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

I, Edwina M. Oliver, principal of Emma E. Booker Elementary School, 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 ESEA Section 8101;
* Involve the parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
* Jointly develop/revise with parents/families the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community;
* Involve parents/families, in an organized, ongoing, and timely way, in the planning, review, and improvement of the schoolwide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective parent/family engagement, and to revise, if necessary, the school’s parent and family engagement plan;
* 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;
* 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 out of field; 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. [ESEA Section 1116].

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

**Mission Statement**

*(Include: How parent and family engagement plan is shared responsibility. How parent and family engagement will assist in providing high quality instruction for all learners.)*

**Response:**

*At Emma E. Booker, we believe whole-heartedly that engaging parents and family in the academic and social-emotional success of our children is a shared responsibility. We work tremendously to recruit parents to participate in the development of school-wide programs. Our mission is as follows: The community of Emma E. Booker School recognizes that students enter school with different backgrounds and experiences. It is our belief that all children can be successful when accepted at their level of development. By holding high expectations for parents, students and teachers and administrators and using a no fault approach, we believe we can lead every child toward becoming a productive and successful member of society.*

**Involvement of Parents**

Describe how the school will involve parents and families 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 Title I will be used.

**Response:**

**Emma E. Booker Elementary School involves parents and guardians in the decision making process regarding the implementation of Title I programs. Our School Advisory Committee, along with our Parent-Teacher Organization meets monthly with teachers and Administrators. The Title I budget is shared openly to create a sense of transparency. Needs assessments, including parent surveys, on-going student data and parent input is gathered and utilized to form programs and monitor the success of the initiatives that ae implemented with Title I funds.** We also surveyed our parents to see their interest in parental involvement opportunities. As a result, we offered an ESOL class for parents, a GED class for parents and several other offerings will occur over the summer and throughout the fall for parents.

**Coordination and Integration with Other Federal Programs**

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home.

[ESEA Section 1116]

**Response:**

*During the 2017-2018 school year, Emma E. Booker Elementary school coordinated opportunities for families to remain engaged in activities that will advance the learning of their child(ren). These opportunities included: Coordination and Integration of early learning (VPK) programs with EEB to increase early success in kindergarten, ESOL Parent Outreach meetings to solicit Parental Input, 4 Parent Workshops for Science Improvement, Support from District PI Facilitator at SAC/PTO meetings, ESOL Family Nights, Two parent-teacher conferences, 2 kindergarten round ups and 5 Summer Learning Academy workshops, Chess Program for Dads & Children, Donuts for Dads Parent Orientation on Getting involved, Monthly Principal’s Award workshops that focus on parental involvement, Muffins for Moms Parent Involvement workshop, Financial Literacy Classes offered to parents, Collaboration with the North County Library to get all 2nd and 3rd graders library cards to increase summer learning and a Parent Workshop to educate parents on the opportunities. We also surveyed our parents to see their interest in parental involvement opportunities. As a result, we offered an ESOL class for parents, a GED class for parents and several other offerings will occur over the summer and throughout the fall for parents.*

**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, and the rights of parents.

**Response:**

*During our Annual Meeting, Parents were informed of the status of the school (i.e. school grade, School Improvement Goals for the school year). Parents were also given detailed information regarding the benchmarks for their child’s grade by the classroom teacher. Parents were also given a brochure of the Parental Involvement opportunities that are available throughout the school year. Parents were also addressed by our District Parental Involvement coordinator who gave a presentation on how to get involved in their child’s school. Parents also experienced a presentation on how to access their child’s school grades, progress reports on the Parent Portal. Finally, parents were given the opportunity to sign up and participate in our School Advisory Committee as well as our Parent Teacher Organization. Parents also were given instructions on how to sign up on the Remind app for regular communication with the school.*

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, child care, or home visits, as such services are related to parent and family engagement.

[ESEA Section 1116]

**Response:**

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| ***At Emma E. Booker Elementary School, we recognize the need to offer parent workshops at varying times of the day to accommodate parent needs. As a result, we offered several workshops in the morning (i.e. Monthly Principal’s Award/Parent Involvement Trainings, Donuts for Dads/Parent Involvement Trainings, Muffins for Moms/Parent Involvement Trainings). Other workshops were offered in the evenings and had dinner and child care provided (ESOL parent nights, and Children, Adult ESOL classes, Financial Literacy classes).*** |

**Building Capacity**

Describe how the school will implement activities that:

* Will build the capacity for strong parent/family engagement;
* Will build relationships with the community to improve student achievement;
* Provide materials and trainings to assist parents/families to work with their child(ren);
* Provide other reasonable support for parent/family engagement activities.

