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

**Palm View K-8 0281**

**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 2019-20 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.

**RESPONSE:** At the end of the 2019-2020 school year, administration reviewed the Title I Parent Survey suggestions from parents/families of the PFEP and activities/events that took place over the course of the school year (see Evaluation sheet uploaded). Admin reviewed all parent/family comments and feedback before creating the 2020-2021 PFEP.

# 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 Parental Involvement Mission Statement is to strengthen connection between school and the home by engaging families in supporting their children’s academic achievement. Families are encouraged to participate in school-wide decision-making that could affect their student by attending School Advisory Council, Title I, and ESOL meetings, ESOL Classes, Workshops for Spanish Speaking Families, along with family engagement events and Parent Universities.

# 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:** Palm View involves parents and families in an organized, ongoing, and timely manner in planning, making decisions about, reviewing and improving Title I programs, parent involvement programs, the School Improvement Plan, the school budget, and the Parent-School Compact.

Parents, families, school personnel, and community members are involved in the annual revisions of our Parent Compact Agreement. Last year at our spring SAC meeting, we conducted an activity engaging parents in reflecting on what they believe their priorities as parents should be in supporting the school, how teachers can support them in decisions that affect them and their children. This year, we were unable to meet with SAC due to school being closed due to Covid-19.

The United Way has partnered with Palm View in ‘The Big Plan’ to increase literacy proficiency across grades K-2. This involves outside of school tutoring along with programs within the student day on campus such as Reading Pals and Learning Pals. We will continue to partner with Soar in 4 and our families are invited to attend the monthly events/workshops.

# 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** | 21st Century Grant Program | Parent nights are held 10-12 per year; focus on involving parents with the learning tools (i.e. STEM night, Math, Literacy, etc.). School staff are involved in the presentation of programs; sign in sheets and attendance records are kept. Activities are coordinated with the school calendar. |
| **2** | ESOL & Title I Specialists | School will partner with ESOL and Title I department to host parent/family nights that will include classes and information related the school goals and learning. |
| **3** | Business Partners | School will partner with local businesses to support and reinforce the family involvement of our parents in the capacity of family events, supplies, and incentives. |
| **4** | Van Wezel | Student field trips and 2 family nights focused on Literacy, Drama, Science, Social Studies, Music and more. Students and families are given many opportunities to explore arts-integration activities connected to world-class performing arts for young audiences. The Van Wezel provides busing for student field trips and food for families on the family nights. |
| **5** | MCR | Hope Grant funds a partnership with the Dental Van to service our students here at school. |

# 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 | July/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  2020 | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| **3** | Hold the Meeting | Principal or designee | August/ September 2020 | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | August/ September  2020 | 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:** The principal will send home a letter in both English and Spanish notifying parents / guardians of their right to request information on the professional qualifications of their child’s teachers and paraprofessionals and discuss the rights with parents at the Title I Parent Meeting in September. Also, at the Title I Parent Meeting, the principals will talk with parents about the individual progress reports on their child’s progress on state assessments. A ConnectEd message was sent out over the summer when score reports were delivered to the schools. Parents were invited to come pick up student score reports and any who did not, were sent home the first week of school. The principal will notify parents of students whose teachers are out-of-field in ESOL by 1st quarter newsletter during the month of August. All of Palm View’s teachers are highly qualified.

# 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:** Palm View published a parent handbook in the month of August that includes information about Title I. This handbook was distributed to families during the first week of school.

# 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** |
| **8** | School Advisory Council Meetings | Principal and SAC officers | Increase in ELA, Math, and Science Achievement | August 2020-May 2021 | Self-Evaluation of School Advisory Council; School Grade |
| **10-12** | 21st Century Parent Nights | Principal; ELA Committee | Increase in ELA, Math, and Science Achievement | September 2020-May 2021 | Sign in sheets; parent surveys; School Grade |
| **12-15** | Palm View Family Involvement Events | Principal; Hope Grant Coordinator; Teachers; SAC | Increase in ELA, Math, and Science Achievement | September 2020-May 2021 | Sign in sheets; parent surveys; School Grade |
| **4** | Quarterly Academic Assemblies | Principal; Teachers | Increase in ELA, Math, and Science Achievement | October 2020-May 2021 | List of awards; Parent counts; School Grade |
| **7** | Acaletics Pep Rally Celebrations | Principal; Teachers | Increase in ELA, Math, and Science Achievement | September 2020-May 2021 | List of awards; Parent counts; School Grade |

# 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** | Article Research: 5 Strategies for a Successful Parent-Teacher Conference (Edutopia.org) | Principal; classroom teachers | Increase proficiency in ELA, math, and Science achievement | October 7, 2020 | Email/Weekly Update documentation; parent sign in sheets for Q1 conferences (10/18/20) |
| **2** | Book study:  Growth Mindset | Principal; Teachers/Staff; Leadership Team | Assist students who come to school with Trauma; behaviors that prevent/impede learning.  Increase proficiency in ELA, math, and Science achievement | August 2020-May 2021 | Sign in Sheets; School City Discussions; Survey |
| **35; 31** | Class Dojo; collaborative planning/TLCs | Leadership Team; Classroom teachers | Increase proficiency in ELA, math, and Science achievement | August 2020-May 2021 | Percentage of teachers using Class Dojo evident in reflections for Domain 4 (Danielson framework); Parent survey at end of year; TLC Calendar/Timesheets; Collaborative lesson plans (OneDrive) |
| **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:** There is a Parent Center button on our school website funded by Title I. When parents click on it, they will be able to access resources. The Hope School Coordinator will organize a parent information area in the office/parent center (access to computers/internet; pamphlets/current information to increase communication between school and families; community contact information).

# 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:** Information is provided through bi-lingual Connect-ed phone calls & emails, the school newsletter, parent handbook, School Advisory Council meetings, school website, school social media accounts, and family involvement events. Through Back-to-School Night and Report Card nights teachers provide information to parents about the curriculum and academic assessments in written and verbal formats, and translators are provided for non-English-speaking parents. Curriculum and assessment information are provided at School Advisory Council meetings and some of the family involvement events as well.

# 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:** Information is provided through bi-lingual Connect-ed phone calls & emails, the school newsletter, parent handbook, School Advisory Council meetings, school website, school social media accounts, and family involvement events.

# 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:** The GET is utilized in the capacity of meetings with parents here at school and home. GET reinforces attendance along with preventative strategies for tardiness. GET also serves students who fall under the High Risk Categories using our Bright Bytes software.

# Uploads

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

**2019-20 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)