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**2020-2021 School Parental & Family Involvement Policy (PFEP)**

**School**: **Lake Trafford Elementary**

## Each participating Title I public school must develop jointly with families a written school‐level Parent & Family Engagement Policy/ Plan (PFEP) that describes how the school will build family capacity [ESEA Section1116]. Please complete this form and uploaded in the ADNTITLE1SCHOOLS share drive.

###### **Assurances**

## Please check all the boxes

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|  | Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent? |
|  | The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA |
|  | Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community |
|  | Involve parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan |
|  | Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy |
|  | Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals |
|  | Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field |
|  | Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section1116] |

Elizabeth J. Alvarez July 10, 2020

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| **Principal Signature** |  | Date Signed |

1. **Involvement of Parents**  
   Describe how your 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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| Information regarding the Title I program will be shared with parents in a timely manner. When possible, information will be provided to families in their heritage language. Information regarding school and parent programs, meetings and other activities will be sent to families in a language the families can understand. Parents that participate in our School Advisory Committee have the opportunity to be involved in decision making, developing, and discussing how Title I funds will be used. |

1. **Coordination and Integration with Other Federal Programs**

Describe how your school will **coordinate and integrate** parent and family engagement programs

and activities **with Other Federal Programs**?

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| |  |  | | --- | --- | | **Program** | **Coordination** | | Books and Bagels | Instructional coaches, Migrant staff and ELL staff members will work side by side with families to provide opportunities to learn reading strategies and set a routine for reading at home promoting a love of reading | | Math and Muffins | Instructional coaches, Migrant staff and ELL staff members introduce parents to math strategies that will promote understanding of mathematical practices | | Curriculum Night/Student Led Conferences | Evening event to allow students to introduce their personal academic goals and discuss academic growth with parents by sharing their data binders. | | Meet the Teacher | School introduction activity to acquaint parents to school expectations, faculty and staff. Title I information is presented to parents. Event will be conducted virtually through WebEx | | Parent Involvement Academy | Coordination with FSCG staff to provide parents with necessary tools and resources to help their children succeed in the classroom and at home. | | Parent University | Courses designed by Parent Liaison as well as other program coordination (Head Start, Migrant, ELL) to provide information and hands on strategies to help parents assist their children with school work at home | | Science and Salsa | Instructional coaches, Migrant staff and ELL staff members work with families to provide opportunities for students and families to conduct simple inquiry -based science activities | | Dads Take Your Child to School | To encourage dads to be more active role models in school. Coordination with Collier County Sheriff Department as well as our own Dads on staff to present the impact Dads can have on student education. | | Fall Festival | School wide event to promote literacy and involvement in school activities. Grade level performances will take place | | Social Media | School will maintain social media sites (Twitter, Facebook) to improve communication with community | | School Website | A school platform to communicate school information with parents and families | | Winter/Spring Grade Level Performances | Evening events that allow students to perform for their parents. | |

Describe how your school will coordinate with other programs to integrate parent and family activities that teach parents how to help their children at home?

[ESEA Section 1116]

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| |  |  | | --- | --- | | **Program** | **Coordination** | | Books and Bagels | Instructional coaches, Migrant staff and ELL staff members will work side by side with families to provide opportunities to learn reading strategies and set a routine for reading at home promoting a love of reading | | Math and Muffins | Instructional coaches, Migrant staff and ELL staff members introduce parents to math strategies that will promote understanding of mathematical practices | | Parent Involvement Academy | Coordination with FSCG staff to provide parents with necessary tools and resources to help their children succeed in the classroom and at home. | | Parent University | Courses designed by Parent Liaison as well as other program coordination (Head Start, Migrant, ELL) to provide information and hands on strategies to help parents assist their children with school work at home | | Science and Salsa | Instructional coaches, Migrant staff and ELL staff members work with families to provide opportunities for students and families to conduct simple inquiry -based science activities | | Saturday Migrant Family Workshops | Instructional staff will work side-by-side with families to provide reading and math support strategies for parents to work with their children at home. | |

1. **Annual Parent Meeting**  
   Describe the **specific steps your school will take to conduct an annual meeting** designed to inform parents and families of participating children about the school’s Title I program

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| Annual Title I Meeting will be held in August virtually through WebEx. Notification to parents sent in three languages. Meeting notice placed on the school marquee. Placement of program time near another school wide event. School website will show time of meeting. Parent participant WebEx page will serve as meeting will be secured and maintained in office. |

Provide a description of the nature of the Title I Program that will be shared with parents and families (school-wide or targeted assistance).

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| Title I school wide information will be shared using a power point presentation. The presentation will be presented in English, Spanish, and Creole. Parents will have the opportunity to ask questions during the WebEx presentation |

Provide a description of how the meeting will cover the rights of parents at the annual meeting?

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| The rights of parents will be covered in the Parent & Family Engagement Policy Summary that will be provided in English, Spanish, and Creole. The summary will include information about our school’s Report Card and school choice options. The summary will be reviewed during the WebEx presentation, posted on the school website, and a copy will be sent home with each student. |

1. **Flexible Parent Meetings**  
   Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

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| As a school community, meetings are held to at various times to maximize participation with flexibility based on family work schedules determined by input surveys. The SAC meetings, home and family connections meetings (Books and Bagels, Math and Muffin and Science and Salsa) provide parents an opportunity to learn during school and non-school hours. Meetings are held on a rotational basis between morning, afternoon, and evening times to meet the needs of members. Additionally, WebEx will provide a virtual format giving parents the opportunity to participate from a distance. |

How will your school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement?

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| Child care assistance is available during SAC meetings and Parent workshops to provide more opportunities for parents with non-school age children to participate. A family center has been established with a staff member to provide tips for parents and volunteer activities for the classroom. |

1. **Building Capacity**  
   Please describe all activities that will address the following questions;

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

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| **Content and Type of Activity** | **Anticipated Impact on Student Achievement** | **Timeline** |
| Parent Notes | Provide parents and students information on what goals are needed to be proficient for the next quarter | 4 times per year |
| Books and Bagels | Specific grade level strategies to improve phonemic awareness and comprehension | 1 time per year |
| Math and Muffins | Specific grade level strategies to improve mathematical practices | 1 time per year |
| Parent monthly information letter | Informational newsletter distributed to families pinpointing school events and opportunities for families to become engaged with the school | Monthly |
| Science and Salsa | Specific grade level strategies for improving science inquiry | 1 times per year |
| Title I Parent Academies | Parents will be empowered with the necessary tools and resources to help their children succeed in the classroom and beyond | 1 times during the year |
| Parent University | Develop a group of informed, empowered parents to raise confident, college and career ready children | Monthly |

1. **Staff Training**  
   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 parents/families on:

* How to reach out, communicate, and work with parents/families as equal partners
* The value and utility of contributions of parents/families
* How to implement and coordinate parent/families programs, and build ties between parents and schools

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| |  |  |  | | --- | --- | --- | | **Content and Type of Activity** | **Anticipated Impact on Student Achievement** | **Timeline** | | Leading effective student/teacher/parent conferences | Teachers will lead effective conferences informing stakeholders of student needs | On-going | | Parent University | Develop a group of informed, empowered parents to raise confident, college and career ready children | On-going | | School Wide Marzano Training | Build the capacity of teachers in highly effective strategies | On-going | | Parent Newsletter | Informational newsletter distributed to families pinpointing school events and opportunities for families to become engaged with the school | Monthly | | Social Emotional Learning | Strategies to promote positive social emotional learning will be taught and shared with teachers. | Monthly | |

1. **Other Activities**  
   Describe How 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)?

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| Parent university groups will be formed providing the school an opportunity to collaborate with parents. This program is designed to increase parent involvement and empower parents in raising successful life-long learners. Family Center established to provide academic resources and additional volunteer opportunities for parents. |

1. **Communication**  
   Describe how your school will provide timely information about the Title I programs?

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| SAC meetings and literacy morning events provide parents the opportunity to give input and review information about the Title 1 programs. All parents are invited to attend these meetings. During Curriculum Night, teachers review grade level expectations with each family and reviews the expectations at the end of each quarter via report cards. Student Led Conferences are held annually to increase home/school involvement. |

How will your school 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?

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| Leading effective student/teacher/parent conferences, hosting virtual Parent Nights and inviting parents to request parent/teacher conferences as needed throughout the year. Through written communication on daily planners and at the end of each quarter with detailed report card comments. |

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

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| Parents may schedule appointments with teachers as needed. Additionally, teacher/parents will communicate regularly through email, phone, daily planner notes, class dojo, and/or face-to-face or virtual meetings. |

How will your school submit parent/families comments if the school-wide plan is not satisfactory to them?

