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

**Moody Elementary 0641**

**2020-2021**

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 2019-20 Parent and Family Engagement

Describe which parts of your 2019-2020 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 2020-21 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.

**The activity that most families attended was Breakfast with Santa. We will continue to offer this on a Saturday morning in December. Attendance was relatively low for academic events such as the literacy, science, and math night. Parents want to see more events that are specific to grade levels. There was discussion of providing a grade level celebration of something academic such as writing. Parents are interested in workshops, but need daycare for their younger children. Parents also want to see more opportunities to volunteer at the school and feel that would increase overall participation**

# 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:**

**The mission of Moody Elementary School’s Parent and Family Engagement Team is to work alongside our families to support their student’s education.**

# 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:**

**Moody Elementary will hold its annual Title I meeting at 5:30 on September 10, 2020 using Teams. A notice/invitation was sent in English and Spanish. Families may join by providing their e-mail and then receiving a link to Teams or by calling in using their phone number. Following the meeting, families will learn how they can support their student using technology that is supported by the School District of Manatee County. This will be relevant for eLearning, hybrid, and brick and mortar students. We will include the time for parent input at the end of each meeting. We want to know how we can better support families and how they would like to see Title I funds used. Prior to each event that takes place at Moody Elementary, we will remind families of the benefits of Title I and how they can be involved in decisions. We will devote time during SAC meetings to the reflection and creation of the Title I plan that includes the budget for the upcoming year**.

# 2020-2021 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** | Project Heart | We will work together with Project Heart to determine the families that need the resources of school supplies and uniforms.  |
| **2** | ESE | We collaborate with the District’s ESE department and ESE teachers to provide supplemental instructional support for the parents during the development of the IEP |
| **3** | ESOL | We will work with the ELL teacher to schedule parent meetings each semester. The school’s ESOL team works to translate face-to-face/Teams meetings and written communication to better involve families at Moody.  |
| **4** | Title 1 | We will collaborate with the District’s Title 1 resource staff to maintain compliance and exemplary practices.  |
| **5** |  |  |

# 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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | August 2020 | Copies of documents uploaded to the online crate |
| **2** | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.) | Principal or designee | August | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate. We will be taking a screen shot of the users in Teams.  |
| **3** | Hold the Meeting | Principal or designee | September 10, 2020 | Agenda/Sign-in Sheet- We will be taking a screen shot of the users in Teams uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | September | Aggregated Evaluation Form/Notes uploaded to the online crate. The form will be sent via e-mail.  |

# 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:**

**The annual Right to Know letter is sent home in English and Spanish as a means of communicating to parents their right to know about the qualifications of their child’s teacher. Moody elementary makes copies of the annual report of the state’s assessment and provides the copy to the registering parent. The principal is responsible for communicating in writing to families if a substitute is placed in a teacher’s classroom. We provide this information in our October school newsletter. ESOL is the only area teachers may be Out-of-Field in a Title I school.**

# 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:**

**We provide parent workshops and family events at various times and days to include understanding standards, understanding assessments, how to help at home, and technology training. Parents will be provided a written survey to determine the topics that are of interest and times that are most appropriate for the family. We make every attempt to have information available to parents who are unable to attend the events. Family academic nights may include math night, science night, and literacy night during the school year. Materials will be sent home with students in advance of the event that will take place using Teams. Our school will also provide parents with a newsletter that contains information about events and learning opportunities. We also provide resources on our school’s website.**

# 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** | How to Access Focus | Asst. Principal | Parents are better able to support students at home when they can see and understand student data/achievement.  | Fall 2020 | Student Achievement/Improvement |
| **2** | Literacy Event | Principal | Provide information on how to support literacy at home with hands-on materials | Fall 2020 | Student Achievement/Improvement |
| **3** | Math Event | Principal | Provide information on how to support math and science at home with hands-on materials | Fall/Winter 2020 | Student Achievement/Improvement |
| **4** | SAC Meetings | Principal | Increase in student achievement and engagement and a reduction in discipline referrals.  | Oct. 7Dec. 2Feb. 3Apr. 7May 12 | Student Assessment Results/SIP Goal  |
| **5** |  |  |  |  |  |

# 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 utility 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** | School-wide implementation of Class Tag | Maidie Baker | Increase in student performance/achievement | August 2020 | Assessment scoresReport Cards |
| **2** | Focus Parent-Portal Training | Maidie Baker | Increase in student performance/achievement | Oct. 2020 | Assessment scoresReport Cards |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |

# 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:**

**Parents will be provided with relevant resources from our school counselor, psychologist, and social worker depending on the need of the family. Information sent to all families include the school’s newsletter, Connect-Ed calls in English and Spanish, and Class Tag to keep families informed of events happening at the school.**

# 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:**

**During Moody Elementary’s Annual Title I meeting, parents are provided with information about the programs and personnel funded by Title I, the curriculum, and academic assessments. The Student/Teacher/Parent Compact is provided in each student agenda. Parents have a voice in the decisions of the school by participating in Moody’s School Advisory Council.**

# 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:**

**Moody provides accessibility to parents with limited English proficiency through Spanish speaking translators. The Parent Involvement Plan is summarized into a brochure that is provided in English and Spanish. Translations into Spanish are also used for newsletters and Connect-ed messages.**

# 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:**

**ELL teacher/para translations during after hours meetings.**

**Non-contracted hourly pay for teachers during Annual Title I meeting and other parent training.**

# Uploads

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

**2020-2021 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)

**2020-21 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)