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OVERVIEW

ASSURANCES

I, Bernard Ball Jr., do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)



1. Barrier 1
2. Barrier 2
3. Barrier 3
4. Barrier 4
5. Barrier 5

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)
 (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Technology	

COMMUNICATION AND ACCESSIBILITY

Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all paren

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

- (1) Handouts, explaining the details of Title 1 Part A PFEP and Budget will be distributed to parents
YLD HPDLO DQG SRVWHG RQ RXU VFKRRO ZHEVLWH XQGHU
- (2) Robocalls
- (3) Social media blasts
- (4) Marquee Announcements
- (5) DCPS Blackboard app
- (6)

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This

PHHWLQJ ZLOO LQIRUP SDUHQWV RI WKHLU VFKRROV SDUWLF LSD requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]

INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

During the summer, grade level orientations were held at different times of the day and on different days, to ensure that parents who have multiple children at multiple schools are able to arrive at the orientations on time, even if they have to take public transportation. The Title 1 Part A is explained at each grade level orientation. This school year, we intend to do a better job of 5tle I, Part A

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

We gathered parent input from surveys and comments left on our social media accounts. During school events teachers and administrators talk to parents, informally to gather insight as to what

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What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Our surveys give us a good indication as to what needs are being met and not being met. We use those surveys to shape decision making.

How flexible meetings will be offered to accommodate parents? Check all that apply.

AM Sessions based on documented parent feedback

- PM Sessions based on documented parent feedback

Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)

- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)

Other Virtual meetings will be held as needed_____

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting

Parents will come to Wolfson and watch the Powerpoint provided by the district which explains each component of Title 1 Part A PFEP. Sign- in sheets, agendas, and meeting minutes will be kept for compliance documentation.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

(1) Assessment data of students will be shown using Powerpoint slides (colored graphs). State requirements for AYP will be explained in comparison to our student scores.

(2) School Choice will be explained using district provided Powerpoints and resources, along with the history of Wolfson changing from a traditional school to a fully dedicated magnet school.

Requirements for applicants, matriculation and post- V H F R Q G D U \ D G Y D Q W D J H V I R School for Advanced Studies.

(3) 3 D U H Q W ¶ V 5 L J K W 7 R . Q R Z ' Z L O O E H H [S O D L Q H G X V L Q J C resources.

Purpose of meeting is to inform parents about our Title 1 status, purpose of Title 1 funding and the process by which we should spend the money with their input. Some topics discussed are: Qualifying for Title One, Parent Involvement for Policy School/Parent Compact, Parents' Right to Know, School and Parents Title One Assessments, Title One Funds, Migrant Education, Homelessness, Academic Parent Trainings.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement (PFE) TJE

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each **SDUHQW WR LPSURYH WKHLU FKLOG¶V DFDGHPLF DFKLHYHPH** for parents to understand challenging State academic standards; State and local assessments; how to mo**QLWRU WKHLU FKLOG¶V SURJUHVV DQG ZRUN** technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

We use Title 1 funds to print college information for students and parents to have access to in our Parent Resource Room. We have lots of information for in-state as well as out of state colleges/universities. Our parent-liaison coordinates visits with admissions reps from different universities throughout the school year.

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Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

Our school-parent compact was developed collaboratively with our SAC committee. It was drafted as a group and voted on by the committee. As evidence of this collaboration, we have an invitation for parents to attend a meeting about the compact, an agenda that was distributed to parents, meeting minutes summarizing the content of the meeting, and sign-in sheets to show who attended. We also have a finished product compact and an evaluation of how parents felt about the meeting and product that was collaboratively produced.

How will the principal ensure required conferences are implemented with ALL parents explaining the Parent Compact?

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions

FOUR WEEK NOTICE

In order to comply with the ESSA 2015, Wolfson sends out a notification to all parents, if there are students that have been taught by a teacher, for more than four weeks, that is not certified in the subject they are responsible for teaching. This also includes substitute teachers as well as teachers that are on our staff but out of field for the subject they are temporarily put in charge of. The letter is sent home to parents by way of students, it is also

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other 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. To the extent possible, parents should be involved in the development of training for teachers and educators to

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
	IDEA - The Individuals with Disabilities Education Improvement Act	We have purchased a wheelchair for those in need of one. We also have wheelchair accessible facilities.
	VPK - Voluntary Pre-Kindergarten	
	Title I, Part D ±Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	