

Paulding County School District

Stakeholders Meeting

Monday, July 18, 2016

6:30 pm

Paulding County Schools

Board of Education
Board Room

3236 Atlanta Highway, Dallas, GA

Agenda

- Welcome!
- Consolidated Local Education Agency Implementation Plan
- Parent as Stakeholders
 - Transitioning: Involvement to Engagement
 - PCSD Title I Schools
- Feedback

Consolidated Local Education Agency Implementation Plan (CLIP)

Revision Process

CLIP Feedback Meetings - Feedback is an important part of the development and revision process of the Consolidated Application. The district held several meetings to seek feedback in the development of the Consolidated Application.

Stakeholder input:

- Parent ,Community and Members –May 2, 2016
- PCSD Impact Team Student Group – May 2, 2016
- Instructional Lead Teachers – May 12, 2016
- Title I Parent Leadership Team – May 13, 2016
- Middle & High School Teachers – June 2, 2016
- Elementary Teachers– June 2, 2016
- Middle School Principals – June 14, 2016
- Elementary Principals – June 16, 2015

CLIP Stakeholder Participants: Review and Revisions

Feedback was positive from each group. We had a total of 117 participants.

Participants agreed the plans provide opportunities to lead students to increased academic achievement.

Most participants gained a clear understanding of each federal program and how the grant funds are utilized within each program.

Stakeholder Feedback

The following information contains comments and feedback that was received at the various Stakeholder Meeting for the PCSD FY17 Consolidation Application.

Title I

General Comments:

Include some of the salaries in general budget if possible

Extend the program to middle school if the funds would allow

Allow for more field trips to enhance student learning experiences

McKinney-Vento Act

General Comments:

Continue the tutoring for homeless students

Consider some online options for tutoring as well

Provide more information regarding college transitions for homeless students

Can therapists or mental health provide services at school?

Title II, Part A

General Comments:

Provide more flexibility in funding options, subs, visiting schools for observations, collaborating with others schools and paying consultants

Additional training in working with economically disadvantage students beyond a book study

Provide training on how to reduce the achievement gap and how to address underachieving economically disadvantage students

Provide more professional learning on meeting the needs of subgroups

Provide ways to assist with teacher retention

Title III

General Comments:

Consider adding more ESOL teachers

E-Rate

Improve WAN maintenance to assist with
WIFI access during the school day

Allow businesses to donate laptops and
computers

Title VI-B

General Comments:

Continue to fund teacher salary

Provide more specific specialized instructional training at the school level

Continue to provide professional learning to special needs students especially emotionally behavior students

Perkins

Great selection of classes

Provide an opportunity for students who take AP classes to be able to take CTAE classes all year

Provides business mentoring relationships from partners in Atlanta

Responses

FY15 Federal Grants

Description	Approved Budget
CTAE - Ag Extended Day	\$9,652.00
CTAE - Ag Extended Year	\$9,031.00
CTAE - CTE Extended Day	\$135,359.00
CTAE - Industry Certification	\$25,000.00
CTAE - Supervision	\$27,167.00
CTE- Perkins Carryover	\$24,160.00
CTE - Perkins IV Reserve Perkins Plus	\$24,160.00
CTE - Perkins IV Program Improvement	\$159,777.00
Career, Technical and Agriculture-CTE Apprenticeship	\$37,275.00
Education for Homeless Children and Youth	\$37,269.00
PRE-SCHOOL HANDICAPPED STATE GRANT	\$389,425.00
SPECIAL ED-PRESCHOOL-REGULAR PROJECT	\$85,882.00
Special ED-VIB FLOWTHROUGH	\$4,324,944.00
Title I-A Improving the Academic Achieve of the Disadvantage	\$3,761,323.00
Title II-A, Improving Teacher Quality	\$454,479.00
Title II-B, Mathematics and Science Partnership	\$668,987.00
Title III-A, Limited English Proficient	\$65,980.00
Math & Science Supplement	\$210,031.88
IDEA- Capacity Building Grant	\$50,000.00
TOTAL	\$10,784,621.88

Next Steps

CLIP/Consolidated Application Process

- Feedback has been reviewed and changes were made where possible.
- Consensus will be provided for the plan to be submitted once all revisions are complete.
- District personnel will enter the information into the state portal.
- Plan will be reviewed for completion and submitted to the state for review.
- State will review the plan for approval.
- Federal funds will be awarded once the plan is approved.
- Plan will be implemented and progress will be shared throughout the year.

Parents as Stakeholders

An Education Stakeholder

A **stakeholder** is anyone who is involved in the welfare and success of a school and its students, including:

- ✓ administrators
- ✓ teachers
- ✓ staff
- ✓ students
- ✓ community members
- ✓ school board members
- ✓ city councilors
- ✓ state representatives
- ✓ PARENTS

Family Engagement

For schools and districts across the U.S., family engagement is rapidly shifting from a low-priority recommendation to an integral part of education reform efforts. Family engagement has long been a key component in policy at the federal level through Title I, which is a federally funded program intended to provide academic support to academically at-risk students.

Supporting Students: Parent Engagement for Student Success

There is a wide body of research that demonstrates the beneficial effects of parental engagement and family–school partnerships. Over 50 years of research links the various roles that families play in a child’s education with student academic success.

What do high achieving schools have in common?

Research shows that characteristics of high-performing schools include high levels of family and community engagement. There is a sense that all have a responsibility to educate students, not just teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities, all play a vital role in this effort, and it is each stakeholder's responsibility to nurture engagement.

What do high achieving schools have in common?

Research also shows that high-performing schools have strong parent-leaders who advocate for families, students, and the school.

