## Palm Terrace Elementary Title I, Part A Parent & Family Engagement Plan previously known Parental Involvement Plan.

I, Lloyd Haynes, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* 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 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116 (b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
* Involve parents, 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 under section 1114(b)(2) [Section 1116(c)(3)];
* 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 [Section 1116(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four

(4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | Date Signed |

# Mission Statement

Parental Involvement Mission Statement

**Response** Palm Terrace Elementary School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in all school activities. Palm Terrace Elementary will continue to encourage and support positive interaction amongst parents/families.

# Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].

**Response:** Palm Terrace Elementary believes in involving parents in all aspects of its Title 1 programs. We use a variety of sources to communicate to our parents including, monthly newsletters, Connect Ed messages, student planners and flyers.

The School Advisory Council (SAC) has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Involvement Plan (SIP) and Parent Engagement and Family Plan (PEFP). At least 51% of our SAC committee is made up of parents who are not employed by Volusia County. Additionally, all parents were provided the opportunity to review the plan and offer their input prior to approval. All parents were given surveys at the end of the 2016 school year seeking their input on activities, training, and materials they needed to help their child, for the PEFP. During the SAC meeting when the PFEP and /or SIP are developed, the committee will decide with the input from parents how the parental involvement funds will be used.

Our PTA Board is in a rebuilding year. Our PTA will contribute to decisions of how funds for parental involvement will be used. Both these groups meet once a month throughout the school year, so that continuous discussions and decisions can be made as needed.

# Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 |  | Palm Terrace Elementary School believes that positive parent/family involvement is essential to student achievement and this encourages such involvement in all school activities. Palm Terrace Elementary will continue to encourage and support positive interaction amongst parents/families |
| 2 |  | Palm Terrace Elementary believes in involving parents in all aspects of its Title I programs. We use a variety of sources to communicate to our parents including, monthly newsletters, Connect Ed messages, student planners and flyers. |
| 3 |  | The SAC has the responsibility for developing, implementing and evaluating the various school level plans, including SIP. At least 51% of our SAC committee is made up of parents who are not employed by Volusia County. Additionally, all parents were provided the opportunity to review the plan and offer their input prior to approval. All parents were given surveys at the end of the 2016 school year seeking their input on activities, training, and materials they needed to help their child, for the Parent Engagement and Family Plan. During the SAC meeting when the Parent Engagement and Family Plan and or/ SIP are developed, the committee will decide with the input from parents how the parental involvement funds will be used. |
| 4 |  | Our PTA is in a Re-Building year. Our PTA will contribute to decisions of how funds for parental involvement will be used. Both these groups meet once a month throughout the school year, so that continuous discussions and decisions can be made as needed. |
| 5 | Title X Homeless | The school works closely with the District Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful in the school year |
| 6 | Title III | The district ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently Progress Monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation. Tutoring is also available for identified ESOL Students. |
| 7 | Title II | The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success. |
| 8 | Title 1 Part A | Title I, Part A under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and the materials needed to be ready for school. |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Set meeting date, develop agenda, handouts &presentation materials that address the required components. | Principal | August/Fall 2017 | Date set on School Calendar, copies of agendas, PowerPoint presentations and handout. |
| 2 | Create and distribute invitations | Parent Liaison/ PTA Coordinator | August/Fall 2017 | Flyer with data of dissemination posting on school website |
| 3 | Utilize sign in sheets | Assistant Principal/ Parent Liaison/ Teachers | August/Fall 2017 | Sign in sheets for meeting and individual classrooms. |
| 4 | Train teachers about plans/goals of Annual Title I Meeting | Principal | August/Fall 2017 | Speaking points; meetings |
| 5 | Publicize Event | PTA Coordinator/  Principal/ Parent Liaison | August/Fall 2017 | Posting on website, marquee and newsletter |
| 6 | Maintain Documentation | Assistant Principal/Parent Liaison/ PTA Coordinator | August/ Fall 2017 | Five Star Binder housed in front office |
| 7 | Parents will be informed during Open House that Palm Terrace is a Plus One School | Principal | September 2017 | Posting on website, school newsletter, and Five Star Binder. |

