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

**School**: **Immokalee Middle 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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| Immokalee Middle School (IMS) will send out monthly newsletters offering helpful hints and advice for strengthening the partnership between home and school.  IMS will conduct an annual Title 1 Meeting/Open House where a detailed explanation of Title 1 is presented to parents and guardians. Explanation of the Title 1 budget is reviewed, and parents are given information on how Title 1 funds are spent.  IMS will hold monthly School Advisory Council Meetings (SAC) where parents and guardians can learn about the school, offer suggestions, and provide input on the usage of Title 1 Funds.  IMS School Improvement Goals are reviewed in an open meeting to gain feedback from parents. The School Parental and Family Involvement Policy (PFEP), Student Compact, and Title 1 Budgets are presented for feedback during School Advisory Meetings (SAC). |

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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| IMS will coordinate and integrate parent and family engagement programs through district resources and Parent Involvement Para-Professionals, who will work alongside the Academic Coaches and Resource Teachers to ensure effective communication between the school and home. |

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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| IMS will conduct 2 Parent Academies (one per semester) on a variety of topics centered on academic supports, how parents can help at home, and programs students use for support while at school. |

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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| At the annual Title 1 Meeting, a brief history of Title1 is provided, along with a description of the 3 budgets, and how funds are used to support students. |

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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| A brochure detailing the Title 1 status of IMS, as well as the Title 1 budget are distributed in 3 languages. During SAC meetings, the public gives input, makes suggestions, and votes to approve. |

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

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| Letters are provided in 3 languages informing parents of teacher qualifications/out of field status. |

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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| Using SAC to gain input, the scheduling of meetings is created. Knowing IMS has a history of parents working during the day, most scheduled meetings will occur during the evening. |

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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| IMS will use Title 1 funds for childcare services during parent trainings. Transportation will be offered to events, such as the STEAM Conference. |

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** |

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| Curriculum Night/Annual Title 1 Night (educate parents on the supplemental programs/staffing that Title 1 provides). | August 2019 |
| 1st Semester Parent Academy (educate parents on the school-wide programs to monitor student academics, behavior, and attendance) | November 2019 |
| 2nd Semester Parent Academy (educate parents on the state assessment system, and what they can do at home to help prepare). | March 2020 |
| Cambridge Experience for Parents (educate parents on the advanced studies program and the relationship with the high school). | August 2019 |
| Cyber Training (CCSO training for parents on internet safety). | April 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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| Through our PLCs, our Parent Involvement Paraprofessional will present information on best practices on how to reach out to parents, and how to build ties to the community. |

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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| **Child-care will be provided during parent trainings. Providing this removes the barrier to parent involvement. Our Parent Involvement Paraprofessionals provides a one-on-one point of contact at school and spends time reaching out to parents to relay information about school events, academic progress of students, and any/all other needs.** |

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

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| **Information regarding Title 1 programs is delivered through monthly newsletters (in multiple languages), the school website, and the use of social media. Title 1 brochures are sent home (in multiple languages). Parents can also gain information with the District’s Parent Portal.** |

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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| District curriculum coordinators in each subject area have worked with teachers to develop curriculum maps, along with the scope and sequence for each quarter. From there, teachers plan for lessons that are based on data collected throughout the year, utilizing Quarterly Benchmark assessments, online program reports, and other resources. School-level administrators monitor the implementation of this through classroom observation, attendance in PLCs, and common planning sessions. |

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 and Guardians are encouraged to attend monthly SAC meetings in order to gain insight to the school, provide suggestions, and offer support. Parents and Guardians will also have that opportunity during the 2-Parent Academies during the school year.** |

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

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| Parents and guardians will have the availability to meet with any member of the leadership team to discuss their objection to the plan. They are also welcome to attend any of the monthly 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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| **In order to ensure that all parents/guardians have the opportunity to participate in parent involvement activities, IMS provides translations at every meeting/training. All information is sent home in 3 languages. Parents with disabilities are welcome to attend all activities with appropriate accommodations made, if available.** |

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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| **IMS provides translation in Spanish and Creole at all meetings and activities utilizing interpreter’s or headsets. This allows the same information to be presented in all 3 major 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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| IMS will provide literacy training for parents through Title 1 which allow parents access to guides, newsletters, and programs the students use at school. Computers are set up in the office for such use. |

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** |
| Language | Invitations are prepared and sent home in English, Spanish, and Creole. The use of the district’s parent link program allows for dialers, emails, and postings to social media. Translators are at all workshops and meetings. |
| Child Care | Provide childcare while parents are engaged in presentations/activities. |
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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 | 1,050 | * Provided information on student programs and access to student grades * Enabled parents to talk to each teacher, and gain insight on how to best help their child |
| 1st Semester Parent Academy (educate parents on the school-wide programs to monitor student academics, behavior, and attendance) | 1 | 200 | * Sessions were provided on how to utilize FOCUS, and assistance with the Parent Portal and the Lunch Application Process |
| 2nd Semester Parent Academy (educate parents on the state assessment system, and what they can do at home to help prepare). | 1 | 10 | * Overview of state assessment window, and the local calendar * Test prep via content-area programs was discussed and modeled for parents to use at home |
| Cambridge Experience for Parents (educate parents on the advanced studies program and the relationship with the high school). | 1 | 20 | * Provided information on the Cambridge Program and the expectations and criteria for the program * Enabled parents to talk to each teacher, and gain insight on how to best help their child |
| Cyber Training (CCSO training for parents on internet safety). |  |  |  |

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** |
| Through our PLCs, our Parent Involvement Paraprofessional will present information on best practices on how to reach out to parents, and how to build ties to the community. | 1 | 150 | * Information provided staff with insight on challenges and the variety of home environments students are coming from at IMS * Information was provided on the school’s system for parental contact via para-professionals * Impactful session with staff leaving with a better understanding of how parents/guardians are supportive of the school and teachers |

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)?** |
| Language | * Continuous use of Creole and Spanish translation at all school parental functions * All written correspondence will be sent home via the 3 language | * Partial | * The IMS newsletter, full of school information, will be sent home in all 3 languages. Funds will be used to have professional copies sent to parents/guardians |
| Child Care | * Child-care will be offered at all parental functions | * Not Yet | * Funds will be used to fund staff to assist with child-care and activities for the children |