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**2019-2020 School Parental & Family Involvement Policy (PFEP)**

**School**: **Mike Davis Elementary School**

## Each participating Title I public school must develop jointly with families a written school‐level Parent & Family Engagement Policy/ Plan (PFEP) that describes how the school will build family capacity [ESEA Section1116]. Please complete this form and uploaded in the ADNTITLE1SCHOOLS share drive.

###### **Assurances**

## Please check all the boxes

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|  | Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent? |
|  | 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 8101 of ESEA |
|  | Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community |
|  | Involve parents and families, 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 schoolwide program plan |
|  | 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 |
|  | Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals |
|  | Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field |
|  | Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section1116] |

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| **Principal Signature** |  | Date Signed |

1. **Involvement of Parents**  
   Describe how your school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used?

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| All parents will be invited to our School Advisory Council Meetings where the planning, review, and improvement of Title I programs and use of Title I funds will be discussed. These meetings will be held in the morning and early evenings to accommodate parent schedules. Parents will be notified via a flyer and also by individual contact preferences selected in the CCPS Parent Portal (phone dialer, text message, email). |

1. **Coordination and Integration with Other Federal Programs**

Describe how your school will coordinate and integrate parent and family engagement programs

and activities **with Other Federal Programs**?

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| Title 1 Parent Workshops and Family Nights that will engage families with their students in academic areas including: math, science, reading, and technology. |

Describe how your school will coordinate and integrate parent and family activities that **teach**

parents how to help their child(ren) at home?

[ESEA Section 1116]

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| 1. Student Led Conferencing: Teachers will hold Student Led Conferencing twice a year. One will be in the evening and one will be a Student & Teacher Prepared Take Home Conference. During these meetings students will inform parents of their progress, sharing work samples, assessments and portfolios. Teachers will answer any questions or concerns from parents.  2. Math Night: Math Coach along with Math teacher leaders will coordinate a "Math Night" in which parents will be taught how to play math investigation games. Games will be reproduced for parents to take home.  3. Literacy Night: Reading Coach will coordinate a “Literacy Night” in which parents will have an opportunity to interact with their child and work on literacy related activities with the direction of a teacher. Parents will have the opportunity to Make and Take Home Activities that they will be able to use to support their child at home.  4. STEAM Night: Science Lead Teacher/Instructional Technology teacher will coordinate a STEAM night in which parents will have an opportunity to engage in STEAM stations with their child with the direction of a teacher. Parents will have the opportunity to Make and Take Home Activities that they will be able to use to support their child at home.  5. Parent Lunches: Students will have the opportunity to have lunch with their child once a quarter. During this time the math and reading coach will plan activities for parents to participate in with their child at school and then be able to take home to continue to support their child in academics. |

1. **Annual Parent Meeting**  
   Describe the specific steps your school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program

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| The Principal of Mike Davis Elementary will conduct an Annual Title I Meeting in which all parents and families are invited to attend. The meeting will be advertised to parents in 3 languages and communicated via a flyer and also by individual contact preferences selected in the CCPS Parent Portal (phone dialer, text message, email). |

Provide a description of the nature of the Title I Program that will be shared with parents and families (schoolwide or targeted assistance).

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| An Annual Title I Meeting will be held to inform parents of the school wide academic progress at Mike Davis Elementary, Title I Funding, opportunity to participate in school decision making through the School Advisory Committee, and the rights of parents. |

Provide a description of how the meeting will cover the rights of parents at the annual meeting?

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| The meeting will inform parents and families of their Right to Know the certification of their child(ren)s teachers, and that this information will be communicated to the parents and families in a newsletter which will be sent home in 3 languages. |

1. **Flexible Parent Meetings**  
   Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

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| Mike Davis Elementary will offer meetings for parents at flexible times in order to accommodate parent’s schedules for work and family responsibilities. School Advisory Council Meetings will be offered in the morning and in the evening throughout the school year. Parenting classes will be offered at 9 am and Parent Nights will be offered at 6 pm. Parent lunches will be offered during grade level scheduled lunch times. |

How will your school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement?

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| Bus transportation for students and families will be provided to Student-Led Conferences. |

1. **Building Capacity**  
   Please describe all activities that will address the following questions;

* How the school will implement activities that will build the capacity for meaningful parent/family involvement?
* How will the school implement activities that will build relationships with the community to improve student achievement?
* How the school will provide materials and trainings to assist parents/families to work with their child(ren)?
* How the school will provide other reasonable support for parent/family engagement activities?