# 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 [Section 1116(c)(2)].

**Response:** The Administrators, teachers and staff of Palm Terrace Elementary believe strongly in the importance of parental involvement and have implemented measures to offer parent meetings on a flexible schedule. Parents are given the opportunity to meet and greet their student’s teacher one week prior to the start of the school year. Then three (3) weeks into the school year parents are invited back to the school’s Open House to familiarize themselves with the programs and curriculum offered here at Palm Terrace Elementary. Both of these are annual events. Parents are afforded the opportunity to schedule parent conferences as often as they like on the days and time most convenient for them. These times include A.M., Mid-day, and after work hours.

To encourage and maintain active parent participation in our SAC and PTA monthly meetings a dinner is provided for the families attending. In addition to the feeding out families we also provide free child care supervision during the duration of the meeting This allows our parents to be actively engaged and participate on the business to be discusses while having a peace of mind that their child has had their physical needs met and is a safe and nurturing environment.

Parent involvement is very important to the success of our students, so we try to be as flexible in our scheduling as possible. We do not limit our parents to only certain days for conferences or meetings. We have an open policy and welcome parents and families to get involved with the academic success of their child.

Through school newsletters, we will inform parents of our parents of our new hours of operation for the school’s family center, which will be 8 A.M. to 3 P.M., Monday through Friday.

# Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, 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 [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1116(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116(e)(14)].

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| **count** | | **Content and Type of Activity** | | **Person Responsible** | | **Anticipated Impact on Student Achievement** | | **Timeline** | **Evidence of Effectiveness** |
| 1 | | Open House/Annual Title I Meeting | | Principal and Teachers | | Intervention Teachers assisted with logging on to Parent Portal to check their child’s progress | | September 2017 | Percentage of Parent usage of Parent Portal |
| 2 | Bingo For Books | | Principal, Teachers and Staff | | Increased desire to read books. | | Fall 2017; Winter 2018. | | Number of parents that attend the event. |
| 3 | FSA Family Night | | Principal and Teachers | | Parents and students in grades 3-5 can meet with teachers to gain a better understanding of the FSA. | | Winter 2018 | | Number of Families that attend the event. |
| 4 | FSA Saturday Tutoring | | Principal and Tutors | | Academic improvement in deficient areas. | | September 2017 – April 2018 | | Number of students who attend tutoring. |
| 5 | Math Night | | Principal and Teachers | | Parents and students in grades 3-5 can meet with teachers to gain a better understanding of the FSA. | | Winter 2018 | | Number of families that attend the event. |

# Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Problem Solving Team Training | School Psychologist | Identify support is needed. | Fall 2017 | Identification of student academic needs. Sign-in sheets. |
| 2 | ELA / Math Module Training | District Personnel | Improved teacher performance will lead to improved student achievement. | Fall 2017 | Teacher instructional improvement. Sign-in sheets |
| 3 | Success Maker Training | District Personnel | Increased student academic performance. | Fall 2017 | Increase in student assessment scores. Sign-in sheets |
| 4 | Waterford Training for new teachers. | District Personnel | Increased student academic performance. | Fall 2017 | Increase in student assessment scores. Sign-in sheets. |
| 5 | RAZ Kids / Reading A-Z Training | Company Personnel | Increase student achievement and parent involvement at home. | Fall 2017 | Increase in student academic performance. Sign-in sheets. |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1116 (e)(4)].

**Response:** Palm Terrace Elementary uses Reading A-Z, which is an online program that students can access at home through any internet capable device. The program provides opportunity for students to read appropriately leveled books and respond to comprehension questions.

Palm Terrace has a Parenting Portable where parents can call or browse for instructional materials that they can check out. Additionally, teachers have prepared “take home kits” for their particular classes based on student need.   
  
