**Title I, Part A Parent and Family Engagement Policy**

**Lincoln Memorial Academy 2173**

**2019-2020**

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

# Review of 2018-19 Parent and Family Engagement

Describe which parts of your 2018-19 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2019-20 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

A meeting was held on May 6th and May 16 with K Anderson (teacher), K Ilfra (parent), M Slaff (parent), R Dunbar (Guidance Counselor) and D Proue (Assistant Principal) to discuss the 18-19 plan. Parents indicated they would like to have access to view student grades and more workshops with regards to interactive notebooks and classroom instruction. Parents stressed concerns regarding lack of communication. This feedback was used to create the 19-20 plan.

# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

* Reflect the beliefs or values the school holds regarding the importance of family engagement;
* Explain the purpose of the parent and family engagement program;
* Be written in parent friendly language;
* Inspire stakeholders to be engaged and supportive of the program; and
* Be different from your school mission statement.

**RESPONSE:**

Our mission is to create partnerships between the school, families and our community, which is a shared responsibility, to help students reach their highest level of academic and social achievement.

Lincoln Memorial Academy is committed to working with families and the community to plan and execute family events, curriculum focused activities, and workshops that empower parents with instructional strategies to support students and strengthen the home and school relationship.

# 2019-2020 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the 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. [ESEA Section 1116]

**RESPONSE:**

We firmly believe that the SIP and Title 1 PFEP are key to the success of Lincoln Memorial Academy’s Title 1 program. Our School Advisory Council (SAC) serves as the primary forum for parents to become involved with the decision-making process that includes the development of the School Improvement Plan (SIP), the Parent and Family Engagement Plan (PFEP), the general budget and the Title I budget. These interactive and informational opportunities include, but are not limited to, conferences, school wide showcases, program meetings, and by volunteering/participating for/in activities, events and programs. Prior to these scheduled opportunities we will inform our families and community in a timely manner via flyers (sent home & posted online), ConnectEd (calls, text & emails), marquee and monthly newsletters. All in Spanish and English.

The school's Title 1 – Parent Engagement survey is completed annually by parents, teachers, and students. The results are shared and school-based decisions are made accordingly. This tool helps us identify the areas of need and the level of parent satisfaction with our school. The information is shared with the committee to brainstorm ideas on how we can problem solve and incorporate new activities that would potentially increase parental involvement, maintain teacher morale, and increase student achievement. After events and trainings, participants are asked to complete an exit slip to provide feedback for future presentations. Our school SAC/PTA/PLC/Title 1 PEL work together toward achieving our school goals.

# 2019-2020 Coordination and Integration

* Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the 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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| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | Title I Part A | Additional funding received by Title 1 is used to raise academic achievement of all students and instructional support, math, reading, and parent resources, to work with at risk students and provide instructional support on a daily basis at home and at school. |
| **2** | Title II | Funds will be used to pay consultants/additional staff needed to plan effective interventions and lessons for our low performing students and provide opportunities for parental involvement at school, home, and in the community. |
| **3** | Title III | Services such as materials, resources, and support are provided through the district office for our ELL population to provide equal opportunities to all. |
| **4** | Project Heart | LMA will provide information and referrals to assist with connecting families with resources for transportation, school supplies and uniforms for homeless students.  |
| **5** | 21st Century | LMA will provide an afterschool program through the 21st Century Grant that offers academic support and socialization activities while providing a safe haven for latchkey students. |
| **6** | United Way 211 | Community Resource Directory provided by 211 – LMA will provide information for assistance regarding access to various community resources. |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), 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** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Develop agenda, handouts, and/or presentation materials that address the required components | Principal or designee | September 2019 | Copies of documents uploaded to the online crate |
| **2** | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.) | Principal or designee | September 2019 | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| **3** | Hold the Meeting | Principal or designee | September 2019 | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | September 2019 | Aggregated Evaluation Form/Notes uploaded to the online crate |

# Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

* the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals
* how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
* how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field? [ESEA Section 1116]

**RESPONSE:**

In the beginning of the year, parents are provided with “Parents Right to Know” letter. In October and February of each year, parents are notified of Out of Field teachers. The letter, which is signed and dated, is sent to the parents and indicates the teacher’s name, area being taught, and that he/she is out of field. In addition, it also mentions that they are a certified teacher and quality instruction will be implemented within the classroom setting. In addition to October and February, the non-state certified (Out of Field) letter is also sent home when a student has been taught consecutively for four or more weeks by a non-state certified teacher.

