

Springwood Elementary, Part A Parent and Family Engagement Plan

I, Mrs. Sylvia Myers, 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 8101, ESEA; as amended by ESSA.
- Involve parents/families 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.
- Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with 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 assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal

Sylvia Myers

Date Signed

4/29/20

Mission Statement

Parent and Family Engagement: Mission Statement

Response: Our mission is to promote healthy parental involvement in school activities and academics in order to support and foster student academic growth and achievement. We will make parents part of our decision making process through SAC, PTO, and through parental feedback.

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 1116].

Response: Our SAC is comprised of parents and community members who have a vested interest in the success of Springwood Elementary students. SAC helps guide the decisions regarding the school in all aspects including the distribution and spending of funds for family and parent involvement. Our SAC provides ongoing input on family engagement, school improvement, and the yearly progress of the school. This year we will focus on building our PTO to help support the school improvement vision. PTO also has input in the decisions regarding how funds for family engagement will be used, in addition to, helping raise additional school funds.

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 1116].

| count | Program | Coordination |
|-------|------------------|---|
| 1 | Title I | Provide funds for parent workshops, parental involvement, and professional development for teachers. |
| 2 | Title II | Provide professional development for teachers. |
| 3 | Title III (ESOL) | Provide professional development. |
| 4 | Title IV, Part A | Provide funding for family engagement and training for parents. |
| 5 | Title IV, Part B | Provide funding for technology and technology training. Also provide funding to ensure a safe school environment. |
| 6 | Voluntary PK | This provided through the district PK program as well as Head Start. |

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 (school-wide or targeted assistance), 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 [Section 1116].

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|--|--------------------|-----------------------|---|
| 1 | Develop flyers, agendas, and handouts for parents advertising the Annual Parent Meeting. | De Cardenas, AP | June-July 2020 | Copies of flyers, agendas, handouts and sign ins |
| 2 | Develop and disseminate invitations to parents. | De Cardenas, AP | August-September 2020 | Copies of invitations, copies list serve emails, documentation of posting on the school website |
| 3 | Publicize the meeting | Brian Dobie, Dean | August-September 2020 | Documentation of posting on the school webpage, list serve, school marquee, digital |

| | | | | |
|--|--|--------------------|--|--|
| | | De Cardenas, AP | | school sign, social media, flyers for parents, and Remind 101. |
|--|--|--------------------|--|--|

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

Response: We will have a number of meetings during flexible times, such as meetings in the morning or evening. We will publicize the event through many avenues. We will use the school webpage, list serve, school marquee, digital school sign, social media, flyers for parents, and Remind 101.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, 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].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|------------------------------|-------------------------------|---|-----------------|---|
| 1 | Annual Parent Meeting | Principal | Parents will be provided information on the ways to support their students at home, and information on parental involvement events. In addition, the SIP will be shared with parents at that time | August 2020 | Evidence of the effectiveness will be determined through the level of parental attendance. We would like at least 50% of our parents to attend. Attendance will be documented through sign in sheets. |
| 2 | ELA Curriculum Night | ELA SIP Committee Members | Increase in parental involvement in ELA curriculum and standards at home. | September 2020 | Parent handouts, agenda, and sign in sheets |
| 3 | Math Curriculum Night | Math SIP Committee Members | Increase in parental involvement in Math curriculum and standards at home. | October 2020 | Parent handouts, agenda, and sign in sheets |
| 4 | Science Curriculum Night | Science SIP Committee Members | Increase in parental involvement in Science curriculum and standards at home. | November 2020 | Parent handouts, agenda, and sign in sheets |
| 5 | Parent Conference Nights | All Teachers | Increase in student achievement. | Oct. 12-16 2020 | Parent handouts, student conference sheets, and sign in sheets |

Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|---|-----------------------------------|--|-------------------|--|
| 1 | Get Your Teach On | Principal and AP | | July 2020 | |
| 2 | Preplanning Professional Development | Principal, AP, and Coaches | Teachers will have a greater understanding of the value and contributions of parents as equal partners, as well as, the importance of building ties between our families and the school. | August 2020 | Increased teacher input and parental involvement. PD sign in sheets. |
| 3 | Professional Planning Days for each grade level | Ongoing throughout the Year (TBD) | Improvement in instructional strategies and student achievement. | Oct.2020-May 2021 | Increased student engagement and achievement. |

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 [ESEA Section 1116].

Response: Springwood will create a new parent resource area within the school that will have resources for parents. We will advertise the parent resource room through weekly newsletters to parents and social media.

