

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement plan that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The plan establishes the expectations for parental involvement and describes how the school will implement a number of specific family engagement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Virginia Department of Education (VDOE) as required in Section 1114(b)(2) of ESEA.

ASSURANCES

Schools Receiving Title I, Part A Family Engagement Funds agree to:

- ✓ 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 9101(32), ESEA;
- ✓ **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 plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];**
- ✓ **Jointly develop/revise with parents the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];**
- ✓ **Use the findings of the plan parental involvement plan/survey review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement [Section 1118(a)(2)(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 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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

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School: Cool Spring Elementary

Principal: Jennifer Kelley

Family Engagement Specialist: Carolyn Bailey

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

The school will encourage parents to participate on the Parent Advisory Council (PAC) and the District Parent Advisory Council (DPAC). The PAC will meet monthly and DPAC will meet quarterly. The purpose of the PAC/DPAC is to give parents an opportunity to voice school concerns, propose ideas and possible solutions, learn more about Title I, partner with the school to begin a communication process between home, school, and the community and work districtwide to influence the budget. Parents will have opportunities to participate in surveys and planning meetings to assist with determining events, programs, and funding.

- 2. Describe the specific steps the school takes 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, 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)].**

During the Back to School Night, the school will host the Annual Title I Meeting. Parents are provided information by the Title I Family Engagement Specialist regarding the services that are provided by Title I, the status of our schools accreditation, and the Title I Parent Awareness presentation. The initial meeting will be held September 24, 2019. Relevant documents, including the Title I presentation, will also be uploaded to the school's website to be available for families.

- 3. 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)].**

An invitation for family engagement will be offered by the school staff and the Title I Family Engagement Specialist throughout the school year. Meetings will be held at flexible times to encourage parent and community involvement. Events will be held before and after school to immerse the school, families, and the community as one. Events and meetings designed specifically for the school, community partners, parents, and other adults will be held throughout the school day. School conferences and home visits will be held at different times of the day to accommodate the schedules of family members.

- 4. Using the chart below, describe how the school will implement activities that will build the capacity for strong family engagement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe how the school will coordinate and integrate family engagement initiatives and activities that teach parents how to help their children at home to the extent feasible and appropriate. Describe the actions the school will take to provide materials and training to help parents work with their child**

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to improve their child’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for family engagement activities as parents may request [Section 1118(e)(4, 14)].

Description of Initiative/Activity	Person(s) Responsible	Correlation to Student Achievement	Timeline	Measure of Effectiveness
<p><u>Back to School Night</u> Parents are invited to meet and greet their children's teachers, other faculty, and staff while receiving an overall presentation of their class and school. The Title I Parent Awareness presentation will be provided to attendees. Parents will receive information and have the opportunity to register children for other programs in the community.</p>	<ul style="list-style-type: none"> • Admin Team • Title I team • Faculty and staff • Community organizations 	<ul style="list-style-type: none"> • Create a platform for dialogue between home and school • Form a positive climate of trust, diversity, and school practices • Encourage parent involvement • Community Involvement 	September 24, 2019	Question/Answer period Sign-in sheets Comment cards Resources provided
<p><u>District-wide Multicultural Event with the ENL Department</u> The Family Engagement team will collaborate with the ENL Department to raise awareness of multiple ethnicities, increase student performance, and celebrate diversity.</p>	<ul style="list-style-type: none"> • F. E. Team • ENL Dept • Community organizations 	<ul style="list-style-type: none"> • Increase schools and community awareness • Form a positive climate of trust, diversity, and school practices • Encourage parent involvement • Community Involvement 	October 15, 2019	Increase school / community awareness Sign-in sheets Surveys /Comment cards Resources disseminated
<p><u>Trauma-Informed Care Workshop</u> A community partner will provide trauma-informed care training to families, community, and staff.</p>	<ul style="list-style-type: none"> • F. E. specialist • Community partnership 	<ul style="list-style-type: none"> • Train/engaging families, staff, and community members in trauma-informed care • Build the capacity for trauma-informed schools. 	November 19, 2019	Increased parent participation Increased family resiliency Increased Staff Awareness Resources disseminated Sign-in sheets