Parents are presented with the documentation/ individualized reports when they are received from the state. Data is reviewed with students in the classroom environment and parents are informed during the homeroom portion of the school wide showcases as to how they should interpret the information presented.

# 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 [ESEA Section 1116]

**RESPONSE:**

During our first SAC meeting of the new school year we confirm with attendees that the days and times selected fit the needs of parents. If need be, the meeting calendar can be adjusted. However, most of our meetings are held in the evening to allow most of our parents an opportunity to attend after work. Our funds may provide for transportation, childcare, and/or home visits for Title I activities related to parent engagement. We make every attempt to provide information to parents who are unable to attend the events. When feasible, SAC/PTA provide an opportunity for parents to purchase dinner on campus prior to an event for a minimal fee to facilitate attendance. If parents are unable to attend, they may schedule a conference with school personnel at a time conducive for both parent and staff.

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, 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. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

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| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Annual Title 1 Meeting | Principal/ Title 1 Coordinator/ Home School Liaison | Inform parents that Lincoln is a Title 1 school. Explain how funds are used to increase academic achievement | Aug-Sept | Agenda, Sign-in Sheets and Flyers. In addition, Better communication and participation amongst school and community. A greater feeling of belonging is shared between all parties |
| **2** | Meet the Teacher/Open House | Principal, Teachers/Staff | Students who have involved parents have increased achievement. | August | Sign-in Sheets |
| **3** | Parent Services | Home School Liaison | Partnerships with community/service organizations to provide direct services and/or referrals for direct services and additional resources are provided in the front office for parents to take as needed.  | Ongoing | Better communication and participation amongst school and community. A greater feeling of belonging is shared between all parties. Increased parent presence at school as evidenced by sign in sheets and raptor print outs. |
| **4** | Technology, FortifyFL and Safety Night | Staff, Home School Liaison | Increased student safety and Self awareness | December 2019 | Agenda, Sign-in Sheets and Flyers. In addition, reduced student discipline in the area of technology usage. |
| **5** | Parent Workshops (Conflict Resolution, Standards and Assessments, Helping Students with Homework, FSA Informational Night & etc)  | Home School Liaison and Staff | Increase parent and community involvement. Students who have involved parents have increased achievement. | Sept-May | Agenda, Sign-in Sheets, feedback forms, and Flyers. |
| **6** | Curriculum Nights | Classroom Teacher, Staff, Home School Liaison | Teachers will discuss data, how assessments are done, expectations, and goals for the year. | November-May | Agenda, Sign-in Sheets and Flyers. |

# Staff Development

Describe the professional development activities the school will provide, with the assistance of parents/families, to educate the teachers, specialized instructional support personnel, school leaders, and other staff in the following:

* the value and vitality of contributions of parents/families
* how to reach out to, communicate with, and work with parents/families as equal partners, and
* implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

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| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | RtI | Guidance | Student will be more receptive to instruction. Teachers will be prepared to understand each student and their learning modalities as they prepare lessons. | October | Lesson planning/Instruction and/Authentic application & test results |
| **2** | Supports to Student Intervention | Guidance/ Proue | Teachers will participate in the modeling of strategies across every content area. The strategies will encourage students to read and understand when to employ constructivist and metacognitive and metacognitive strategies. | November | Lesson planning/Instruction and/Authentic application & test results |
| **3** | ELL | Administration | Teachers will participate in the planning of interdisciplinary lessons that support is connected throughout the school. The attitude will become “every student can learn every day and we will do whatever it takes to accomplish that goal. Explicit communication is key to enhancing the learner and the environment. Therefore, they will become a part of the learning process through open communication and support at home. | January | Lesson planning/Instruction and authentic application and test results. Students will also know that the home and school community are working together toward their success and shift the mindset of how learning does not just impact today but ultimately tomorrow as well. |
| **4** | Economically Disadvantaged | Teaching Staff | Students will be more receptive to instruction. Teachers will better learn to adjust the learning arena as they understand the social nuisances of their children and how they impact the learner and the learning environment. | March | Lesson planning/Instruction Authentic application and test results. |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**RESPONSE:**

Lincoln Memorial Academy will use various school resources to assist parents and families with their needs. The following are some of the school resources available to parents and families:

* The ESE and Guidance office have a resource center that includes information about but not limited to the following
	+ Homeless Education
	+ Retention,
	+ Counseling Services
	+ Exceptional Education Services
	+ Behavioral Support Services
	+ And other resources outside of the school

The Media Center offers computer access to allow students and parent’s access to district applications and other materials

# Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

* 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 obtain
* 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
* If the schoolwide program plan under 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.

