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**Mission Statement**

Parent and Family Engagement Mission Statement (Optional)

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| **Response:**The Walsingham school community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships. |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:**Walsingham Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings. |

**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 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP. |
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| 2 | VPK | Walsingham Elementary and the VPK will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc. |
| 3 | Kindergarten Orientation  | All incoming Kindergarten parents are invited to discuss procedures, curriculum, school orientation and district policies. |

**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 (schoolwide or targeted assistance), Adequately 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 1118(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | MTSS Coach | September, 2020 | Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box |
| 2 |  Annual Title I Parent Meeting | MTSS Coach | August 2020 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | MTSS Coach | August, 2020 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal and MTSS Coach | August, 2020 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal, Assistant Principaland MTSS Coach | August, 2020 | Flyer with date of dissemination and posting on school website |
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal Assistant PrincipalMTSS Coach | August, 2020 | Copies of agendas, PowerPoint presentation, and handouts |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response: Walsingham Elementary School** seeks to provide excellent customer service and availability for parents. The leadership and staff at Walsingham Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our Title I Meeting and Fall Festival for parents and students attending Walsingham, are offered in the evening. In the event a parent misses any meetings, a letter will be sent home advising the parent they missed the meeting and they are invited to contact the school to receive the information provided at their convenience. Parent/Student activities are planned and promoted through newsletters, school messenger calls, marquee, and student agendas. PTA meetings are on the second Tuesday of the month during the evening, with an opportunity to attend alternate times after dismissal. When hosting events such as Connect for Success, these events are held within three different times. The first in the evening (5:00-7:00PM), the second (7:00-7:30AM) and the third (2:00-2:40PM).  A survey was sent to all families to determine most popular times to hold parent events. Parents responded with 6:00-7:00 pm.  |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. 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 [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Annual Meeting | Principal, Assistant PrincipalMTSS Coach | Creating a relationship with parents will increase family involvement and student achievement | August 2020 | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Reading and Writing Strategies | Principal, Assistant PrincipalMTSSTeachers | Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading and writing  | October 2020 | Sign-in sheets, handouts, agendas, and presentation materials |
| 3 | Connect for Success Family Event | Principal Assistant PrincipalMTSSC4S Liaison  | Parents come to learn about ways they can enhance learning at home with the use of approved learning sites. | October 2020 | Sign-in sheets, handouts, and presentation materials |
| 4 | Kindergarten Student Led Conferences | Principal, Assistant principal, MTSS Coach and Classroom teachers | Parents will attend conferences to learn Kindergarten curriculum, schedules, and strategies for assisting students at home | November 2020 | Sign-in sheets, parent packets |
| 5 | Math and Science Night | Principal, Assistant principal, MTSS Coach and Classroom teachers | Parents come to learn about Math and Science strategies used in the classroom in order to assist students at home. | January 2021 | Sign in sheets, survey, parent packets |
| 6 | Reading Under the Stars | MTSS/SAC | Parents and families come to this reading event to celebrate the love of reading and to inspire students to become life-long readers. Comprehension and decoding strategies are given to families to practice using while they read. | March 2021 | Sign in sheets, survey, parent packets |
| 7 | Curriculum Showcase | PrincipalAssistant PrincipalClassroom TeachersMTSS Coach | Parents and families attend to celebrate student progress and learn about student goal setting to promote highest student achievement | May 2021 | Sign in sheets |
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**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Monthly Professional Development Meetings | Principal, Assistant Principal, Classroom Teachers | Data driven discussions to increase student engagement and learning gains. During the monthly professional development trainings we discuss the input from team leaders regarding parent involvement needs and ideas. We then train the staff on that specific need. For example, how to lead parent conferences with the new MAP data. The importance of sharing data with parent so they can understand without using district acronyms.  | Fourth Tuesday of every month | School Wide Data, agenda |
| 2 | Team Leader Meetings | Principal, Assistant Principal, Classroom Teachers | Data driven discussions to increase student engagement and learning gains. Taking the trends that we see school wide to create activities that will benefit parents and students at home. We also leave the last few minutes of the meeting to discuss ways to increase parent involvement. Team members collectively receive input from their team to bring to leadership. From the input we plan an activity for the staff during our monthly professional development meetings. | Second Tuesday of every month | Agenda/Teacher Feedback |
| 3 | Restorative Practices | WES RP Team | Data Driven discussions based on student behavior, parental involvement, fostering parent/school/student relationships and conflict resolution. | 2020-21 | School Wide Data |
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| 4 | Weekly PLCs | All Instructional Staff | Data driven discussions based on formative and summative data; lesson reviews, best practice discussions | 2020-21 | Grade level data |
| 5 | Just in Time Reading Coach | Reading Coach | Data driven discussions and improved strategies based on student achievement in Reading | 2020-21 | School Wide Data |
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| 6 | Just in Time Math Coach | Math Coach | Data driven discussions and improved strategies based on student achievement in Math | 2020-21 | School Wide Data |
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**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 [Section 1118 (e)(4)].

