

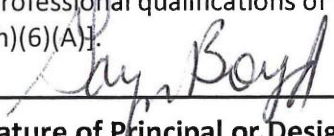
Kings Highway Elementary Magnet 2020-2021

Parent and Family Engagement Plan

I, Garyn Boyd (Principal), 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parent and family engagement plan 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)];
- 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 parent and family engagement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, 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 [Section 1118(b)(4)];
- 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 1111(h)(6)(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 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 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 Principal or Designee


Date Signed

Mission Statement

Parent and Family Engagement Mission Statement (Optional)

Response: The _____ school community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships.

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parent and family engagement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Engagement of Parents

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 parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Kings Highway Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

Strong responses include:

- The school principal will facilitate the process and organization function of SAC and PTA membership, dates for regularly scheduled SAC/PTA functions, and share that information with educational stakeholders in the school community through multiple venues (Example: School website, posting in common areas of school, and/or dissemination) in an effort to provide opportunities for the school community to provide input in the decision making process for Title I activities at the school. Other stakeholders and members will provide input and support with the implementation of the Parent and Family Engagement Plan.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement 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)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.

Open House for Primary to include Pre-Kindergarten and Kindergarten (Other Grade levels as well)- The principal will provide information to families in Open house support them in increasing their engagement with their children and supporting them with helping their children at home academically. Discovery Night will also be offered for the school community to tour Pre-K and Kindergarten classrooms, meet teachers, and receive information regarding grade level expectations.

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. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	Principal /Assistant Principal and/or Designee	September, 2019	Title I audit box information will be uploaded (ongoing) to electronic audit box by the Principal, Assistant Principal, and/or designee as aligned to the activities assigned.
2	Stand Alone Annual Title I Parent Meeting	Principal	September, 2019	Power point and sign-in sheets
3	Create sign-in sheets	Assistant Principal	August, 2019	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal and Assistant Principal/Media Tech	August, 2019	School Messenger messages, DOJO, school marquee, posting on school website, or other venues

5	Develop and disseminate invitations	Principal, Media/Tech	August, 2019	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	August, 2019	Copies of agendas, PowerPoint presentation, and handouts

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

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)].

Response: Kings Highway Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events and alternative venues as needed (virtual) throughout the year to offer parents opportunities to participate in school events.

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family activities, 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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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1	<p>(a) Open House (b) Annual Title 1 Meeting</p>	Principal and Assistant Principal	<p>(a) Assist parents and scholars with school-wide and classroom/academic expectations so that their child(ren) will be successful during and after school. Parents will participate in fun engaging activities with their child in preparation for the school year.</p> <p>(b) Parents and scholars learn about the Title I Program and resources available to them.</p>	<p>a) August 2020 b) September 2020</p>	Sign-in sheets, handouts, agendas, and presentation materials
2	Parent University 1- Literacy Night/Reading Under the Stars	Principal and Assistant Principal	<p>Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies and resources they can use at home to promote highest student achievement specific to reading/ writing as measured by FSA gains. Students will lead conferences with their parents guiding them through their standards- based work and sharing how they are progressing toward their goals. Books will also be available for Scholars to read with their parents and utilize at home.</p>	Sept/Oct 2020	Sign-in sheets, handouts, agendas, and presentation materials
3	Parent University 2-Math Night/Showcase	Principal and Assistant Principal	<p>Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies and resources they can use at home to promote highest student achievement in Math across all content areas to</p>	Sept/Oct 2020	Sign-in sheets, handouts, agendas, and presentation materials

			support 100% gains in FSA Math. Scholars will lead conferences through their standards-based work and share how they are progressing toward their goals.		
4	Individual Parent Conferences	Principal and Assistant Principal	Teachers will meet with parents to form a partnership to best meet the unique needs of the scholars (academically, socio-emotionally, and/or behaviorally). Parents and teachers will form a partnership and exchange of information/resources to identify specific strategies to increase student achievement. Scholars will have an opportunity to review their current strategy work in all academic content areas with their parents for continued improvement in meeting goals.	Ongoing	Sign-in sheets, handouts, agendas, and presentation materials
5	PTA/SAC	Principal	Parents will have the opportunity participate in PTA/SAC events/meetings to provide input into school improvement efforts.	Ongoing 2020-2021 School Year	Meeting Notes, Agenda, and/or Sign-In Sheets
6	Curriculum/Achievement and Kings Highway Underground Railroad-AA Historical Project Night (Content area projects, AA History)	Principal and Assistant Principal	Parents and their children will view and discuss standards based projects in a gallery walk. The night will also include food, music, and other ways to showcase talent as an opportunity to build relationships and family engagement.	February 2021	Sign-in sheets, handouts, agendas, and/or presentation materials

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
 - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, parent and family engagement requirements of

Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;

- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Staff Training

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Ongoing PLC Wednesday After School (Every other Wednesday) Planning	Principal, Assistant Principals, Instructional Coaches	Improve the ability of staff to effectively plan standards- based lessons, increase knowledge of resources to support families with working with their children at home, and increase content knowledge and use of data to engage families as partners in student achievement progress.	August 2020- May 2020	Agenda and/or other appropriate documentation as required
2	Ongoing PLC Wednesday After School (Every other Wednesday) Professional Learning	Principal, Assistant Principal, Instructional Coaches/Trainers	Engage staff in Professional Learning relevant to meeting the needs of students academically, socially, and /or emotionally to increase their ability to build partnerships/relationships within the school community through collaboration and sharing of ideas. Also, discussions on ways to communicate and engage with families to support student growth. (Embedded Training- Example: Ready Training, AVID, Content Area Trainings, Data Mining).	August 2020-May 2020	Agenda and/or appropriate documentation as required
3	Embedded Professional Development	Content Trainers Administration, Coaches, Teachers/Staff	Training will be conducted as needed on site based on needs identified by data and staff. In which the required time exceeds available on PLC Wednesdays.	As needed	Agenda and/or appropriate documentation

Review Rubric:

Content and type of activity including the following:

- Valuing of parent and family engagement,
- Communicating and working with parents,
- Implementation and coordination of parent and family engagement program,
- Building ties between home and school, and
- Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Kings Highway Elementary will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via phone, written notes, and/or DOJO which is contingent upon the best method of communication for the parent. School staff will attend identified community events to promote positive parent-student-teacher communication.

1. North Greenwood Community Center- Set up booth and be available to share information about the school and build partnerships and relationships with other local community centers (Arts 4 Life), businesses, and families to support the educational experience, showcase talent, and increase achievement at Kings Highway Elementary. Discuss ways to partner to better meet the needs of scholars and families at our school.
2. Hispanic Heritage Historical Project Night- (Cinco de Mayo) Families and students will discuss their child's ISTEAM / Hispanic Heritage Hero projects in a gallery walk. The night will be filled with Food, Music, and showcase talents (Multicultural Committee) and allow opportunities for families to build relationships and have access to technology/academic resources.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

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)].

Response: Kings Highway Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email, school website, marquee, and/or other methods of communication. At the Open House/ Stand Alone Annual Title 1 Meeting, information about Title 1 Programs curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title 1 Coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will provide a response form to complete to provide input or to ask questions. The principal will respond to all questions by varying communication methods to ensure multiple venues of responses based on the unique needs of the school community. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b) (2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title 1 Office. Up-to-Date information will also be kept at the "Parent Station" located in the front office for parent convenience.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Accessibility

Describe how the school will provide 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 understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Kings Highway Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

Upload evidence of parent input in the development of the plan

Upload Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact in all languages represented at school site.

Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

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 1118 (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	Meet the Teacher	2	5	Parents and students had the opportunity to get to know the teachers, classroom/academic expectations, and learn ways to support students at home.
2	Annual Title I Parent Meeting/Open House	1	100	Parents understand what it is to be a Title I School, where to find important information, and how to get involved.
3	ESOL Parent Cafe	1	150	Parents were invited to stop by the school to conference with teachers. Teachers also set phone conferences some of which included the bilingual assistant for translation as needed.

4	Parent Ipad Training	5	75	During this meeting our parents learn how to use instructional technology tools utilized at school for Ipad use to better equip them to support their children at home using technology. They will also
5	Curriculum/Achievement and Kings Highway Underground Railroad- AA Historical Project Night (Content area projects, AA History)	1	75	Parents and their children will view and discuss standards- based projects in a gallery walk. The night will also include food, music, and other ways to showcase talent as an opportunity to build relationships and family engagement. FSA resources were also disbursed at this event to support families.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

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 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Ongoing PLC's with Administration and/or Instructional Coaches	36	60	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve issues in the classroom.
2	Ongoing Professional Learning with Content Trainers and Admin	1	50	Led by admin, content trainers with support from coaches, staff collaborated on the content areas and discussed ways to increase student achievement.
3	Embedded Trainings for Staff as needed	36	60	Staff participated in embedded trainings based on need and interest. (Example: CPI, Ready Training, AVID, Data Mining, etc.)
4				

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include 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) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of parent involvement in Title I Events (African American, economically disadvantage)	Offer alternate meeting times in the morning periodically throughout the year and provide timely communication of events in a variety of forums to increase parents' ability to receive information through a forum that is unique to their needs (marquee, Dojo, website, notifications home, and other forms of communication)
2		
3		

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parent and family engagement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement plan described in Section 1118.

Best Practices (Optional)

Describe the parent and family engagement 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)

count	Content/Purpose	Description of the Activity

- **Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.