**RESPONSE:**

Families are invited to attend meetings and workshops to discuss student data. A copy of the Matrix is available as a tool to share specific information regarding test results (core assessments, MAP, FSA, and Benchmark), grade level performance and interventions.

The Student/Parent/Teacher/Principal Compact reflects the commitment of each stakeholder in the educational process.

Opportunities to generate Academic Needs Improvement plans and/or specific learning plans are developed as needed. The plan defines specific areas of need and possible suggestions/strategies as they relate to the child’s academic needs.

All communication from the school is provided in both English and Spanish. A multi-lingual staff member is available to assist parents at their request. Translators will be available at all parent meetings and made available when needed during and after school.

Teachers will be available for scheduled conferencing with parents and students, to discuss grades, behavior objectives, curriculum expectations, clubs, and afterschool programs throughout the year. Parents will have pamphlets and handouts available suggesting ways to help students with curricula requirements. Students and parents are presented with FSA data and strategies to help with the understanding of how the scores are achieved and what needs to be done to bring about gains. The Home/School Liaison will assist families with needed resources and assist them with removing barriers that will ensure their children attend school on a regular basis. Parents will be introduced to faculty who take on mentoring roles for at-risk students. All teachers and staff will be available throughout the year to discuss parent concerns, questions or needs regarding their child(ren).

Parents will be included in decision-making through the following:

* One-on-one meetings with Teacher and or other needed support personnel
* Quarterly progress reports and report cards will be published to the Parent Portal in Focus
* Results of state assessments such as FSA, WIDA, EOC’s and etc will be sent home
* Parent Surveys
* Participation in the SAC to review School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP) and School Compact

If the schoolwide plan is not satisfactory to parents’ feedback will be presented at the SAC meeting for discussion, review, and needed updates to the plan.

Copies of the Parent and Family Engagement Plan are provided in Spanish and English and are sent home with all attending parents. Families are encouraged to volunteer at the many activities offered throughout the year. Additional resources such as pamphlets and flyers of community events/resources, are provided in the front office for parents to take as needed.

# Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (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 [ESEA Section 1116]:

**RESPONSE:**

Communication is disseminated to parents and families through Connect ED via telephone and email. Teachers use flyers to inform parents of upcoming events. Information is disseminated in English and Spanish. Bi-lingual staff are available at all meetings. Most of our meetings and events are held in the evenings to allow most of our parents the opportunity to attend. Teachers are available before and after school to accommodate our parents' schedules. Teachers and staff meet with parents and conduct telephone conferences (home visits are available by appointment) allowing flexibility in scheduling for all parents. By providing flexible time and settings, parents are informed of the valuable information/resources they need to support their child at home. Parents of ELL students are invited to participate and become involved as advocates for their children and the community. Teachers have access to student data through data systems such as Schoology and FOCUS; where all information is stored, and reports can easily be provided to parents upon request. In addition, when provided with reasonable notification, we can secure assistance from the school district and provide services for the deaf and blind.

# Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [ for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

**RESPONSE:**

Lincoln Memorial Academy will utilize Title I, Part A funding for activities that are not required but will support in meeting the mission of the school.

Title I funds will be used for Parent/Curriculum Nights to pay teachers/counselors to help facilitate these events and provide photocopies of information for parents. They will also be used to pay certified staff to provide and oversee childcare & activities during parent workshops and events. To provide ease of access in the event a family requests transportation, Title 1 funds will be used to provide for transportation for needy families who give 48-hour notice. Funds will also be used to provide finger food or snacks for parents.

Title 1 funds will be used to pay for home visits by school staff (including GETs and Home School Liaisons).

# Uploads

Please prepare evidences below. Refer to your Beginning of the Year Timeline and Title I Crate for resources and sample documents.

**2018-19 Title I Crate**

* Evidence of parent input in the development of the school SIP/Title I Plan and Title I Budget (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of parent input in the development of the school Parent and Family Engagement Policy (PFEP) (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)

**2019-20 Title I Crate**

* Copy of the school SIP or Title I Plan (charter)
* Copy of the Parent and Family Engagement Policy (PFEP) (parent-friendly version)
* Copy of the Parent-School Compact (Final in all languages)