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| **Response:**Walsingham Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. The Title 1 Facilitator will be responsible for this task. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. Furthermore, Walsingham Elementary will inform parents regarding the Parent Resource Center provided at the Title I Center. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication. |

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**Communication**

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:**Walsingham Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back-2-School Knight / Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. |

**Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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| **Response:**Walsingham Elementary School will make the Parent Family Engagement Plan (PFEP) available to parents on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. |

**Discretionary Activities**

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

**Upload Evidence of Input from Parents (into the Audit Box KIA Folder)**

Upload evidence of parent input in the development of the plan

**Upload Parent-School Compact** **(into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement 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 1118(d)].

Upload an electronic version of the Parent-School Compact in all languages represented at school site.

**Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement 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 1118(d)].

Upload evidence of parent input in the development of the compact.

**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 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Annual Title 1 Parent Meeting | 1 | 643 | Families were invited to learn about the benefits of a Title 1 school and materials they have access to. |
| 2 | Kindergarten Student Led Conferences | 1 | 31 | Families are invited to tour Kindergarten classrooms and have students explain their progress and show evidence of learning gains |
| 3 | State of the School Parent Event | 1 | 45 | Families are invited to come and here school-wide data and student progress, as well as our school improvement goals for highest student achievement |
| 4 | Ready Set Kindergarten | 1 | 44 | Families of future Kindergarten students are invited to come and tour Kindergarten classrooms and to watch a presentation of Kindergarten programs and expectations at Walsingham |
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**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 1118 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Weekly Ongoing PLC's  | 35 | 38 | Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom. |
| 2 | Monthly Professional Development (various topics) | 10 | 45 | Data driven discussions to increase student engagement and learning gains. During the monthly professional development trainings, we discuss the input from team leaders regarding parent involvement needs and ideas. We then train the staff on that specific need. For example, how to lead parent conferences with the new Map testing along with the importance of talking data in a way that parents can understand without using district acronyms.  |
| 3 | Monthly team leader meetings | 10 | 12 | Grade level team leaders and administrators meet monthly to review data and the business of the school. Student achievement is impacted as all stakeholders communicate on the needs of the students |
| 4 | Just in Time Reading Coach | 4 | 14 | District coach meets with 1st, 3rd, 4th, and 5th grades to discuss students progress towards Florida Standards, lesson plans, and best practices. This impacts student achievement directly. |
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| 5 | Semester Data Chats | 2 | 25 | MTSS Coach meets with all grade level teams to review progress monitoring data, as well as online instructional programming data. Student data is dissected and decisions are based on the results of that data. |
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| 6 | DreamBox Training | 1 | 25 | All grade level teams meet with DreamBox trainer to learn how to use the program and how to track student data. Student achievement in DreamBox is directly affiliated to mastery of Florida Math standards. |

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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 1118(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Language barrier for ESOL Parents | Provide a translator during school functions and provide documents that are translated into their native tongue |
| 2 | Transportation for our African American and Hispanic population and families living in poverty | Provide transportation for the neighborhoods that most of our African American and poverty families live |
| 3 | Parent Involvement for are lower poverty parents | Provide parent involvement activities in the morning and evening |

**Best Practices (Optional)**

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |