

## **Title I, Part A Parent and Family Engagement Plan-**

### **Lewis E. Wadsworth Elementary**

I, **Anna Crawford**, 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. This plan shall meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

### **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 of ESEA;
- \*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;
- \*jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community;
- \*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;
- \*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;
- \*if the plan for Title I, Part A, developed under ESEA Section 1116, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
- \*provide to each parent an individualized student report about the performance of their child(ren) on the state assessments [ESEA Section 1116];
- \*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 is out of field; 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.

**Anna Crawford**

**Principal**

**8/10/17**

## **Mission Statement**

Mission: A mission statement provides an overview of the group's plans to realize that vision by identifying the service areas, target audience, and values and goals of the organization

Wadsworth Elementary School staff and students are committed to having:

A Positive attitude

Understanding the differences in others

Being Ready, set, and prepared for learning

and

Being a Respectful responsible student

This motto, PURR, serves us in all aspects of our day. We believe that all members of our school community: students, staff, teachers, and parents should try their best to model and exude these attributes all day, every day.

Wadsworth Elementary School is committed to supporting our district mission:

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

District Guiding Principles:

Children First

Trust and Respect for All

Empower Others

Teamwork

Excellence, Quality, and Consistency

Commitment to Individual Needs

Get to "YES"

As a school who has identified areas of growth and development, we are working hard to develop a school vision and mission, that will identify us as a school who lives to meet and exceed the district mission and vision. We have an opportunity with new leadership and data to develop this saying.

## **Involvement of Parents**

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

Response:

The school has increased parent participation in SAC/TOAC/PTO greatly at the end of the 17 school year, happily moving into the 18 school year. We are excited and energized by this increased involvement in our

organizations. Our committees each help with the planning, organizing, and review of all events held at school, including, but not limited to Literacy Night, Math Night, Dr. Seuss Night, etc. We survey these committees and share the needs of our school, so we can plan accordingly to the use of funds as needed. We also include our title one parent representative with the coordination of funds disbursement.

## **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 [ESEA Section 1116].

The school provides multiple evening events assisting parents with literacy and mathematics practices to assist their children. These events are differentiated by age group and needs.

WES has a parent and family lending library. This library provides materials families may checkout of the media center to help their children with reading, math, science, and social studies. These “games” and materials are available to all families as needed. We are hoping to increase use of this room with assistance from our Title One liaison, Ms. Diane Howes, and increase awareness.

Our district provides scheduled events and classes that also assist families with how to help their children. Technology seemed to be an area of need, however when an event was planned this past school year it was not well attended. We will be coordinating with district office to plan an event to assist more families.

Our VPK program has increased from 44 to 66 students from school year 16 to school year 17. We hope to continue this number into school year 18. This preschool program has increased, and with more literacy skills being taught, we hope to see an increase in literacy skills coming into kindergarten.

We have used title one funds to complete our scholastic guided reading program. This material has assisted in guided students and teachers with a better early literacy program to help build fundamental skills for students.

## **Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual parent meeting designed to inform parents and families of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), how the meeting will cover the Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

Our School Title One Advisory Council meets 8 times a year (almost every month during the school year, but limited around holiday months like Nov/Dec and March.) At this meeting we always showcase why and how it is important for parents to be involved and how they have a voice in the funds, use, and guidelines of our plans moving forward. We have a sign in sheet, and agenda at each meeting. Parents, school wide, are invited to participate.

Data review of scores, choice numbers, programs, etc. are always discussed at these meetings. We consistently spiral back to school grade data, demographic data, and quarterly progress.

The assistant principal, leading the pillar of Teaching and Learning, is responsible for a review of the data and how we are progressing. We determine the effectiveness of our plan by looking for quarterly increases and

growth in FSA and SAT10 scores.

Account	Content/Type of Activity	Person Responsible	Timeline	Evidence of Effectiveness
	Title One Advisory Meetings	Anna Crawford and Kara Minn	8 times per year	Data exploration and increase in yearly data and growth
	Title One Advisory	Anna Crawford and Kara Minn	Required Meeting (held in August)	Agenda and Sign in (Review of compact, expectations, and data)

### 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 and family engagement [ESEA Section 1116].

Response: Our advisory council meetings happen on Thursday evenings at 6pm. This time was voted on by the involved members and gathered data from those who wish to be involved. This serves as an appropriate time based on other school events that are usually on Thursday evenings and the large number of participants. These meetings have child care, dinner, and only last about 90 minutes. We do not have transportation, but can consider inviting more families in via internet.

### Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parental/family 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. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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	Literacy Night	Reading Coach	Build literacy skills and give parents and families a fun and engaging way to assist their child with basic reading skills	Oct/Nov of school year	Increased reading interest and skills as evidenced in the classroom and on scores of assessments
	Math Night	TOA/MTSS Coordinator	Build math skills and give parents and families a fun and engaging way to assist their child with fundamental math skills	Oct/Nov of school year	Increased math fluency as evidenced in the classroom and on scores of assessments
	Dr. Seuss Night	Reading Coach	Build literacy skills and give parents and families a fun and engaging way to assist their child with basic reading skills	March of the school year	Increased reading interest and skills as evidenced in the classroom and on scores of assessments
	Technology Night	TOA/MTSS Coordinator and Reading Coach	Give parents a better understanding of how parents and families can help their child utilize their one-to-one devices for increasing literacy and math skills	January of the school year	Increased academic skills as evidenced in the classroom and on scores of assessments
	PRIDE Nights	AP, Kara Minn	Students use this time to	Quarterly	Increased scores in

			teach their families about a topic in Science, Technology, Engineering, Mathematics and the arts that they have deepened their knowledge on and completed a project based learning activity		science, math, and increased interest in the arts and STEM learning

**Staff Development**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners. Include implementation and coordinating of parent/family programs and in details of building ties between parents/families and the school. [ESEA Section 116]

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
	PLCs	Instructional Coach	Growth in student scores	2 parent teacher conferences per year	Comparing scores before conferences to end of quarter grades
	Faculty Meeting Trainings	Hannant	Growth in student classroom grades, IEP goals, ESOL goals, etc.	Bi-monthly	Teacher/Parent interactions and parent feedback on surveys


**Other Activities**

Describe how 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 children [Section ESEA 1116].

