

MLK Parent and Family Engagement Plan 2020-2021

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

We meet with parents each school year in September/October to discuss what it means to be a Title I school and how we determine where the funds will be spent. We discuss the 1% set-aside for parent involvement, the rights of parents, the parent involvement plan, and the ACIP. We will have meetings three times throughout the day to hopefully allow more parents to attend.

During the first full month school is in session MLK holds its Annual Title 1 meeting to explain what it means to be a Title I School, Parents Right to Know, 1% set aside for Parent Involvement, Parent Compact, and the Title I budget. Meetings are scheduled for various times to allow for maximum parent participation. Information is presented in both English and Spanish, and a translator is present to assist with communication. Parents are notified of the Annual Title I meetings through: Facebook, ETV, School marquee, school's website, school announcements. Twitter, Schoolcast automated phone calls, social media, parent emails, Dojo, Schoology, and newsletters/flyers. Concerns for parent transportation to parent involvement meetings and school wide functions will be discussed as a need of the parent involvement program.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

We offer parent meetings at various times throughout the day so that parents can attend the meeting that best fits their schedule. We have monthly parent meetings where parents are welcome to attend and assist in the decision making process. We have a parent advisory committee that also helps us with decision making. Funds are allocated for parent involvement based on the needs of the parents and what they determine is needed. At least 1% of our funds are spent for parental involvement, but more can be allocated for this if it is determined that the need exists.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Parents are invited to join the Leadership Team to make revisions on the school's Continuous Improvement Plan (CIP #1) during the CIP meeting Review in September. Parents are invited to attend the Annual Title I Meetings which are held at the beginning of each school year. Parents are also invited to take part in the CIP #4 mid- year review in January.

Parent representatives will represent all the parents in the school. Parents will be notified of the review and copies will be made available upon request and via the school webpage. Parents may make comments and/or suggestions to committee members or to the principal via email or during monthly meetings.

During these meetings parents receive information in both English and Spanish concerning the 1% set aside of the Title 1 funds for parent involvement. They are asked for suggestions into how these parent involvement monies should be spent effectively at MLK.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

During these meetings parents receive information in both English and Spanish concerning the 1% set aside of the Title 1 funds for parent involvement. They are asked for suggestions into how these parent involvement monies should be spent effectively at MLK.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Information for parents is sent home in a variety of ways. A schoolcast call is used that can be heard in English or Spanish. Written communication sent home will be done in both English and Spanish whenever possible. Meetings that we have at school will have an interpreter available for any parents who need it.

Parental input is solicited during the following activities: Monthly PTSA meetings held at flexible times and days, Parenting Day activities, on- site Parent Monthly parent involvement meeting held by the Parent Educator, the Community Day event, the Fall Festival, weekly, monthly parent Booster club meetings, Parent Advisory Committee, the Hispanic Day Celebration, Black History Month Celebration, Parent Education kits, workshops held by the Social Worker and the counselors, and parent involvement surveys will be given. The Continuous Improvement Plan has been translated and interpreted in Spanish and it is available on the MLK Elementary School website and the Parent Education Room for easy accessibility and review. Schoolcast will be used to inform parents of school news and events in their native language. Parent/student /teacher conferences, IEP meetings, PST meetings, and other meetings are held throughout the school year to discuss student performance with parents. MLK holds at least 3 PTSA meetings to keep parents informed which will be held at flexible times and days. We will hold monthly parent involvement meetings. Student led conferences are held on Parenting Day in October.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The school Parent Compact is jointly developed by teacher, parents, and students. This compact outlines what each person agrees to be responsible for when it comes to the education of the student. It is used to set the guidelines at the beginning of the year and is reviewed at each parent/ teacher/student conference. We update this document in the spring for the following school year as a parent/teacher team. We also have a parent advisory committee who meet with our Parent Coordinator to participate in the decision making process.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents are given the opportunity to discuss dissatisfaction with the ACIP during parent meetings. This is a time for us to discuss the things that are not working and to suggest ways of improving upon them. We also will employ a parent involvement coordinator that can serve as a liaison between the parent committee and the school. Parents are also asked to complete a survey to address concerns.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

We will employ a parent involvement coordinator that will be responsible for surveying parents on needs for educational information and who will also plan and organize parent meetings. Parents are invited to the school regularly to participate in the educational programs. Teachers communicate with parents to ensure the understanding of the instructional programs. Parents are also invited to the school several times a year to participate in specific programs for parents based on input from a parent survey. During these meetings such things as CCRS, assessments, Title I requirements, how to assist with homework, cyber bullying, etc., are discussed. Parents also have the opportunity to participate in a parent advisory committee that will meet throughout the year to be part of the decision-making process.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

We will employ a parent involvement coordinator that will be responsible for surveying parents on needs for educational information and who will also plan and organize parent meetings. Parents are invited to the school regularly to participate in the educational programs. Teachers communicate with parents to ensure the understanding of the instructional programs. Parents are also invited to the school several times a year to participate in specific programs for parents based on input from a parent survey. During these meetings such things as CCRS, assessments, Title I requirements, how to assist with homework, cyber bullying, etc., are discussed. Parents also have the opportunity to participate in a parent advisory committee that will meet throughout the year to be part of the decision-making process.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

MLK will continue to partner with Second Mile in conducting monthly Parent Parties. We will also create a more active Parental Advisory Committee for the 2020-2021 school year. We will continue to offer Parent Workshops and volunteer opportunities throughout the year.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

We use a variety of formats to communicate information related to school and parent activities. We utilize SchoolCast, which is a tool that uses voice, text, or email to communicate with large groups of parents at one time. This software utilizes a feature that translates the information into various languages as needed. We utilize various social media sites to send out information to families. We also send information home on handouts. We use either a translation service to translate the documents or it comes to us translated if it is an official school document.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

We send out a parent survey at the beginning of the year for input on areas the parents feel they need more support. This input is used to guide our parental involvement activities. When parents request specific information, training, or support we do everything we can to provide it. We utilize our Title I parent involvement funds as needed based on the parent committee's decision.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

MLK ensures participation of parents with limited English proficiency by the following actions: Parents are invited to participate in meetings to develop their child's educational program. Parents have the right to accept or reject ELL services for their child. Parents are provided interpreters who speak native language for meetings, correspondence from teachers, administration and health professionals. Parents receive notifications and announcements in native language through TRANSACT. STAR parent letters are translated and mailed home to parents to provide student assessment information. Parents receive information regarding their child's test results and academic performance with the same frequency of the parents of students in the regular education programs. The school counselor and social worker will provide assistance for social support as needed. Cultural awareness activities are sponsored by the school. Written documents are translated as needed. Accommodations will be provided for parents with disabilities. Families will be given information as needed to address the McKinney Vento Act and its accommodations.