engagement activities with families and stakeholders through multimedia including our website, teacher websites, Facebook, and the Remind phone app. We will also have discussion activities through our PTO meetings and SAC meetings.

- use a measurement and the school's choice of data, to monitor family participation

We have families sign in electronically when they are on campus during school hours to track parent participation in school time activities. We have parent sign in using pen and paper for all after hour's discussions and activities having to do with family participation. A hard copy of these records can be found in the Title I office located in the front office of the school.

Discretionary Activities (optional)

- include any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.
- include activity, description of implementation strategy, person responsible, evidence of effectiveness, timeline (including frequency and duration) and research based objective

Barriers

- Include a description of the barriers that hindered participation by parents during the previous school year and a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116]. Include specific subgroups, if applicable.

One of the barriers that hindered participation this year was not advertising the events far enough in advance and not using full multimedia. This year we will overcome this barrier by advertising one month prior with reminders set to go out two weeks, one week, and the day before the event. We will use our website, Facebook page, classroom newsletters, and hard copies of flyers to go home in book bags to advertise the event.

Attach evidence of Parental Input on this PFEP

Attach school compact and evidence of parental input on school compact

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

Best Practices

- Include a description of the parent and family engagement activity strategy implemented the previous school year that the school considers the most effective including content/purpose and a description of the activity.

The parent and family engagement activity strategy that was implemented during the last school year that was most effective was our parent night that focused on the STEAM program at the school. The STEAM teachers brought interactive activities for the students and families to work together to create.

Building Capacity Summary

- Include a summary of the activities offered to help build the capacity of parents and improve their children's academic achievement to include:
 - A. Content and Type of Activity: Internet Safety Night, Math Carnival, Reading Night, Writing Night, STEAM Night, Test Prep Night, Data Night
 - a. Number of Activities: 8
 - b. Number of Participants: Test Prep Night – 23, Writing Night – 14, Internet Safety Night – 15, Reading Night – 45, Data Night – 131, Math Carnival – 35, STEAM Night – 62,
 - c. Anticipated Impact on Student Achievement
Impact on student achievement will grow due to partnering with parents. Giving parents strategies, tools, and confidence to help their student at home will create gains in the classroom. We have worked to make our Title I Nights fun and engaging so in turn parents will help to make learning fun and engaging in the home. Imagine School Town Center feels that partnering with parents fosters growth in the whole child and a lifelong curiosity for learning.

Staff Training Summary

- Include a summary of the professional development activities provided by the school during the previous 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.
 - Mentor program for new teachers – includes importance of parent communication and engagement. Fosters meaningful communication between parents and teachers and builds ties between home and school. PD is once a month.
 - Cultural Sensitivity Training – Students of other cultures make greater gains when the teacher understands the differences among cultures and the student feels respected. Ongoing PD beginning August 2017.
 - Resource developed to give “Top 25 Ways to Get Involved in Your Child's Education” – Improve the ability of the staff to work with parents effectively. Ongoing beginning September 2017.
 - Student Led Data Conferencing – Meaningful communication between parents and teachers to build ties between home and school. Ongoing beginning August 2017.