Response: Again, we hope to increase the use of our parent lending library, with help from our district liaison. With this increase, we hope the increased traffic will build to deepening conversations and trainings parents wish to receive.

Collaboration with PTO: new websites, interaction and involvements opportunities for parents.

**Communication**

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

Timely information about the Title I programs;

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to obtain;

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; and

If the schoolwide program plan is not satisfactory to the parents of participating children, how the school will submit the parents/families comments [ESEA Section 1116]

Response: Monthly calendar flyers, monthly Title One Parent Communication brochures, Skylert home phone calls, color coordinated flyer system, Who to Know charts, and additionally planned information will go home monthly.

Most teachers send home a weekly newsletter, Dojo communications, S'more Newsletters, Remind 101, Blooms, etc.

Parents are tapped to join the district Title One Parent Advisory Council.

Parent are notified in a detailed letter of all district and local assessments in advance.

Parents are notified by teachers in welcome documents about the classroom assessment plan and how it is calculated in the student's score.

We welcome all parent feedback, and encourage it. Parents have an opportunity to come share feedback at the Title One Advisory Council meeting, through district and school surveys, and meet with teacher and/or administrators to share their concerns.

## Accessibility

Describe how the school will provide full opportunities for participation in parent/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/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

Response: Parents of students with limited English proficiency can receive information in their home language. We will try our best to increase communications and have translators at events (we have been better about doing so with ASL families.) Also, there are district ESOL, ESE, and FIT Families committees at the district level who include school representation. These families are encouraged to come to our events and be a leader with our title one council. In addition, each of these families are encouraged to meet beyond their annual meetings scheduled, so they can be more involved with their child's educational success. Parents will receive mid-quarterly progress reports, additional ESE and ESOL reports, guidance communications, and invites for school activities in home languages. ESE cluster students receive daily communication regarding students behavior. Annual IEP meetings for all ESE students are held, as well as additionally scheduled meetings to review behaviors and academic progress for their specific goals.

## Discretionary Activities (optional)

Discretionary School Level Parental Involvement Policy Components: include any activities that are not required, but will be paid for through Title I, Part A funding (for example home visits, transportation for meeting, activities related to parent/family engagement, etc.

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness

Attach Evidence of Input from Parents

See separate doc.

Attach Parent-School Compact



See separate doc.

Attach Evidence of Parent Involvement in Development of Parent-School Compact

See separate doc.

## Below is the Evaluation of 2016-2017 Parental Involvement 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. Include participation data on the Title I annual meeting.

Account	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Meet the Teacher	1	1464	Family communication increase and setting expectations for students instructional program
2	Curriculum Night KG	1	150	Family communication increase and setting expectations for students instructional program
3	Open House	1	507	Family communication increase and setting expectations for students instructional program
4	PTO/SAC/TAC	14	47	Review of CIMS/SIP goals and the instructional program as a school to review data and check in
5	Guys Read	5	102	Increased reading interest and skills for male students
6	Literacy Night	1	94	Increase literacy skills for all students
7	Donuts with Dad	1	600+	
8	Awards Assemblies	24	2965	
9	PRIDE Nights	4	714	Increase STEAM skills to increase science and

				math skills, as well as expose to new concepts
10	Math Night	1	76	Increase math skills for all students
11	Robotics Showcase	1	57	Increase science and problem solving skills for students
12	Spelling Bees	5	99	Increase literacy skills for students
13	Drama Productions	2	51	
14	Terrific Kids	2	258	
15	Daddy Daughter Dance	1	233	
16	Dr Seuss Night	1	436	Increase reading skills and interest for all students
17	Mother Son Picnic	1	137	
18	Tropicana Speech	4	26	Increase communication skills, writing skills for all students in grade 4-6.
19	Math Madness	4	16	Increase math skills for all students in grades 3-6
20	Movie Night	1	105	
21	VPK Graduation	3	243	
22	KG Showcase	1	294	
23	Living History	1	22	Increase social studies knowledge for students in grade 4

## 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.

Account	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	PLCs	6	65 teachers	Evidences in student

			(6 times)	growth on SAT10 and FSA
2	Ruby Payne	1		Building better relationships with teachers/students and families, allowing more increased participation in the instructional program
3	Melissa Genoux	1		Reduction in referrals allowing students to be in the classroom more, increasing scores on class grades/assessments
4	Differentiated Instruction	1		Increased knowledge to scaffold activities for student growth
5	Setting Limits Training	1		Building better relationships with teachers/students and families, allowing more increased participation in the instructional program
6	Staff participated in individual trainings as needed/wanted	Multiple	Multiple	Evidences through INDE plans with TSCs - growth in student achievement or increase in goal meeting for individualized PD and implementation
7				
8				
9				
10				

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year. Include a description of the steps the school will take during the upcoming school year to overcome the barriers (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) [ESEA Section 1116].

Account	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Availability due to work schedules/transportation	Give multiple opportunities with flexible scheduling for parents to be involved in their students instructional program. Use technology or phone for communications to keep lines open.
2	Communication in native language	Have interpreters readily available to accommodate parents
3	Parent preconceived notions or negative previous experiences with school	Invite them in and build relationships- be more personal with these families.

### Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Account	Content/Purpose	Description of the Activity