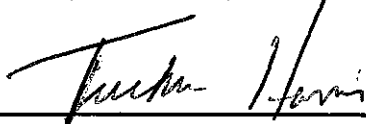


**Palm Terrace Elementary Title I, Part A Parent & Family Engagement Plan (PFEP) .**

I, Tucker Harris, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

**Assurances**

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
- Jointly develop/revise with parents the school Parent & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community;
- Involve parents, 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's Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP);
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP;
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- Provide each parent timely notice when their child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.



Signature of Principal or Designee

6/2/2020

Date Signed

## Mission Statement

### Parent & Family Engagement Mission Statement

**Response: Palm Terrace Elementary School believes that positive parent and family involvement is essential to student education and achievement. This encourages involvement in all school activities. Palm Terrace will continue to encourage and support positive interactions amongst the parents and families.**

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## Engagement of Parents & Families

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.

**Response: The Palm Terrace Elementary School Advisory Council (SAC) and our leadership team are the groups responsible for the planning, review, and improvement of the Title I program:**

- SAC members can be elected during the regular SAC election window in the spring or can be appointed by the principal with approval of the SAC at any other time during the school year.
- The SAC will review the progress of our Title I plan at each meeting. Parent input takes place through the school year as parent input is recorded at SAC meetings, input forms are located in the main office for PFEP, SIP and school-parent student compact, input surveys at each parent involvement event and the end of the year Title I parent survey.

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## 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.

count	Program	Coordination
1	IDEA	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP.
2	Title IX Homeless	The school works closely with the District to ensure that homeless students have the materials and resources they need to be successful in the school year.
3	Title III	Additional support and resources provided by the school will be discussed with parents during the LEP committee meeting. The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target intervention/enrichments to ensure the appropriate pathway toward graduation.
4	Title II	The school provides ongoing professional development in the core subject areas to ensure quality instruction and student success.
5	Title I, Part A	Supplemental materials and supplies needed to close the achievement gap will be provided to our instruction tutors. Supplemental funds for on-going staff development as determined by the results of FSA.
6	SAI	Academic coaches facilitate remedial instructional resources for students failing to meet performance levels.

7	VPK & head start	VPK staff and school staff work together to coordinate transition plans and opportunities for students entering KG. Activities may include: coordinated meetings with the parents, the VPK teacher and the KG teacher to discuss the specific learning needs of the student, to discuss transitioning, and other areas as related to the student's achievement.
8	Title I	Reading, math, and academic coaches provide training and model effective instruction in identified areas of concern.
9	ALPHA	Intervention program is offered through The House Next Door. Through the program a select group of high risk students are visited twice a week and at home by a counselor.
10	F/R Lunch	>91% of our student population are eligible and receive free or reduced lunch.

### Annual Title I 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), 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. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents' schedules.**

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Set meeting date, develop agenda	Principal	August/Fall I 2020	Copies of agendas, PPT presentations, handouts
2	Utilize sign in sheets	Admin	September /Fall 2020	Sign in sheets for meetings and individual conferences.
3	Train teachers about plans/goals of Title I meeting	Principal	August 20	Speaking points, meeting
4	Publicize Event	Principal	August and September 2020	Posting on marquee, newsletter, website
5	Maintain Documentation	Admin/coaches & intervention	August/Fall 2020	Paperwork related to.
6	Parent will be informed during Meet the Teacher and Open House that Palm Terrace is a Title I/Plus 1 school and what that means	District Title I staff and Principal	Meet the Teacher: August 14 <sup>th</sup> , 2020 at 8:30-9:00am  Open House: September __, 2020 @ 5:00-5:30pm	Posting on marquee, parent survey; blackboard connect call.

### 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 parent and family engagement.

**Response:** The administrators, teachers, and staff at Palm Terrace Elementary believe strongly in the importance of parent involvement. We have implemented parent meetings on a flexible schedule having devoted Mondays from 3:15-3:45 as parent meeting times for teachers. To encourage and maintain active parent's participation in our SAC and PTA monthly meetings are held and the times change to try and accommodate a variety of schedules.

