**Reddick Elementary School**

**Title I, Part A Parent and Family Engagement Plan (PFEP)**

**2017-2018**

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| **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 1118(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 1118 (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 school wide program plan under section 1114(b)(2) [Section 1118(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 1118(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 1118(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)];**  **FSA/Standardized Student Report** |
| **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**  **HQ Letter** |
| **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)].**  **Right To Review Letter** |

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| Involvement of Parents |  |
| 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]   * Invitation for parents to join the School Advisory Committee (SAC) **(Invitation to join SAC Team)** * Provide each parent with a condensed version of the Parent and Family Engagement Plan including a tear-off comment section. **(Condensed PFEP)** * Parent input for the Parent and Family Engagement Plan (PFEP), Compact, use of Title I funds, and improvement of Title I programs will be solicited by surveys and various opportunities for parents to provide comments and suggestions**. (Barrier and Compact Survey Information)** * School Advisory Committee (SAC) minutes will reflect parent input into the development/improvement of the PFEP and the compact. **(SAC Minutes)** * 2017-2018 Compact   **e-Box Upload:**   * **Advertisement-Invitation to join SAC team** * **Condensed PFEP** * **Barrier and compact survey results form** * **SAC minutes** * **2017-2018 Compact** |  |
| Coordination and Integration with Other Federal Programs  Describe how the school will coordinate and integrate parent and family engagement programs and activities? Describe how the school will coordinate and integrate parent and family activities that teach parents how to help their child (children) at home? [ESEA Section 1116]   |  |  | | --- | --- | | **Program** | **Coordination** | | English Language Learners (ELL) | The ELL staff will coordinate two annual Parent Leadership Council meetings to inform ELL parents about programs offered through the district as well as events and services in the community. Information will include how to receive translation services as well as how to schedule conferences with teachers or staff. The ELL staff will serve on the school’s parent involvement committee.  Keep on File   * **Advertisement-Invitation** * **Agenda** * **Attendance-Sign-in sheet** | | iPeeps | The iPeeps program will hold an informational meeting on learning activities for parents to help their children at home. Included are literacy activities to promote academic achievement and activities to help students become independent learners.  Keep on File   * **Advertisement-Invitation** * **Agenda** * **Attendance-Sign-in sheet** | | Head Start | The Head Start Program and HS Social Worker will plan monthly parent meetings. Agendas will involve information on nutrition and curriculum expectations.  Keep on File   * **Advertisement-Invitation** * **Agenda** * **Attendance- Sign-in sheet** | | Migrant Education | The migrant staff will coordinate an annual meeting to inform parents about the program and services offered throughout the district as well as services in the community.  Keep on File   * **Advertisement-Invitation** * **Agenda** * **Attendance-Sign-in sheet** | |  |
| Annual Parent Meeting |  |
| Identify specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program.  Identify the nature of the Title I program that is shared with parents (school wide or targeted assistance).  Identify how the meeting will cover academic achievement, school choice, and the rights of parents are covered at the annual meeting.  Upload into e-Box   * Send Title I annual meeting **advertisement/invitation** to parents and families * Title I meeting **agenda** * Distribute **brochure (***What Parents Should Know About Title I***)** * Title I annual meeting **PowerPoint** * **Sign-in sheet** |  |
| Flexible Parent Meeting |  |
| The school will offer a flexible number of meetings, such as meetings in the morning, afternoon, or evening.   * **Invitations,** **flyers, or communication tool** indicating meetings/activities at various times **(Four or more events)** |  |
| How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement? [ESEA Section 1116]   * Principals have access to the Title I request system. Principals must use the request system to request funds to pay for transportation, child care, home visits, and/or other services related to parent engagement. |  |
| Building Capacity |  |
| The school will offer activities that will build the capacity for meaningful parent/family involvement.   * Literacy Night/Event   Increase parental awareness of state standards and reading curriculum expectations. Share and model literacy strategies. Provide parents with academic activities and strategies to work with their child at home.   * Conference Night   Provided Assessment Performance Data linked to curriculum expectations, provided strategies for parents to use at home, develop a plan with parent input to support their child’s educational success.   * Stem Night/Event * FSA Parent Information Night * Math Night/Event:   Increase parental awareness of state standards and math curriculum expectations. Provide parents with academic activities and strategies to work with their child at home.  **e-Box Upload FSA or Conference Night Documents:**  ** Invitation– flyers, newsletter, calendar, etc.**  ** Agenda**  ** Attendance - sign-in sheets**  Keep on file for the additional building capacity activities in your plan:   * Advertisement-Invitation – flyers, newsletters, calendar, etc. * Agenda * Attendance - sign-in sheets   *The school will implement activities that will build relationships with the community to improve student achievement. (Community partnerships to support capacity building activities)*  **e-Box Upload:**   * **1 Community Partnership Agreement**   **Keep on File:**   * **Additional Community Partnership Agreements**     *How the school will provide other reasonable support for parent/family engagement activities.*  *[ESEA Section 1116]*  **Keep on File:**   * **Invitations** noting light snacks provided. * **Invitations** noting child care provided. |  |