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<p><u>Foodlion Math Night</u> A fun, realistic way to increase the families' math skills using everyday products and consumptions within the community.</p>	<ul style="list-style-type: none"> • F. E. specialist • Community partnership 	<ul style="list-style-type: none"> • Math skills • Community Involvement 	<p>January 16 or 23, 2020</p>	<p>Parent Participation Sign-in Sheets Surveys/Comment cards</p>
<p><u>The Expanded Food and Nutrition Education Workshop</u> A 4-class series of hands-on food experiences that cover recipes for each of the food groups. This workshop will encourage healthy food choices and demonstrate how to prepare healthy meals and snacks cost efficiently.</p>	<ul style="list-style-type: none"> • F. E. specialist • Community partnership 	<ul style="list-style-type: none"> • Evidence-based healthy eating and physical activity is linked to academic achievement 	<p>February 4, 11, 18, 25, 2020</p>	<p>Sign-in Sheets Resources provided/Information disseminated Comment cards</p>
<p><u>March Madness with the Cougars</u> Similar to activities during the NBA's All-Star's game with a little twist of mathematics- parents and students will work as teams score points. Students will make shooting predictions, estimate individual/team scores, and compute final scores.</p>	<ul style="list-style-type: none"> • F. E. specialist • Community • Title 1 	<ul style="list-style-type: none"> • Math Skills / Academic support • Parent involvement • Physical exercise 	<p>March 12, 2020</p>	<p>Parent participation Sign-in sheets Surveys/Comment cards Information/Resources disseminated</p>

5. Using the chart below, describe the training the school will provide to educate its teachers, 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)].

Description of Initiative/Activity	Person(s) Responsible	Correlation to Student Achievement	Timeline	Measure of Effectiveness
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<p><u>Back to School- Family Engagement Presentation:</u> The Title 1 presentation is an introductory overview on how to engage families as equal partners in improving student learning.</p>	<ul style="list-style-type: none"> • F. E. Specialist 	<p>All Core Subjects</p>	<p>September 24, 2019</p>	<p>Sign-in sheets Surveys /Comment cards Resources disseminated</p>
<p><u>District-wide Multicultural Event with the ENL Department</u> The Family Engagement team will collaborate with the ENL Department to raise awareness of multiple ethnicities, increase student performance, and celebrate diversity.</p>	<ul style="list-style-type: none"> • F. E. specialist • ENL Dept. • Community partners 	<p>Student diversity Cultural awareness Positive climate</p>	<p>October 15, 2019</p>	<p>Sign-in sheets Surveys /Comment cards Resources disseminated</p>
<p><u>Trauma-Informed Care Workshop</u> A community partner will provide trauma-informed care training to families, community, and staff.</p>	<ul style="list-style-type: none"> • F. E. team • Community Partnership 	<p>By engaging staff, families, and community volunteers in trauma-informed care, PCPS will begin to build the capacity for trauma-informed schools.</p>	<p>November 19, 2019</p>	<p>Increased parent participation Increased family resiliency Increased Staff Awareness Resources disseminated Sign-in sheets</p>
<p><u>School Improvement Meetings</u> Discuss academic challenges and interventions that support student learning.</p>	<ul style="list-style-type: none"> • Admin team • Leadership team • Title 1 team • F. E. specialist 	<p>Academic support</p>	<p>Sept 2019 – May 2020</p>	<p>Informed interventions</p>

6. 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 child [Section 1118 (e)(4)].

Activity/Tasks	Person(s) Responsible	Timeline	Measure of Effectiveness
<p><u>Parent Resource Center</u> Provide a work center for parents to use as a resource for improving skills, school news, job announcements, and community information.</p>	<ul style="list-style-type: none"> • Family Engagement specialist 	<p>September 2019– June 2020</p>	<p>Increased parent participation Increased school partnerships</p>

