**2018-2019 Title I Parent and Family Engagement Plan**

# Palmetto Elementary School

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|  | **The mission of Palmetto Elementary School is to**  **promote a lifelong love of learning through rigorous and diverse learning experiences.** |  |

**All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan.**

**This plan is available on our school website and in the Title I informational notebook located in our front office.**

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Involvement of Parents** | |
| If the school wide program plan under Section 1116 (b) (1) is not satisfactory to the parents of participating children, the school will submit the parents’ comments with the plan that will be made available to the local education agency Section 1116(b) (4). | |
| *Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?* | All parents/families are invited to participate in developing and revising this plan. The plan is revised annually using parent input. |
| *How do you use the information from reviewing the plan to design strategies for more effective engagement?* | This plan is reviewed throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, state assessments and provide strategies, materials, and resources to help support learning at home. |
| *How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?* | Parents are surveyed when developing/revising this plan and asked what types of trainings and/or workshops they would like the school to provide to assist in helping their child’s academic achievement. Results from surveying parents is used to plan parent and staff trainings. |
| *What evidence do you have to document parent/family*  *participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)* | All parents are invited to provide input on the 2018-2019 plan. An invitation will be sent home in a flyer, posted on the school marquee and on our school website, to a parent meeting that will be held on September 20, 2018, in our school cafeteria.  Copies of the meeting invitation, agenda, sign in sheets and minutes containing all parent suggestions are kept on file as documentation. The plan will be reviewed at our Spring 2019 School Advisory Council meeting as we plan for the next school year. |
| *How will this plan assist in providing high quality instruction for all learners?* | This plan helps ensure that we provide parents/families with information, materials and resources to support their child’s learning at home by offering parent workshops on the Florida Standards, Literacy, and test taking tips to support the high quality instruction provided during the school day. |
| *How will the school share comments received from parents/families?* | All parent comments and suggestions given for the plan are considered, documented and kept on file as evidence of parents providing input for both FLDOE and the District. When, feasible parent suggestions are incorporated into the plan. |
| *How will this plan be made available to the community?* | This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. |

## Annual Parent Meeting

The school will 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 (school wide or targeted assistance), school choice, and the rights of parents. Timely information about the Title I programs Section 1116(c)(1)

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| *Date and Time, you will hold your Meeting?* | Our Annual Parent Meeting will be held on Thursday, September 20, 2018. The meeting will be held at 4:00 pm in our school cafeteria. All parents are invited and encouraged to attend the meetings. |
| *Notification and Invitation:*  *How will you inform and invite parents/families in a timely way about the Annual Meeting.* | All parents will be notified of the Annual parent meeting via a flyer in the backpack, a flyer 2 weeks prior to the meeting and 2 days prior to meeting, and a sticker in the student planner. The information for this meeting will be posted on our school website and marquee in front of the school. |
| *Information:*  *Please describe how your meeting will cover information about:*  *Title I program, the benefits, and how it affects your school* | The agenda for our Annual Parent meeting will include a whole group presentation on how the Title I program benefits our students, parents right to know and how parents will be informed of the qualifications of their child’s teacher. In addition, information about this plan and our school compact is discussed.    After the general meeting in the cafeteria, parents are encouraged to visit their child’s classroom to hear specific information about the curriculum and state assessments their child will take. |
| *Barriers:*  *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation* | Transportation is not offered to all parents; however, if we know of a family in need of transportation in order to attend we work to find a solution. Translation of materials given out will be translated in English and Spanish as well as we will provide a translator at the meeting. |
| *Evaluations:*  *How will you get feedback from parents about the meeting?* | Every parent who attends the meeting will be asked to complete a short evaluation of the meeting. The evaluation is their ticket out the door and asks if there is any additional information about Title I, the curriculum, or testing that they would like to learn more about. |
| *Parents who do not attend?*  *How will you get the information home to parents who do not attend the meeting?* | For parents who are not able to attend this meeting, the information will be available on our school website and in the front office. |

Flexible Parent Meetings:

The school provides trainings, meetings and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their student. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. Section 1116(c) (2) (8)

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| *Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.* | Parents are provided a calendar of events at the start of school. All dates and times of events are posted on our school website and the marquee.  Parent workshops are offered on different days and times and sometimes twice in order to increase attendance. Ex; mornings, evenings, and some Saturday events |
| *Describe what childcare, home visits and/or transportation services are provided by your school.* | For some parent workshops, our school offers limited childcare or children’s activities while parents attend a workshop. Transportation for families is provided on a needs basis.  Our schools address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests. |

## Building Capacity of Parents

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) (1-3). School will provide materials and training to help parents work with their child to improve their child’s academic achievement. [Section 1116(e) (2).