| Staff Development |  |
| A description of 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, in the value and utility of contributions of parents/families?  A description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents/families as equal partners?  A description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff, with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school? [ESEA Section 1116]   * Book studies resources for teachers: * *101 Ways to Create Real Family Engagement* by Steven M. Constantine. * *A New Wave of Evidence- The Impact of School, Family, and Community Connections on Student Achievement* by Henderson, A., Mapp, K. * *Beyond the Bake Sale: The Essential Guide to Family-School Partnership* by Anne Henderson. * *Building Trust for Better Schools: Research-Based Practices* by Julie Reed Kochanek. * *Developing Caring Relationships Among Parents, Children, Schools, and Communities* by Dana R. McDermott. * *Parents as Partners in Education: Families and Schools Working Together* by Eugenia Hepworth Berger. * *Parent Power: Energizing Home-School Communication* by Power, Brenda. * *School, Family, and Community Partnership: Your Handbook for Action* by Joyce L. Epstein.   **PROFESSIONAL DEVELOPMENT AND/OR PROFESSIONAL LEARNING COMMUNITY ACTIVITIES**   * Creating Family Friendly Schools      * Beyond the Bake Sale * SERVE Teacher Training * ELL Teacher Training * Diversity Training   **e-Box Upload for one activity:**  ** Advertisement - Invitation**  ** Agenda**  ** Attendance – Sign-in Sheets**  **Keep on File:**   * **Advertisement** * **Agenda** * **Attendance – Sign-in Sheets** |  |
| Other Activities |  |
| 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)? [ESEA Section 1116]   * Parent resource center * Parenting classes * Parent University * School calendar * Communications sent home in English and Spanish   **e-Box Upload for one of the following:**   * **Advertisement** * **Newsletter** * **Pictures** |  |
| Communication |  |
| How the school will provide timely information about the Title I programs? Annual meeting documents support e-Box upload   * Title I meeting * Title I meeting flyer * Invitations to Title I meeting * Title I brochure * School marquee * CRN – Community Resource Notebook * Information will be sent home in English and Spanish   **Keep on File:**  **Support Documentation**  **Examples:**   * **Advertisement** * **Newsletter** * **Pictures**   How the school will 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?  Building Capacity: FSA or Conference night documents support e-Box upload.   * Conference nights * Informational meetings * Individual student report * Data sharing conference   **Keep on file:**   * **Agenda** * **Individual Student Report**   How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?  How the school will submit parents/families comments if the school wide plan is not satisfactory to them? [ESEA Section 1116]  e-Box documents to support area were uploaded in a previous component area.   * Surveys * SAC meeting participation   **Keep on File:**   * **Survey Summary Results** |  |
| Accessibility |  |
| Describe how school will provide full opportunities for participation in parent/family engagement activities for all parents/families.  Our school will provide full opportunities for participation using multiple facets of communication. All information will also be available in Spanish.   * Flyers sent home inviting parents/families to activities * ParentLink notifications * Monthly newsletters and information posted to *PeachJar*   e-Box documents to support area were uploaded in a previous component area.  **Keep on file:**   * **Advertisement** (multiple languages) * **Newsletter** (multiple languages) * **ParentLink log** (multiple languages)   Describe of how the 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?   * ELL parent family meetings * Provide publications and district information in English and Spanish * Translators available at all school functions/activities * Translate ParentLink messages to families in Spanish * Barrier survey distributed to all families to identify needs   e-Box documents to support area were uploaded in a previous component area.  **Keep on File:**   * **Advertisement** * **Newsletter** * **ParentLink Summary Report** * **Survey Summary Result for the Barrier Survey** |  |
| Barriers |  |
| Describe the barriers that hindered participation by parents during the previous school year  Describe 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)? [ESEA Section 1116]   * Barrier survey summary results * Various survey to identify flyers in Spanish sent home to parents and posted in PeachJar * Parent/family trainings and workshop opportunities provided on a flexible schedule to accommodate the various needs of families.   **Keep on file:**   * **Evaluation Form for 2016-2017 PIP** |  |