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| **Content and Type of Activity** | **Timeline** |
| **Kindergarten Sneak Peak:** Students entering kindergarten will be invited to come to the school for three half days to become oriented with the school building. Parents will be given information and resources to help facilitate smooth transitions to kindergarten, establishing family routines and schedules to ensure school success. | Summer 2019 |
| **Student Led Conferencing:** Teachers will hold Student Led Conferencing twice a year. One will be in the evening and one will be a Student & Teacher Prepared Take Home Conference. During these meetings students will inform parents of their progress, sharing work samples, assessments and portfolios. Teachers will answer any questions or concerns from parents. | 2019-2020 |
| **Literacy Night:** Reading Coach will coordinate a “Literacy Night” in which parents will have an opportunity to interact with their child and work on literacy related activities with the direction of a teacher. Parents will have the opportunity to Make and Take Home Activities that they will be able to use to support their child at home. | 2019-2020 |
| **Math Night:** Math Coach along with Math teacher leaders will coordinate a "Math Night" where parents will be taught how to play math investigation games. Games will be reproduced for parents to take home. | 2019-2020 |
| **STEAM Night:** Science Lead Teacher/Instructional Technology teacher will coordinate a STEAM night where parents will have an opportunity to engage in STEM stations with their child with the direction of a teacher. Parents will have the opportunity to Make and Take Home Activities that they will be able to use to support their child at home. | 2019-2020 |
| **Parenting Classes:** Title 1 Parent Workshops will be held at the school to engage parents and families on the following topics: Reading with Graphic Organizers, Math Bonds & Tens Frames, and Dramatic Science. | 2019-2020 |

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

* How to reach out, communicate, and work with parents/families as equal partners
* The value and utility of contributions of parents/families
* How to implement and coordinate parent/families programs, and build ties between parents and schools

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| We will engage teachers and staff in professional development during faculty meetings to assist staff in reaching out to parents in order to increase parental involvement and increase student achievement.  Topics will include how to communicate through multi-media, digital apps, surveying staff of prior year’s communication to implement strategies and provide more opportunities to implement programs that work. |

1. **Other Activities**  
   Describe How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

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| **Media Resource Room- We have a collection of literature that can be checked out to parents to read at home. We have also established a place for the materials to be housed.**  **Additionally, book resources are available in two languages, so that the child and parent have access to the same text in two languages. This way the parent can read the text the child is reading and support their child during the reading process.** |

1. **Communication**  
   Describe how will your school provide timely information about the Title I programs?

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| **Information about Title I programs will be sent home in fryers, newsletters, communicated through our dialer/text/email according to parent preferences in CCPS Parent Portal, and made available at our front desk. All communication is communicated to the parents and families in 3 languages.** |

How will your school 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?

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| Our curriculum, Kindergarten through 5th grade, is centered around the Florida State Standards. A variety of formal and informal assessments are used throughout the school. All students are expected to meet the state standards by the end of each school year. Demonstration of this can be provided through District Benchmark Assessments, State Assessments, iReady Diagnostic, SAT 10, or portfolio. Additionally, students will be able to take HMH Math pre-assessments this coming school year, to monitor their performance on the grade level math standards. This information will be cover with the parents during our student Led conferences and parent events. |

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

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| Parents are encouraged to meet quarterly with their child's teacher. The following are some of the ways this is accomplished.  1. Required Parent/Teacher conferences/Student Led Conferencing  2. Parent Literacy/Math/Science Evenings  3. Teacher or Parent requested conference |

How will your school submit parents/families comments if the schoolwide plan is not satisfactory to them?

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| Parent comments are collected annually in district wide parent surveys as well as SAC meetings. |

1. **Accessibility**  
   Describe how your school parent/family engagement activities for all parents/families?(*including parents with limited English proficiency, disabilities, and migratory children).*

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| **Mike Davis Elementary will give parents with disabilities access to participate in Parent Involvement activities. Reasonable support will always be given to parents with special needs. School and District resources will be utilized to provide needed accommodations and modifications so that all parents and guardians are able to fully participate in planning, reviewing, and improving the Title I program.** We have Spanish and Creole translators at all parental involvement activities. |

Describe how your school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?

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| We have Spanish and Creole translators at all parental involvement activities. In addition, all of our school information is sent home in 3 languages. Phone messages are spoken in 3 languages. |

1. **Discretionary Activities**  
   Describe if the school provides Any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

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| We have Spanish and Creole translators at all parental involvement activities. In addition, all of our school information is sent home in 3 languages. Phone messages are spoken in 3 languages. |

1. **Barriers**  
   Describe the barriers that hindered participation by parents during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children)?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| A large number of parents who have limited English proficiency, limited education, and limited resources need additional help in communicating with the school so that they are equipped to help their child(ren) with learning objectives. | Encourage parents to attend student-led conferences. Reach out to parents through survey results using the method of communication that they have selected as most favorable. Provide materials/learning packets for parents to use at home with their children. Provide opportunities for parents to do Make-and-Take activities at all events for things that they can use at home. |
| Many of our kindergarten students do not have access to early childhood education experiences. This includes the ability to familiarize students with the school setting, routines, procedures, and social navigation within peer groups, transitioning to different locations within a school. This is due to a combination of factors including limited English proficiency, education, resources, and lack of transportation. | The school will provide a Kindergarten Sneak Peak to the parents of upcoming kindergarten students. This opportunity will give parents earlier access to the school campus, help to establish positive and personalized relationships and orient upcoming kindergarten students to the school building as well provide a few early childhood experiences to students prior to entering kindergarten. |
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1. **Upload Evidence of Input from Parents on the development of the PIP**