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| Title/Topic | Impact on Student Achievement | Materials | Tentative  Date/Time  Is it flexible? | **Transportation** | **Refreshments** | **Childcare** | **Translation** |
| Reading Night | Provide information to parents on Reading Standards and how parents can help their children at home. | Information on where to locate Florida Standards by Grade level. | October 30, 2018 6:00 p.m.  All Grade Levels |  | X |  | X |
| State Tests & Achievement Levels | Provide test-taking strategies to parents and information on the assessments their child will be expected to take.  Grades 3-5 take the FSA state assessment | Parents will be given sample test questions and test taking tips to help their child. Websites that provide testing practice and addition information on the standards will be shared with parents. | Test Taking Workshop  February 7, 2019 @ 6:00 p.m.  Grades 3-5 |  | x |  | x |
| Transition | These workshops will provide information to parents to help their child make a smooth transition into Kindergarten. | Provide parents of incoming Kindergarten information on how to prepare their child for school. | Kdg Round up April 25, 2019 @ 9:00 a.m. |  | X |  | X |
| Literacy 1116 (e) | Provide parents with strategies to help them read with their child at home | Free book for students who attend  Reading tips and strategies for reading | December 11, 2017 @ 7:30 a.m. Grades Pre K – 2nd    December 12, 2017 @ 7:30 a.m. Grades 3rd – 5th |  | X  X |  | X  X |
| How do you assess the needs of parents? Do you survey parents to ask what type of events or workshop you have at your school? | | SAC, Parent Surveys, District Parent Surveys, Evaluations at Previous Workshops, Parent meetings to Review Compact/PFEP | | | | | |
| How do you evaluate effectiveness? | | Data collection, survey results, comments on surveys, and student achievement data | | | | | |
| Explain how your school provides materials and trainings to assist parents/families to work with their child (ren) to support learning at home? | | Newsletters with tips, Curriculum guides, Homework guide for parents, Strategies for parents to use at home, Books/reading materials, Projects, and Information in other languages | | | | | |
| Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement? | | Community – SOPHEES, Girl Scouts, Continentals  Business partners - Leland Management, Poinciana Transportation, Happy Kids Transportation, United Academy of Martial Arts | | | | | |

## Building Capacity of Staff (Trainings)

The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents’ contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school [Section 1116(e) (3). ­­

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| Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff…   * How to reach out to, communicate with, and work with parents/families as equal partners * The value and utility of contributions of parents/families * How to implement and coordinate parent/family programs * How to build ties between parents/families and the school | | | | |
| Topic- Title | Purpose? How does this help staff build school/parent relationships? | Implementation format: (Workshop, book study, etc.)  Presenter? | Who is the audience? | Tentative Date/Time |
| SAO and LSI | Research Based (Marzano) strategies | Assistant Principal led workshop | All Instructional staff | October 16, 17, 18, 2018  8:00 a.m. to 2:00 p.m. |
| APTT – Academic Parent Teacher Teams | Learn to implement APPT to form parent/teacher teams to share student data and strategies for parents to help their child at home. | Workshop – Assistant Principal | All Instructional staff | Fall 2018 |

## Communication

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| The school will provide parents of participating children; 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)] | |
| How do you 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? | Schools are required to 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. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant. |
| How do you provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals? | Letters are sent home in student backpacks. |
| *Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?* | Annual Parent meeting, Website, Newsletters (school and/or grade level), Parent conferences, Parent workshops |
| *Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?* | State/district reports and Parent conferences |
| *How do you ensure that your school parent-teacher conferences, at least annually, during which the compact shall be discussed it relates to the individual child's achievement?* | Each Title I elementary school is required to hold at least one face-to-face conference with each student’s parent/family. Each elementary school is required to have an agenda for what is expected of teachers to cover as part of the conference. Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing. |

Coordination and Integration:

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)].

Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:

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| o | *Homeless* | We work with the HEARTH program to identify and help support homeless students. The teachers may notify the guidance counselor if they think a student is a candidate, and the guidance counselor communicates with the teacher regarding the status of their students. Our school has supplies, uniforms, and referral sources that can be provided to students and parents as needed. |
| o | *Migrant* | Materials that are sent home are translated into Spanish  Workshops and Parent Meetings are translated into Spanish |
| o | *Preschool* | Our campus houses 3 Voluntary Pre-Kindergarten programs. The teachers attend faculty meetings and trainings that are relevant to their program. The parents of students in the VPK program are invited to school programs and events. The VPK program follows the county curriculum for VPK students. |
| o | *ESOL* | An ESOL Teacher and paraprofessional work with ESOL students. Teachers use ESOL strategies in the classroom. |
| o | *SAC School Advisory* | The Principal issues invitations to join SAC. Invitations are sent out for all meetings. SAC members and Non-SAC members are able to speak at SAC meetings with notice to the SAC Chair. |
| o | *Business*  *Partners* | Palmetto Elementary has several business partners such as Happy Kids Transportation, Poinciana Transportation, Continentals from Solivita, United Academy of Martial Arts, and Leland Management |

## Accessibility

The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators.

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| *What opportunities do parents have to participate in their child (rens) education? Section 1116* (d) (c) | Volunteer Applications are handed out at all events and are available in the office, the county website, and in the Parent Information Note Book. |
| *What forms of communication do you provide parents, in an understandable and uniform format related to;*  *School and parent programs, meetings, school reports, and other activities* | Samples:  The plan and the compact, flyers, notifications/invitations, calendars, website, school marquee, school newsletters, parent workshops, SAC meetings, Progress reports, and Report cards, interim reports, state assessment/curriculum information |
| *What barriers hinder participation by parents in parental involvement activities?*  *What steps will you take this school year to overcome these 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)* | Transportation, language, childcare, work schedules, homeless, split families, disabilities    Translation services, childcare, and refreshments are provided at parent meetings, as needed. Materials are sent home in English and Spanish. The staff is very diverse and reflects the student population. |
| *How does your school provide information to parents in their native language? What languages do you provide? Section 1116 € (5)* | Workshops are translated in Spanish, Translation is provided at all school events via bilingual staff members, School communications are sent home in English and Spanish. |
| *How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.*   * *Title I Parent/Family Resource Centers* * *Parent University* | Information is provided on the school website and the Parent/Family Informational Notebook (PIN) located in the front office  Send home Information in the school newsletter, Send home flyers, and Stickers in the agenda |