[ESEA Section 1116]

**Response:**

*At EEB, we believe in supporting parents to meet the needs of their child(ren). We recognize that this often requires focusing on the parent needs as well. We have designed several programs, such as our Adult ESOL class and GED class that will build the capacity for parents and families to remain engaged in positive long-lasting ways. Our classroom teachers are committed to the challenge of building positive relationships with the community to improve student achievement. They do so by hosting at least 2 parent conferences annually and having a daily point sheet or agenda book update for every child. Every parent involvement activity has a strong focus on materials and specific trainings that will help parents and families to focus on academic progress with their child.*

**Staff Development**

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 in the following areas:

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

[ESEA Section 1116]

**Response:**

The Leadership Team at Emma E. Booker believes that parental involvement comes in many forms. During staff meetings, we provided training to staff members regarding the do’s and don’ts of parent communication with the goal of increasing positive parent communication. We also re-vamped our Positive Behavior Support System to include a strong component of teachers frequently checking-in with parents (in a variety of ways) with parents on the progress of children. The goal is to create open lines of communication and teamwork with staff and parents.

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children.

[ESEA Section 1116]

**Response:**

Emma E. Booker Elementary School is delighted to have a newly re-designed Media Center with a space that is conducive for parental involvement opportunities like before school reading and I Ready work. We host before school and afterschool learning for children. This is a tremendous support for working parents. Our after school program also engages in meaningful parental involvement activities to support learning (i.e. financial literacy, Mad Science). We also have opened our Media Center every Monday during the summer for families and children to come and check out books and take advantage of I ready work in the computer labs.

**Communication**

Describe how the school will provide the following to parents and families of participating children:

* 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/families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
* If the schoolwide program plan is not satisfactory to the parents/families of participating children, the school will include submit the parents/families’ comments with the plan that will be made available to the local education agency.

[ESEA Section 1116]

**Response:**

Emma E. Booker staff distributed via backpack the district Title I brochure to all children at either the beginning of the school year in their home language or at the time of registration to all parents. The school newsletter has a recurring segment that informs parents of the curriculum updates for every grade level including our specials team. Parents also receive progress reports and report cards. Our monthly SAC and PTO meetings are advertised to parents via the newsletters, marquees, front office bulletin boards and Connect Ed messages.

**Accessibility**

1. Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (including parents/families with limited English proficiency, disabilities, and migratory children).

**Response:**

A translator is provided our LEP parents for parental involvement activities including parent-teacher conferences. We also formed an ESOL committee of parents who represent their vision and concerns and desires.

1. Describe how the school plans to share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent feasible, in a language parents/families can understand.

**Response:**

In person during workshops, assemblies, Newsletters, marquees, Connect Ed messages, Remind App are all methods that we utilize to report to families, parents and the community of the progress of the school. We regularly translate in Spanish. Where necessary, we also hire translators for languages other than Spanish.

**Discretionary Activities** (optional)

Describe any activities that are not required, but will be paid for through Title I, Part A funding, such as home visits, transportation for meetings, activities related to parent/family engagement, etc.

**Response:**

**At Emma E. Booker Elementary School, we recognize the need to offer parent workshops at varying times of the day to accommodate parent needs. As a result, we offered several workshops in the morning (i.e. Monthly Principal’s Award/Parent Involvement Trainings, Donuts for Dads/Parent Involvement Trainings, Muffins for Moms/Parent Involvement Trainings). Other workshops were offered in the evenings and had dinner and child care provided (ESOL parent nights, Chess for Dads and Children, Adult ESOL classes, Financial Literacy classes).**

**Barriers**

1. Describe any barriers that hindered participation by parents during the previous school year.

**Response: Working parents, children at varying school levels, transportation**

1. 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).

**Response: Parent input, diversify offerings and times of day they are offered, consider funding transportation requests.**

**PLEASE NOTE THE FOLLOWING DOCUMENTS ARE TO BE UPLOADED**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents/families for all children served under this part, a parent-school compact that outlines how parents/families, the entire school staff, and students will share the responsibility for improved student academic achievement.

[ESEA Section 1116]

**Upload Evidence of Input from Parents/Families**

Upload evidence of parent/family input in the development of the parent and family engagement plan. Include the meeting agenda, the meeting minutes and the sign-in sheet.

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**Upload Parent-School Compact**

Upload an electronic version of the Parent-School Compact for 2017-18.

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**Upload Evidence of Parent/Family Input in Development of Parent-School Compact**

Upload evidence of parent/family input in the development of the compact. Include the meeting agenda, the meeting minutes and the sign-in sheet.