**DESOTO SECONDARY SCHOOL**

Parent & Family Engagement Plan

2020-2021

PFEP (Formerly known as PIP)



**School District of DeSoto County**

INSTRUCTIONS

1. Please complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Please submit plan with all documentation by August 20, 2020.

Evaluation of

Previous School Year PIP

# **BUILDING CAPACITY**

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| --- | --- | --- | --- |
| **Content & Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| School Advisory Council  Meetings/Activities | 7 | 20 | Increased parental involvement and awareness of school programs |
| Check and Connect Events | 2 | 20 | Increased interest in mentoring and support of student academic goals |

# **STAFF TRAINING SUMMARY**

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| --- | --- | --- | --- |
| **Content & Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| Meetings with the administration | 10 | 10 | Conversations focused on student data and goals for achievement. |
| Meetings with instructional coach/Liaison | 10 | 10 | Conversations focused on student data and goals for achievement. |

# **PARENT & FAMILY ENGAGEMENT PLAN**

# **ASSURANCES**

* The parents of Title I students are involved in decisions about how Title I funds are spent.
* A description of how your school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA.
* The plan was jointly developed/ revised with parent and made available to the local community.
* The parents and families are involved in planning, reviewing and improving the schoolwide program.
* How the plan uses the findings of the parent and family engagement plan to review design strategies for more effective engagement, and to review, if necessary, the school’s parent and family engagement plan.
* The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals.
* 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 assigned out of field.
* The school will provide each family with an individualized student report about the performance of their child(ren) on State assessments. [ESEA section 1116]

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Principal’s Signature Date Signed

# **INVOLVEMENT OF PARENTS**

* 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.

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| * An annual Title I meeting is held to inform parents of Title I requirements, programs, spending, and parental involvement activities. * Communications with parents will be in English and Spanish. |

# **COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS**

* The school will coordinate and integrate parent and family engagement programs and activities.
* 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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| Program | Coordination |
| ESOL | Parental involvement activities will coordinate with the required ESOL meeting expectations. |
| Migrant | Parental involvement activities will coordinate with the migrant programs and offerings. |

# **ANNUAL PARENT MEETING**

* Description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program.
* Description of the nature of the Title I program that is shared with parents (schoolwide or targeted assistance)
* Description of how the annual meeting will cover (AYP), school choice, and the rights of parents.

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| **Activity/Tasks** | **Person(s) Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Provide adequate advertising | McGill, Menendez | 2 weeks prior to event | # of those in attendance |
| Coordinate with ESOL, Migrant | McGill, Menendez | 2 weeks prior to event | # of those in attendance |
| Hold event | All staff attending | Day of event | # of those in attendance |

# **FLEXIBLE PARENT MEETINGS**

* How the school offers a flexible number of meetings, such as meetings in the morning or evening.
* How the school provides, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116]

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| * School parental involvement meetings are held in the evening so that working parents can attend. * Child care is offered for all ages so that parents can attend and children are supervised. |

# **BUILDING CAPACITY**

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

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| **Content and Type of Activity** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Title I Annual Meeting | McGill/ Leadership | Support parents’ understanding of achievement expectations and needs | Fall | # of those in attendance,  Increase in student performance on state assessments |
| SAC Meetings | McGill/ Leadership | Support parents’ understanding of achievement expectations and needs | Fall | # of those in attendance,  Increase in student performance on state assessments |
| Open House Parent Night | McGill/ Leadership | Support parents’ understanding of achievement expectations and needs | Fall | # of those in attendance,  Increase in student performance on state assessments |

# **STAFF DEVELOPMENT**

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

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| --- | --- | --- | --- | --- |
| **Content and Type of Activity** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Parental Involvement Professional Development for Leadership | District PI specialist, leadership | Increase of student performance,  Increase of parent attendance of events. | Annually | Increase of student performance,  Increase of parent attendance of events. |
| Parental Involvement Professional Development for Teachers | District PI specialist, leadership | Increase of student performance,  Increase of parent attendance of events. | Annually | Increase of student performance,  Increase of parent attendance of events. |

# **OTHER ACTIVITIES**

* 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). [ESEA Section 1116]

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| * Frequent postings on website and social media about parental involvement activities, school activities. * Parent resource center made available in the front office. |

# **COMMUNICATION**

* The school will provide timely information about the Title I programs.
* The school will 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.
* If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
* The school will submit parents/families comments if the schoolwide plan is not satisfactory to the. [ESEA Section 1116]

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| * Frequent postings on website and social media about parental involvement activities, school activities. * Parent/Student signature and feedback on the Family Compact. * Parent resource center made available in the front office. * Monthly Newsletters posted online and distributed to students. |

# **ACCESSIBILITY**

* Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
* Describe how the school will share information related to 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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| * Activities that parents can attend will be held during the day and in the evening. * Communication / advertisement will take place through: robo calls, school website, street signage, social media, print. The majority of this communication will take place in English and Spanish. * Quarterly progress reports and report cards are translated if requested by family. |

# **BARRIERS**

* Describe the barriers that hindered participation by parents during the previous school year.
* Describe the steps the school will take during the upcoming school year to overcome these 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** | **Steps to Overcoming Barrier** | **Persons Responsible** | **Timeline** |
| Language barrier | Translation of documents sent home, presentations, and translators to assist with activities | McGill/ Menendez | As needed |
| Communication | Advertising to families with no online access can be accomplished with direct phone calls | McGill/ Menendez | As needed |

# **PARENT-SCHOOL COMPACT**

* Evidence of parent involvement in development, participation, and review of parent-school compact (parents’ names with their individual comments on a separate paper or the same information in the SAC minutes).
* Compact outlines how parents, the school staff and students will share in the responsibility for improved academic achievement.

# **SCHOOL BROCHURE**

* Update all dates
* Update staff names
* Review & update information
* Remember to include:
  + School web site
  + School address
  + School phone number
  + Parent/Family Resource Center days and times
  + Parents’ Right to Know
  + Parent/Family Engagement information
  + Title I Information (overview)
  + Student Progression Plan information