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			Sign-in sheets
<p><u>Nurturing Parents of ENL Students</u> By collaborating with the ENL teacher, Hispanic families will have the opportunity to learn different strategies for: testing, homework, reading, writing, and math for use at home with their children.</p>	<ul style="list-style-type: none"> • Family Engagement specialist • ENL teacher 	September 2019 – June 2020	Increased parent participation Increase school partnerships Sign-in sheets Surveys /Comment cards Resources disseminated
<p><u>Trauma-Informed Care Workshop</u> A community partner will provide trauma-informed care training to families, community, and staff.</p>	<ul style="list-style-type: none"> • Family Engagement Team • Community Partnership 	November 19, 2019	Increased parent participation Increased family resiliency Increased Staff Awareness Resources disseminated Sign-in sheets
<p><u>Home Visits</u> FES will support families with parent, teacher, and school concerns. Visit families weekly regarding attendance, teacher & school concerns (academic based). Support family needs through referrals to outside organizations, as appropriate.</p>	<ul style="list-style-type: none"> • F. E. specialist • Truancy officer • Social service family worker 	September 2019 – June 2020 weekly	Home visit documentation Resources disseminated
<p><u>PAC (Parent Advisory Council) / DPAC Meeting</u> The PAC will meet monthly while the DPAC will meet quarterly. The purpose of the PAC/DPAC is to give parents an opportunity to voice school concerns, learn more about Title I, establish a communication process between home and school, and work district-wide to ensure the budget supports student learning through family engagement.</p>	<ul style="list-style-type: none"> • F. E. Specialist • Community Organizations (optional) 	September 2019 – May 2020 monthly (DPAC – quarterly)	Sign-in sheets Meeting minutes

7. 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)]:**

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The staff will communicate with parents through various methods, including school and class newsletters, PowerSchool, notes home, phone calls to parents, Class Dojo, text messaging, automated call/text and email.

- **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, such as through report card conferences [Section 1118(c)(4)(B)];**

PCPS uses the Virginia Standards of Learning curriculum. Academic assessments include i-Ready Mathematics and Reading, PALS, WIDA, GRA, Benchmarks, and SOLs. Districtwide conferences are held twice a year to provide meaningful conversation with students and parents regarding students' academic strengths and to set achievement goals according to PCPS curriculum. Additional conferences may be requested. Interim reports and report cards are distributed four times each school year.

- **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**

Parents will have the opportunity to serve on the Parent Advisory Council (PAC) and the District Parent Advisory Council (DPAC). The PAC will meet monthly and DPAC will meet quarterly. The purpose of the PAC/DPAC is to give parents an opportunity to voice school concerns, learn more about Title I, partner with the school to begin a communication process between home and school, and work district-wide to ensure the budget supports student learning through family engagement.

- **If the plan is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the NNPS Federal Programs Office [Section 1118(c)(5)].**

We provide parent input cards and turn them in with our Annual Title I Meeting to Federal Grants and Title I surveys for comment. We will also use the feedback throughout the year from families to assess our plan and make changes as needed. If the plan does not work, we will change it as informed from input from families, administrators, and requirements.

8. **Describe how the school will provide full opportunities for participation in 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)].**

Teachers and staff will work in partnership with parents to engage them in their child's academic and social development. Some examples are; workshops, conferences, community events. We will provide interpreters and ENL teachers to assist parents with understanding the information related to school programs, parent meetings and family events. Teachers and staff are available to communicate with parents through various methods, including school and class newsletters, notes home, phone calls to parents, a minimum of twice yearly conferences, emails, Class Dojo, and the robo calling/text messaging system.

9. **Provide evidence that the plan has been developed with the input from parents.**

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Sign-in sheets and agendas from September 24, 2019, Back to School Night Meeting throughout the school year will serve as evidence of parental input. Families provided ongoing input using the parent surveys and comment cards implemented during the 2019/20 school year, information from PAC minutes, and the family needs assessments.

<i>For Federal Programs Use Only</i>	
____ Approved	____ Date
Comments:	

Parent Engagement Keys:

1. Parenting – setting home conditions to support children as students, assist schools to better understand families, transitional programs, etc.
2. Communicating – includes orientations, newsletters, surveys, etc.
3. Volunteering – organize volunteers and audiences to support the school and students
4. Learning at Home – involve families with their children on homework and other curriculum-related activities and decisions
5. Decision-Making – working with the school and helping make decisions through participating in parent groups and teams
6. Collaborating with the Community – coordinating resources and services from the community for families, students, and the school and proved services to the community.