Engaged Parents

- supporters of learning
- encouragers of grit and determination
- models of lifelong learning
- advocates of proper programming and placements for their child

Research demonstrates that when parent-school-community engagement is in place, student achievement is impacted.

- increased student grades and test scores
- lower drop-out rates
- student develop a sense of personal competence and ability
- students value learning
- students believe in the importance of education

Transitioning: Involvement to Engagement

Parent Involvement refers to parent participation in systems and activities that support them as they fulfill their duties as the child's first teacher, nurturer and advocate for their family. It also involves participation in program activities that support their child's and their own development and help in the program decision making.

Transitioning: Involvement to Engagement

Parent Engagement goes a little deeper into parent **relationships**. Engagement refers to the ongoing, goal-directed **relationship** between staff and families that are mutual, culturally responsive and support what is best for children and families both individually and collectively.

Paulding County School District Title I Schools

2016-2017

Allgood
Baggett
Dallas
Hiram
Hutchens
McGarity
Nebo

New Georgia
Panter
Poole
Ragsdale
Roberts
Union

Title I Schools

Parent Engagement Initiatives

At a minimum, the following will be implemented in all Title I schools

PCSD and each Title I school develop a **Parent & Family Engagement Plan**: a description of the actions the district and school will take to reach out to families, and build capacity of parents and staff to be engaged for student academic success.

Developed each year

Developed jointly with parents

All parents of students in Title I schools provided with numerous opportunities for input

Surveys

Written feedback opportunities

Meetings

Open House

Website

At each school

School staffs and parents jointly develop **Family-School Compacts:** a description of what the school & family will do in partnership to help students meet academic goals.

At each school

In addition to the district and school Parent & Family Engagement Plans and Compacts, all parents have the opportunity to participate in the development of the Parent & Family Engagement budget, the CLIP, and the School Improvement Plan.

At each school

All parents are notified of all opportunities offered to families/parents in multiple ways, such as

- Phone Calls
- Text Messaging System
- Newsletters
- Website Posting
- Printed Invitations/Announcements

Parents are notified, in multiple ways, of:

- School Designation Status/School Report Card
- Parent Right-to-Know teacher qualifications
- Intradistrict Transfer Option
- Complaint Procedures
- Student Eligibility Notification (students being served)

At each school

Staffs will be engaged in professional learning opportunities in regards to effective family-school engagement practices.

Each school will offer parents..

Resourceful website

Parent Resource Center

Provides a variety of learning resources for families to access to use at home with their child

Provides computers, printers for parent use

Provides access to timely information related to student learning

All parents will have opportunity
to learn about--

- What it means to be a Title I school, and what this offers parents (Annual Title I Parent Involvement Meeting)
- The state's academic content standards and student performance standards—what their student will be learning, and what they will be able to do

Materials, information and training will be provided to parents

- using technology
- adult ESOL classes
- developing adult literacy skills
- parenting skills
- other opportunities, as requested by parents
 - Health & nutrition
 - Bullying
 - Helping with homework

Materials, information and training will be provided to parents

- ways parents can monitor their children's progress
- ways parents can work with educators to improve the academic achievement of their children

Materials, information and training will be provided to parents:

- understanding state and local assessments, including alternate assessments
- assessments used to measure progress and the proficiency levels students are expected to meet

Materials, information and training will be provided to parents:

- Test taking tips and resources
- Information on connecting to community resources
 - Public libraries
 - Paulding Family Connection
 - Adult support groups
 - Other, as requested

Each school will provide

Information related to school and parent programs, and other activities in a format, and to the extent practicable, in a language parents can understand; the school shall provide full opportunities for the participation of parents with limited English proficiency, parents of migratory children, and parents with disabilities.

Each school will provide

Information and opportunities will be offered at meetings and events at different times of the day, so that as many parents as possible can participate; information will also be posted on websites, and will be available in each school's parent resource center.

Other provisions for parents

- Implementation of All Pro Dads program
- Family academic events
 - Math, Science, Reading Nights
 - Cultural focus events

Other provisions for parents

Reach out to, and partner with local preschools and daycares to offer opportunities for parents.

Kindergarten readiness (series of meetings held at daycares)

Access to parent resource centers

Kindergarten registration

Attendance at parent engagement meetings and events

Each school and the district, will provide

Opportunity for all parents to evaluate the effectiveness of all parent engagement opportunities and initiatives.

School-Level

Title I Parent Engagement Budget

Approximately \$3,000.00 per school (formula driven)

Money allocation is identified in the Parent & Family Engagement Plan, and supports the activities and intentions outlined in the plan (as allowable), such as

- Communication supplies
- Family-School engagement related professional learning
- Parent Resource Center equipment, supplies & resources
- Parent meetings/Family Events
- Materials & supplies
- Light snacks

Sharing

Research shows that high-performing schools have strong parent-leaders who advocate for families, students, and the school.

PCSD Title I Parent Leadership Team

Ms. Jennifer Thomas, Co-chair

As a result of the combination of our Title I schools' efforts to engage parents in a meaningful way and the efforts of our parents to be true partners with their schools in supporting student academic achievement, a Title I Parent Leadership Team was established last year.

PCSD Title I Parent Leadership Team

“Bridging Home & School”

- Introduction
- Founding of the team
- Purpose of the team

Title I Schools

Opportunities provided through Title I

Parent Perspective

Parent Impact

Team successes

School-Parent Teams The Key to Great Schools

The Importance of Parent Engagement

Research shows that high-performing schools have strong parent-leaders who advocate for families, and for the school.

“If we as educators could successfully teach all children by ourselves, then we already would have done so. The clear fact that we have not yet successfully educated all children should be all the motivation necessary to embrace the concept of family engagement.”

Dr. Steven Constantino
Founder and President
Family Friendly Schools