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

**Abel Elementary #0621**

**2020-2021**

# 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 Florine J. Abel Elementary school is to provide an academic environment for our students, families, faculty and staff. Our intentions are to create a safe and loving center for us to share skills and concepts which will help each of us to live more positive and productive lives. Our goals include efforts to implement a student centered, standards-based curriculum which will include use of text structure to build comprehension and writing skills, acceleration of student learning, fidelity to programs and ongoing student engagement in the lessons.

 Families/Parents play an integral role in assisting their child's learning. Therefore, Abel Elementary faculty and staff will encourage parents/families to be actively involved in their child’s education through the following:

* Participation in decision making on advisory committees
* Timely invitations to parent meetings, events and workshops both virtually and face to face (when available)
* Opportunities for learning at home
* Opportunities for volunteering (when available)
* Collaboration with the community (when available)

# 2020-2021 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:** Abel Elementary will provide the School Parent Involvement Plan (SPIP) in English and Spanish. Parents will be sent notification of the plan in the school's newsletter, website, Class DOJO and made available in the front lobby of the school. All correspondences regarding parent meetings/workshops will be created in the previously mentioned languages and distributed to parents to increase participation. Translators will be available at all parent meetings/workshops and made available when needed. A multi-lingual staff member is available to assist parents at their request.

Families are invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings parents will be provided information regarding the school's Title I allocation (inclusive of professional development and family involvement allotments). Family members will be allowed to provide input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by families, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's family involvement program.

# 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]

|  |  |  |
| --- | --- | --- |
| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | County Library | The school partners with the county library system to assist in signing up for library cards. The library also sends flyers with their monthly activities to the school for distribution. Students participate in their summer reading program. |
| **2** | FELT | The school partners with the Elks Club to provide Friday food bags for our neediest families. Along with the food are suggestions for nutritious food options. |
| **3** | Centerstone | Prevention Specialists provide weekly social skill lessons to grade level classes. Twice a year Centerstone will hold a parent/guardian meeting with ways to effectively communicate with your child and successful, positive disciplining. |
| **4** | Soar in 4 | The school partners with the Suncoast Campaign for Grade Level Reading to participate in monthly Soar in 4 reading opportunities. The school communicates and promotes the monthly events. |

# 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 |
| **3** | Hold the Meeting | Principal or designee | August | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | August | 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:** Abel Elementary will provide families with notification of their classroom teacher’s qualifications through our newsletter and Friday report within the first month of school. Families will be notified that they can look up the certification on Florida’s teacher certification lookup website. This information will be sent in both English and Spanish. If there happens to be a teacher that is teaching out of field, this information will be shared every four weeks via written correspondence home along with the plan for continuing to search for a certified teacher. Teachers will hold parent/guardian conferences first and third quarters of the school year. At the conference, teachers will discuss current data, ways they are supporting their child in the classroom (receiving interventions), and ways families can help support the academics at home.

Typically State assessment reports are delivered to the school after the school year has ended. Once the school receives the results, a call is placed to all the families to visit the school to pick them up. School administrators are on site to answer questions and/or to explain the test results. If results are delivered prior to the end of the year, a parent meeting is held to discuss the results and the implications the results have on their student. This is normally the procedure with the third grade parents due to specific grade level promotion criteria. However, this year with COVID-19 there are no State Reports to distribute as last year’s assessment was cancelled.

# 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:** The school will offer all family workshops at two different times of the day. One session will be held first thing in the morning and the second session will be in the evening. Workshop days will change as well so as to provide the opportunity for more to attend. Workshops will be held virtually during the COVID-19 pandemic via Mircosoft Teams. Once face to face meetings are able to be held again, the school will provide child care for smaller children provided by Abel staff. Translators will also be available at every meeting virtually or face to face.