Additional activities to increase parent engagement:

- Longest Table Event
- Relay for Life
- Spring Festival
- PTO Fundraisers- Blue Pop, Mother's Day Cakes, School T-shirts
- Muffins for Mom's
- Dads Bring your Student to School Day
- Donuts for Dad's
- Late Night Library
- Scholastic Book Fairs
- Grandparent's Day
- Thanksgiving Family Luncheon
- PK Family Picnic
- Family Dance
- 5th Grade Graduation
- Academic Recognition Assemblies
- Positive Behavior Recognition Assemblies

Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

- Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

Response: Title I newsletters will be sent home along with monthly or bi-monthly parent letters outlining upcoming school events and important dates. In addition, our school webpage will be a source of timely information for parents with links to the LCS Title I website. Assessments are ongoing throughout the year and will be both summative and formative for all subject areas, in addition, mandatory state assessments will continue (FSA). Parents will have an opportunity to submit comments and input regarding all aspects of the school, including curriculum and assessments. Input will be available via survey and the results will be shared with all stakeholders.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to 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.

Response: We will use many methods to reach out to and inform parents. We will use the school webpage, list serve, school marquee, digital school sign, social media, flyers for parents, and Remind 101. We will also utilize a parent liaison that will coordinate parent involvement and monitor parent communication to ensure we are maintaining parent accessibility to school information and meetings.

Discretionary Activities (Optional)

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.)

| count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|----------------|--|--------------------|--|---------------|
| 1 | FSA Math Night | Parents will be invited to learn about the FSA and ways that they can support their students at home. Parents will be provided with FSA resources. | Math Coach | Students will have a better understanding of the expectations for the FSA and show learning gains. | December 2020 |
| 2 | FSA ELA Night | Parents will be invited to learn about the FSA and ways that they can support their students at home. Parents will be provided with FSA resources. | Reading Coach | Students will have a better understanding of the expectations for the FSA and show learning gains. | January 2020 |

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement 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 1116].

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|---|--|
|-------|---|--|

| | | |
|---|--|---|
| 1 | Many of our parents do not work typical hours and are unavailable for PTO/SAC meetings. | Offer meetings at varying times (morning and evening). Post recorded meetings on the school website to foster greater parental involvement. |
| 2 | Evening meetings and events are difficult because of childcare and evening meals. | Offer childcare and meals to parents to increase involvement. |
| 3 | Parents are unsure of how to volunteer and get involved in school events and committees. This is especially difficult for our ESOL families. | Utilize a parent liaison to work directly with parents and increase parental involvement. The parent liaison will also have all flyers and handouts translated in Korean and Spanish for our ESOL families. |

Evaluation of the Previous Year's 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 [Section 1116]. 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 | Annual Parent Meeting | 1 (annual Mtg) | @ 150 | Parents were provided information on the SIP, expectations, events, and ways to volunteer. The impact was greater parental support than the previous year. |
| 2 | Reading Night | 5 (each grade level) | @ 150 | Increased participation in Accelerated Reader and improvement on diagnostic assessments. |
| 3 | Math Night | 5 (each grade level) | @ 150 | Gains in Acaletics in grades 2-5. |
| 4 | Parent Conference Night | 6 (each grade Level and ESE) | @ 250 | Parents were provided information on their student's academic progress and in turn were better able to support learning at home. |

Provide 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)? [Section 1116].

Response: The school will undertake the following steps during the upcoming school year to overcome the barriers parents face in increasing school involvement: offer meetings at varying times (morning and evening), post recorded meetings on the school website to foster greater parental involvement, offer childcare and meals to parents to increase involvement. We will also utilize a parent liaison to work directly with parents and increase parental involvement. The parent liaison will also have all flyers and handouts translated in Korean and Spanish for our ESOL families.

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 1116 (e)(3)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|---------------------------------|----------------------|------------------------|---|
| 1 | School Culture PD | 1 | 40 | Provided staff with an understanding of creating and maintaining a positive school culture for students and parents. |
| 2 | Managing Response Rates PD | 2 | 40 | Provided staff with strategies to increase student involvement and increase achievement. |
| 3 | Move that Bus! Book Study | 4 | 40 | Provided staff with insight into personality traits and types that can foster a more positive and robust school and school culture. |
| 4 | Creating Dynamic Lessons ELA PD | 1 | 40 | Provided staff with strategies to increase student involvement and increase achievement. |
| 5 | Restorative Discipline PD | 1 | 40 | Provided staff with strategies to increase student involvement and decrease discipline issues. |
| 6 | Math Small Groups PD | 1 | 40 | Provided staff with strategies to increase student involvement and increase achievement. |
| 7 | High Yield Strategies PD | 1 | 40 | Provided staff with strategies to increase student involvement and increase achievement. |
| 8 | Harmony (Discipline) PD | 1 | 40 | Provided staff with strategies to increase student involvement and decrease discipline issues. |

Evidence of Input from Parents/family members

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other document with parent input).

Submit Parent and Family Engagement Plan with principal signature.

Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/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 1116(d)].

Submit Parent-School Compact with principal signature.

Evidence of Parents/family members in development of Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/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 1116(d)].

Evidence of parent input in the development of the compact.