Upload a copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent & Family Engagement Policy(PFEP)** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M:\1.%20Title%20I%20Required%20Documentation)

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| 1. **Upload Parent-School Compact**  Upload an electronic version of the FY20 Parent-School Compact. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M:\1.%20Title%20I%20Required%20Documentation) |

1. **Upload Evidence of Parent Involvement in Development of Parent-School Compact** Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent –School Compact** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M:\1.%20Title%20I%20Required%20Documentation)

###### **Evaluation of the previous year's Parent and Family Engagement Plan**

**Review your FY19 School Parent and Family Engagement Policy (PFEP) and complete the sections below.**

1. **Building Capacity Summary**  
   Provide a summary of activities provided during the **2018-2019** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below.**

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **How did this activity build parent and family capacity to improve student achievement? If not completed, provide rationale.** |
| Annual Title I Meeting | 1 | 9 | This meeting shared with community members how Title 1 Funds have been allotted for the upcoming school year. Families were able to give input on the Compact that is shared with families to encourage student success at school. |
| Student Led Conferencing: Teachers will hold Student Led Conferencing twice a year. One will be in the evening and one will be a Student & Teacher Prepared Take Home Conference. During these meetings students will inform parents of their progress, sharing work samples, assessments and portfolios. Teachers will answer any questions or concerns from parents. | 2 | 470 | Parents met with their child to go over their data binders. Students were able to share their progress on academic goals including, but not limited to I-Ready growth and stretch goals, Fountas and Pinnell Reading Levels, achievement on Fast Math and Fact Fluency as well as writing pieces from their classroom. |
| Literacy Night: Reading Coach will coordinate a Literacy Night where parents will have an opportunity to sit with their child and work on literacy related activities with the direction of a teacher. Parents will have the opportunity to do a Make and Take that they will be able to use to support their child at home. | 8 | 167 | Literacy coach provided a treasure map that encouraged families to visit different campus locations to engage in make and take activities that foster a love of reading and promote reading readiness skills as well tools to promote engaging conversations about literature and enrich language experiences at home. |
| Math Night: Math Coach along with Math teacher leaders will coordinate a "Math Night" where parents will be taught how to play math investigation games. Games will be reproduced for parents to take home. | 6 | 85 | Math coach and teachers provided different games to practice Math Standards by grade level at different stations in the cafeteria. |
| STEAM Night: Science Lead Teacher/Instructional Technology teacher will coordinate a STEAM night where parents will have an opportunity to engage in STEM stations with their child with the direction of a teacher. Parents will have the opportunity to do a Make and Take that they will be able to use to support their child at home. | 7 | 80 | Teachers offered a variety of trainings on different science, technology, engineering, arts, and math activities. Parents had the opportunity to learn about digital resources provided to our students on the campus |
| Parenting Classes: Title 1 Parent Workshops will be held at the school to engage parents and families on the following topics: Organization 101, Technology Know How, Reading with Graphic Organizers, Math Bonds & Tens Frames, and Dramatic Science. | 4 | Avg.115 | Parenting workshops were held during student lunches where parents could attend a make and take session with one of our literacy or math coaches. This allowed parents to gain resources and tools to use at home to promote literacy and math activities at home. |

1. **Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the **2018-2019** 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.

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| We will engage teachers and staff in professional development during faculty meetings to assist staff in reaching out to parents in order to increase parental involvement and increase student achievement. | 1 | 75 | Beginning of the year staff meetings included ways for families to reach out to communicate with student families. Teachers were introduced to school family involvement staff. Apps were shared by staff that showed success in prior years. Throughout the year many of our parent attendance to student lunches, parent breakfasts, and school events increased dramatically. Student attendance increased over the year which also had an impact on student achievement. |

1. **Review your FY19 School Parent and Family Engagement Policy (PFEP) Barriers Section.**

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** | **Implementation**  (Full, Partial, Not Yet) | **How will Title I PFE funds be used to address the persistent barrier(s)?** |
| A large number of parents who have limited English proficiency, limited education, and limited resources need additional help in communicating with the school so that they are knowledgeable on how to help their children with learning objectives | Encourage parents to attend student-led conferences. Reach out to parents through survey results using the method of communication that they have selected as most favorable. Provide materials/learning packets for parents to use at home with their children. Provide opportunities for parents to do Make-and-Take activities at all events for things that they can use at home. | Partial | Title 1 Funds are used to pay for our Parent Involvement Staff and to assist in paying staff to provide childcare and translation for our variety of school events that encourage and promote academic achievement for all students. |
| A large number of parent who have limited English proficiency, limited education, and limited resources need transportation provided to participate in school events. | Transportation provided to families to attend student led conferences | Full | Title 1 Funds are used to pay for the transportation for buses to come into the neighborhoods so that parents are able to attend student conferences. |