Through the coordinated efforts of our Family Liaison we have created a family friendly school. Each year our Liaison along with several of our parents attend and participate in the Title 1 Parent Involvement Conference. Information and brochures gathered at the conference are brought back to share with administration, faculty and parents. This is done annually in the Fall.  
  
The House Next Door offers our ALPHA Program here at Palm Terrace Elementary. This program is a prevention intervention program which involves home visits to parents twice a week to discuss any concerns or issues parents have with for their children. Additionally, parents authorize these counselors to visit with their child on the campus of Palm Terrace Elementary.

Parents are also afforded an opportunity to attend and participate in parenting classes at Halifax Behavioral Service. This is a program to offer parent support and counseling for both parents and their children.

# Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(c)(4)(A)];
* 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 meet [Section 1116(c)(4)(B)];
* 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[Section 1116(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) 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 [Section 1116(c)(5)].

**Response:** During the first week of school parents are sent a copy of the parent handbook, which provides information on school programs, how to schedule parent-teacher conferences and learn about opportunities to participate in decisions related to their child’s education. Throughout the year, information is also sent to parents through flyers, Connect Ed, School Newsletters, and advertised on the school marquee. At our Annual Title I Meeting/Open House, Palm Terrace Elementary provides more detailed information about the above topics, as well as our Title 1 programs. Upon conclusion of the Open House meeting parents are invited to visit their child's classrooms and meet the staff. Teachers will provide additional information on the subjects they teach, assessment plans, classwork and homework assignments, student planners, grading scale, classroom management/behavioral plan and how parents can be an asset to their child's learning success, by reinforcing good study habits at home. They are also encouraged to visit our special area teachers to learn more about the extracurricular activities that are offered here at Palm Terrace. Each teacher will have a sign-in sheet and at the conclusion of the evening the original sign in sheet will be submitted to the Assistant Principal to maintain documentation on the dissemination of information, distribution methods and timelines. A copy of the sign sheets will also be included in the school's Five Star binder.

# Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (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 [Section 1116(e)(5) and 1116(f)].

**Response:** Palm Terrace Elementary provides full opportunities for all parents by providing information through a variety of means such as the school website, Connect Ed, newsletters, parent teacher conferences, and meetings. Some information is available in both English and Spanish. We also have district translators available to help in any language needed to assist parents and families of our ESOL students, to understanding the school's PIP. Our school is in full compliance with all disabled access requirements. Parents of students with disabilities are provided information at IEP meetings on a yearly basis. Parents with special needs are accommodated. Palm Terrace Elementary is handicapped accessible.

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Provide parents with face to face training sessions during SAC and PTA meetings, to assist them in becoming effective parental leaders. | Principal, Assistant, SAC Chair and PTA Chair. | Provides opportunities for parents to be supportive of their student’s academic achievement and increasing their participation in school based activities | September -December 2017 |
| 2 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Conferences may be scheduled for any school day during the week. Times are flexible and may be set for before the start of school, during teacher planning, or after school. Other times may be discussed with individual teachers if necessary. | Teacher | Parent and teacher communication to ensure students are progressing in the classroom. | August 2017-May 2018 |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Community based organizations and businesses are involved in our back school back pack giveaways, preparation of our school supplies, Thanksgiving and Christmas food supplies. Many of our community based organizations, including faith-based organizations serve as volunteers for our HOSTS program, which is a one to one reading intervention program offered for grades K-2. | Principal, Assistant Principal and HOSTS coordinator. | Assists students to becoming better readers. Through our donations of food and school supplies from our community-based organizations our students are provided an opportunity to succeed. | August 2017- May 2018 |

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the plan. Please upload into SharePoint and keep copies for your records.

# Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Please upload into SharePoint and keep copies for your records.

# Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Please upload into SharePoint and keep copies for your records.

## Evaluation of the previous year's Parental Involvement Plan

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

# Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous 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 [Section 1116 (e)(3)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 |  |  |  |  |
|  |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

# Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

# Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

|  |  |  |
| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |

Please return completed Parent & Family Engagement Plan to your Parent & Family Engagement Facilitator.