# 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | ESOL family meeting | Assistant Principal, ESOL teachers | ELL parents will become more aware of ways to assist in their child’s learning. | September to October | ELL students will show an increase in their Imagine Learning proficiency, iReady results will increase, and sight word fluency will increase. |
| **2** | Data & Technology | Administration | Families will be given information to access student academic data through iReady, FOCUS, etc. Presentations will also be delivered on using Schoology & Microsoft Teams. | December | Student data will show an increase in proficiency |
| **4** | ***Tentative***  Holidays around the World | Principal and/or designee | Families will learn through hands on activities about the different holiday traditions in several countries around the world. Books will be given to all students and activities will include sight words and basic comprehension skills. | December | Comprehension will show and increase when looking at data. Sight word and overall fluency will increase. |
| **5** | ***Tentative***  FSA night | Principal and/or designee  3rd-5th grade teachers | Families will learn about the FSA, question types, dates of testing, resources to support continued learning at home, and receive FSA practice tests | January | Student FSA scores will increase. |
| **6** | ***Tentative***  Storyteller and Literacy night | Principal and/or designee  Instructional Coach | Families will learn the importance of reading aloud to their student. Ways in which to increase vocabulary | January to February | Reading scores will increase and will be see a rise in vocabulary words. |
| **7** | ***Tentative***  Summer Slide | Principal and/or designee | Families will learn of the importance to continue learning throughout the summer. They will be given resources to support the learning. | April to May | Students will show less of a slide in academics from AP3 iReady data to AP1 iReady data for the next school year. |

# 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]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | PLW: Curriculum Planning | Administration | Teachers will develop a scope and sequence for ELA and Math standards | August | Increase in student proficiency of standards |
| **2** | PLW: Spiral Review | Administration, SSS, ESOL teacher | Teachers will strength craft of implementing a spiral review for students-maximizing on student retention of standards | August April | More student engagement leading to increase academics |
| **3** | PLW: Thinking Maps | Thinking Maps Training & PLW Facilitators | Teachers will increase engagement strategies through use of Thinking Maps in all content Areas | August to May | Increase in student engagement and content proficiency/ learning gains |
| **4** | PLW:  Charlette Danielson Teacher Evaluation Model | Assistant Principal & Teacher Cadre | Teachers will strengthen pedagogical craft through professional development aligned to the Teacher Evaluation Model through videos, discussion and more. | August to May | Increase in student proficiency and learning gains across subject areas |

# 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:** Abel will hold several family workshops (beginning virtually) throughout the school year based on survey results from 2019-2020. Workshop topics to be explored will be related to standards and assessments, ways to help with homework, and what community resources are available to them.

# 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 held virtually or via phone.
* 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:** Abel will hold our annual Title 1 meeting in the fall to inform families about the ways in which Title 1 funds are being spent. Ideas will be collected as to ways in which they feel money should be utilized. Notice of the meeting will be sent electronically via Dojo & Connect Ed (all translated in multiple languages). Curriculum used for subjects will be presented to the families at the meeting and online resource information will be shared. A calendar of all assessments will be shared electronically with the families to ensure they are familiar with testing dates and subjects that will be tested. Data from the assessments are shared with the families after assessments are scored. Teacher conferences are available upon request through Microsoft Teams or phone. Weekly IST meetings are held and attended by parents/guardians virtually to hear about how the school is supporting their child and ways they can assist at home. In the spring a planning meeting for next year will be held to gather input from the families as to how future Title 1 monies should be spent, ways to encourage more family participation, and to evaluate the years activities and opportunities afforded the families.

# 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:** Abel sends all communication home in both English and Spanish via Class DOJO and Connect Ed. Both forms of communication are able to be translated in a variety of languages for our non-English speaking families. Translators are available for all activities and/or workshops. We ensure that all paper documents are translated and sent home in the family’s preferred language. We provide families with multi-lingual report cards if needed. For parent/guardian quarter conferences, translators are available for families to communicate more effectively with the teacher.

# 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:** Additional funds will be used to pay translators to attend meetings to assist our families when needed. Grade level books will be purchased, in both English and Spanish, for families to assist with reading at home. Activity kits will be put together to prevent summer slide and presented to the families who attend the summer workshop.