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| The school will submit parent/families comments if the school wide plan is not satisfactory and will be noted on the SAC minutes. |

1. **Accessibility**  
   Describe how your school offers parent/family engagement activities **for all** parents/families? (*Including parents with limited English proficiency, disabilities, and migratory children).*

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| A family center has been established to offer educational opportunities. Locations and times are considered when planning parent meetings. All locations are accessible to all participants and meeting times vary to accommodate all schedules. Additionally, through the flexible use of WebEx, more parents will be afforded to join or review meetings as meetings may be recorded. |

Describe how your 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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| Reasonable efforts shall be made to communicate with parents in their primary language whenever possible. Information related to the school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. |

1. **Discretionary Activities**  
   Describe if the school provides any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

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| **Activity** | **Description of Implementation Strategy** | **Anticipated Impact on Student Achievement** |
| Each student is provided a daily planner and homework folder. The planners and folders are purchased with Title I funds. Both are used as daily communication tools between the teacher and the parent. | The planner and the folder provide another format for continuous teacher/parent communication. | Students are held accountable by both the parent and the teacher through continuous daily reporting of the student’s daily performance. |
| Spanish and Creole translators provide language translation between teachers and parents before school and during after-school events. | To ensure effective communication between parents and teachers about student progress as well as strategies for parents to assist with student progress. | Because parents will have a full understanding of grade level expectations, student achievement will improve due to effective parent support. |

1. **Barriers**  
   Describe the barriers that hindered participation by parents during the previous school year. Include the steps the school will take during the upcoming school year to overcome the 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 (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Language | Continue to have information translated in all 3 languages and provide interpretation at all meetings and school activities. |
| Parent work schedules | Provide survey to see which times would be better for parents. Include some activities on a Saturday. |
| Virtual Communication | Individual student devices provided by the school will contain WebEx application to enable parent access through virtual communication. Parents will be supported to create personal email address. |

1. **Upload Evidence of Input from Parents on the development of the PFEP**

Upload a copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY21 Parent Involvement Policy (PFEP)** prior to approval. Please upload document in your school FY21 Title I Documentation folder in the ADNTITLE1SCHOOLS drive. [Link](file:///\\adnshrtmp\adn\shr\ADNTITLE1SCHOOLS\1.%20Title%20I%20Required%20Documentation)

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| 1. **Upload FY21 Parent-School Compact** Upload an electronic version of the FY21 Parent-School Compact. Please upload document in your school FY21 Title I Documentation folder in the ADNTITLE1SCHOOLS drive. [Link](file:///\\adnshrtmp\adn\shr\ADNTITLE1SCHOOLS\1.%20Title%20I%20Required%20Documentation) |

1. **Upload Evidence of Parent Involvement in Development of Parent-School Compact**Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY21 Parent –School Compact** prior to approval. Please upload document in your school FY21 Title I Documentation folder in the ADNTITLE1SCHOOLS drive. [Link](file:///\\adnshrtmp\adn\shr\ADNTITLE1SCHOOLS\1.%20Title%20I%20Required%20Documentation)

###### **Evaluation of the previous year's Parent and Family Engagement Plan**

**Review your FY20 School Parent and Family Engagement Policy (PFEP) and complete the sections below.**

1. **Building Capacity Summary**  
   Provide a summary of activities provided during the **2019-2020** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below.**

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **How did this activity built parent and family capacity to improve student achievement? If not completed, provide rationale.** |
| **Annual Title I Meeting** | 1 | 548 | Parents were provided information regarding Title I plan and use of funds |
| **Parent Notes** | **103** | **One per student** | Notes/flyers kept parents informed of educational events which lead to student achievement. |
| **Books and Bagels** | **1** | **22** | Parents enjoyed books and bagels with their child.  Parents read and learn reading strategies to use at home. |
| **Math and Muffins** | **1** | **61** | Parents enjoyed muffins and math games with their child while learning at home strategies from our math coach. |
| **Parent Monthly Information Letter** | **8** | **One per student** | Informed parents of monthly events and provides academic tips for student achievement. |
| **Science and Salsa** | **1** | **Cancelled due to Shelter at Home** | Parents enjoyed completing science experiments with their children and learned science |
| **Title I Parent Academies** | **3** | **Sign in sheets not provided by district** | These academies provided parents with the opportunity to learn academic strategies and techniques from coaches and teachers.  All of the academies provided at home resources to increase student achievement. |
| **Parent University** | **7** | **56** | Parent University meetings offered parents an opportunity to have discussions with our parent liaison and other parents regarding parent involvement with education. |

1. **Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the **2019-2020** school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **How did this activity build parent and family capacity to improve student achievement? If not completed, provide rationale** |
| Parent Involvement Staff Training. Staff training about the importance of parent communication and methods of documentation. | 1 | 58 | Staff and parent collaboration increases student achievement by implementation of effective common strategies at home and school. |

1. **Review your FY20 School Parent and Family Engagement Policy (PFEP) Barriers Section.**

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School took to Overcome** | **Implementation**  (Full, Partial, Not Yet) |
| Language | Continued to have information translated in all 3 languages and provide interpretation at all meetings and school activities. | Full |
| Parent Work Schedules | Provided survey to see which times would be better for parents. Included some activities on a Saturday. Staggered event times. | Full |