



Title I, Part A: Parent and Family Engagement Plan

School: Bagdad Elementary

I, Daniel Baxley, 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 the appropriate state and federal staff. I further certify that all expenditures will be obligated 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 parental involvement, 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 parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- 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 [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 parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- 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 [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

11/2/21

Date signed

Mission Statement

Parental Involvement Mission Statement

Response:

Bagdad Elementary understands the importance of student achievement and is committed to continually identifying ways to increase our parent involvement to help our students attain success.

Engagement of Parents

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

Response:

Bagdad Elementary School will include students (as appropriate), parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education. We will support this commitment by:

1. Conducting an annual meeting for parents. All parents will be invited and encouraged to attend. During this meeting, we will focus on explaining the requirements of Title I Program, the right of parents to be involved, Parent Compact, SPAR, Parent Involvement Plan, School Grade/AYP, and our School Climate Survey.
2. Offering a flexible number of meetings to accommodate the varying schedules of parents. Child care may be provided if applicable.
3. Establishing a parent involvement advisory committee (School Advisory Council) that includes faculty, staff, parents, business members, and community members. All parents are encouraged to attend/observe meetings. The Council is reflective of our school diversity. The School Advisory Council will provide input for our school, assess the effectiveness of the Parent Involvement Program, and make recommendations for positive changes regarding parent involvement. The Council shall serve in an advisory capacity to the school principal, to assist in the development of the educational program, and in the preparation and evaluation of the School Improvement Plan required pursuant to Section 230.23 (18), Florida Statutes.
4. Inviting parents to our House Day events as part of a PBIS school.

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, Home Instruction Programs for Preschool Youngsters, Voluntary Pre-Kindergarten, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116]

Response:

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 [Section 1118(e)(4)].

Program

Pre-K to Kindergarten Transition-The Head Start Program provides parents with transition activities. Receiving kindergarten schools are provided with student information.

VPK-Bagdad is always willing to host a VPK program during the summer.

ESE PRE K-ESE PRE K teacher attends ESE meetings at the school students will attend to help with transition. They are welcomed to come to the classroom during the school year to see how their child is performing and also gain ideas to help with communication skills.

Head Start-Work with Jackson Pre-K Center to provide parental training at that site and/or Bagdad; our Head Start students visit the kindergarten classes at Bagdad during May/June so they can meet the teachers; parents are invited to visit the school and meet the teachers; during the summer incoming kindergarteners may come to the school to be screened and parents are given information on helping their child adjust to kindergarten.

Parent Conferences

Title 1 Parent Meeting/Open House (Virtual)

Annual Parent Meeting:

Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program, the nature of the program, and a description of how the meeting will cover adequate yearly progress (AYP), SCHOOL choice, and the rights of parents.

Response:

Beginning of year parent information letter-1st week of school

Bulldog News (monthly newsletter-September-June)

Pastries with Parents (Parent Input Meeting) to discuss school events such as Title 1 compliance and Parent and family engagement activities

Website, social media/School messenger

Parent Orientation (Meet and Greet)

Parent Volunteer Orientation

School Advisory Council (SAC)

*Some of these events happen monthly as well as quarterly. We use questioning and surveys to get feedback from parents.

Flexible Parent Meetings

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

Response:

We try to provide activities during different times of the day to meet the needs of all parents. For many of our activities/meetings, we provide childcare, meals, etc. Our Boosters has set meeting times and dates so parents can plan accordingly. Many of our teachers are willing to meet with parents prior to the school day and will also stay past contracted hours to accommodate parents' schedules.

Building Capacity

Describe how the school will implement activities building the capacity for meaningful parent/family involvement, relationships with the community to improve student achievement, materials and trainings to assist parents/families to work with their children, and any other reasonable support for parent/family engagement activities [ESEA Section 1116]

Response:

1. Meet and Greet-Orientation-August
2. Title 1 Parent Meeting-Open House-September
3. Doughnuts with Dad Activity-September
4. Grandparents Day Activity-September.
5. Volunteer Orientation-September
6. Reading Isn't Scary-Book Fair-October
7. Witches Brew-Family Math Night-October
8. Gobble Up Some Learning Strategies for Tier 3 students (students with significant reading deficiency)-November
9. Veterans' Day Program-November
10. House Meetings-family engagement-3 times a year
11. Walking in a Winter Wonderland-Family engagement night-December
12. Red Ribbon Week-October
13. Science Day
14. Literacy Week
15. Pastries with Parents (Parent Input Meeting-Quarterly)
16. Parent Conferences-Quarterly
17. Spring Family Engagement event
18. Muffins with Moms-May
19. Reader's Theater in ELA Curriculum to build confidence and stronger readers
20. School Talent Show

Staff Training

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families in:

1. The value and utility of contributions of parents/families;
2. How to reach out to, communicate with, and work with parents/families as equal partners;
3. Implementing and coordinating parent/family programs and in building ties between parents/families and the school. [ESEA Section 1116]

Response:

McKinney Vento Training-Facilitated by Guidance Dept

Volunteer Orientation with staff

Data Meetings

Capturing Kids' Hearts

District Facilitated PD

Communication

Describe how the school will:

1. provide timely information about the Title I programs;
2. describe and explain the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain;
3. if requested by parents provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);
4. submit parents/families' comments if the schoolwide plan is not satisfactory to them. [ESSEA Section 1116]

Response:

Response: On the first day of school a welcome letter is sent home with each child. The letter includes school and district information, as well as, an explanation of the Title 1 program. At the annual Title 1 Meeting an explanation of the Title 1 program is provided to the parents. Parents are invited to a meeting each year to review and recommend changes to the compact, parent and family engagement plan, and school improvement plan. The recommended changes are reviewed with our SAC committee as well as the parents who attend the annual Title 1 meeting. Each year a letter is sent home requesting nominations for parents to serve on the school advisory council.

Parents are contacted via letter, parent conferences, explanation at open house, or via call outs about upcoming assessments (FKLRS kindergarten, STAR/Unify Testing, FL assessments). Once data is received it is shared with parents, either in written form or at conferences. All kindergarten and 1st grade students' report cards must be given at a face to face conference during the 1st 9 weeks of school. Teachers and parents meet to discuss interventions being used to help struggling students in the area of reading, math, or science.

A designated intervention block is built into our master schedule so each student will receive additional help if they are struggling or enrichment in ELA or math. Parents are always welcomed to contact teachers, the guidance counselor, or administration should they have questions or concerns.

Accessibility

Describe how the school will:

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

Response:

Every effort will be made to translate all correspondence into the family's native language for our ESOL students. We will also work closely with the ESOL department to better meet the family's needs. An ESOL teacher is on campus 3 days a week to serve ESOL students. Correspondence to parents from the district such as Title 1 Newsletter, elementary letter to all parents, and lunch applications are available in Spanish. We utilize community members who are proficient in another language to help us communicate with families

Barriers

Describe the barriers that hindered parent participation in the previous school year. What steps will the school take during the upcoming school year to overcome the barriers (with attention paid to families who are disabled, have limited English proficiency, and parents/families of migratory children. [ESEA Section 116]

Response:

Childcare for younger children-Provide childcare for all parent involvement activities

Time-Provide events at a variety of times of the day; include things on the website that parents can access at their convenience

Feeling inferior-Encourage parents and show they can be effective when working with their own children

Lack of interest-specific reasons unknown-Have engaging activities to get the parents to school; provide door prizes; encourage parents to help their child to earn points for their House