### Parent & Family Engagement Activities (Building Capacity)

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Technology Night	Principal/ TOA	Tutorials and hands on learning for parents focused on explanation and how to use the different platforms offered such as gradebook, vportal, etc. All will assist parents to be able to see and monitor student progress.	Fall 2020	Number of families that attend the event and surveys
2	Interactive math nights	Principal/ TOA	Parents and students will interact with math standards to gain understanding	Fall 2020	Number of families that attend and parent surveys
3	Science Night	Principal/ TOA	Hands on science activities to promote science and make parents aware of available resources.	January/February 2020	Parent surveys
4	Bingo for Books	Principal/ TOA	Increased desire to read books	Spring 2020	Number of families that attend the event

### Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, 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 and family engagement programs, and build ties between parents and schools.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	PST	School Psychologist	Identify support needs for school	Fall 2020	Identification of student academic needs
2	Core Connections ELA training/planning	District staff / Margison	Improved performance to increase student achievement.	July 13-16 and Fall 2020	Sign in sheets
3	Math Training	District staff / Griggs	Improved performance to increase student achievement	Fall/Spring 2020	Sign in sheets
4	TNTP	TNTP	Improved performance to increase student achievement	Fall/Spring 2020	Sign in sheets

### Communication

Describe how the school will provide parents and families of participating children the following:

- Timely information about the Title I programs;
- 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;
- 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; and
- If the schoolwide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency.

**Response:** Information is sent to parents and families using flyers, connect ed, letters, and school marquee. Title I programs and what it means to be a title I school discussed at open house. Teachers will give information on all subjects they teach, assessment plans, classwork and homework assignments, etc. A copy of all sign in sheets will be kept and placed in Title I binder.

### 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.

**Response:** Palm Terrace Elementary provides full opportunities for all parents by providing information through a variety of means such as the school website, connect ed., parent teacher conferences, and meetings. Most of the information provided to families are in English and Spanish. We also have a district translators available to help in any language needs to assist parents and families. Our school is in full compliance with all IDEA requirements. Parents of students with disabilities are provided information at IEP meetings on an annual basis. Parents with special needs or any reasonable need are accommodated.

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### Upload School-Parent Compact

Note: As a component of the school-level PFEP, each school shall jointly develop, with parents for all children served under this part, a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Please upload into SharePoint and keep copies for your records.

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### Upload Evidence of parent and family input in the development of the School-Parent Compact

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

Please upload into SharePoint and keep copies for your records.

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### Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

#### Parent & Family Engagement summary (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. Include participation data on the Title I Annual Meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Open House	1	700	Positive relationship between families and school.
2	Meet the teacher	1	300	Positive relationship between families and school.
3	Science Night at Museum of Arts and Science	1	51 families	Hands on science activities to promote science and make the parents aware of available resources.
4	PTE Holiday Musical	1	275	Highlight the arts at Palm Terrace.
5	Black History Month Celebration	1	250	Highlight the arts at Palm Terrace and share history.
6	Math Night	1	Did not occur due to COVID-19	Hands on math activity utilizing business partners.
7	Donuts w/ Dads	1 each	120 fathers/men plus students	Promote the importance of education and parent involvement.
8	Bingo for Books	1	Did not occur due to COVID-19	Provide new books for students to take home to promote reading outside of school.
9	FSA Night	1	Did not occur due to COVID-19 (75 returned RSVPs)	Inform and prepare parents about the FSA. Promote content that will be on FSA.

## 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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Ready Training	4	45	Improved student achievement on math FSA
2	ELA training	2	45	Improved student achievement on ELA FSA
3	Science Training	4	45/7/17/6	Improve student achievement on Science FSA
4	LSI Technique Tool	4	45	Increase in student achievement

## 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).

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Access due to work, child care, transportation	Adjust events to include but not limited to morning, afternoon, and evening. Utilize our parent liaison to help assist with locating and obtaining transportation.

## 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)

count	Content/Purpose	Description of the Activity
1	SEL lessons/support coaching through SEL TOA	Daily SEL lessons, high expectations in the school, turning ownership of behaviors over to the students

Approval check by PFE **IV**