**Title I, Part A Parent and Family Engagement Policy**

**Palm View Elementary - 0281**

**2018-2019**

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

# Review of 2017-18 Parent and Family Engagement

Describe which parts of your 2017-18 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2018-19 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

* Reflect the beliefs or values the school holds regarding the importance of family engagement;
* Explain the purpose of the parent and family engagement program;
* Be written in parent friendly language;
* Inspire stakeholders to be engaged and supportive of the program; and
* Be different from your school mission statement.

**RESPONSE:**

Our Parental Involvement Mission Statement is to strengthen connection between school and the home by engaging families in supporting their children’s academic achievement. Families are encouraged to participate in school-wide decision-making that could affect their student by attending School Advisory Council, Title I, and ESOL meetings along with family engagement events.

# 2018-2019 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

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]

**RESPONSE:**

Palm View involves parents and families in an organized, ongoing, and timely manner in planning, making decisions about, reviewing and improving Title I programs, parent involvement programs, the School Improvement Plan, the school budget, and the Parent-School Compact.

Parents, families, school personnel, and community members are involved in the annual revisions of our Parent Compact Agreement. Last year at our spring SAC meeting, we conducted an activity engaging parents in reflecting on what they believe their priorities as parents should be in supporting the school, how teachers can support them in decisions that affect them and their children. This year, SAC has already met and approved the School Improvement Plan along with offering suggestions/action steps for involving parents this year.

# 2018-2019 Coordination and Integration

* Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

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| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | 21st Century Grant Program | Parent nights are held 10-12 per year; focus on involving parents with the learning tools (i.e. STEM night, Math, Literacy, etc.). School staff are involved in the presentation of programs; sign in sheets and attendance records are kept. Activities are coordinated with the school calendar. |
| **2** | Family LiteracyNight | School will work with local health agencies for screenings, local libraries and the Early Learning Coalition for the donation of books, along with business partners to promote and engage families in the event.  |
| **3** | ESOL & Title I Specialists | School will partner with ESOL and Title I department to host parent/family nights that will include classes and information related the school goals and learning.  |
| **4** | Business Partners | School will partner with local businesses to support and reinforce the family involvement of our parents in the capacity of family events, supplies, and incentives.  |
| **5** | Boys & Girls Club | Host family nights to reinforce involvement.  |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| --- | --- | --- | --- | --- |
| **Count** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Develop agenda, handouts, and/or presentation materials that address the required components | Principal or designee | July/August 2018 | Copies of documents uploaded to the online crate |
| **2** | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.) | Principal or designee | August2018 | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| **3** | Hold the Meeting | Principal or designee | August/ September 2018 | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | August/ September2018 | Aggregated Evaluation Form/Notes uploaded to the online crate |

# Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

* the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals
* how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
* how the school will 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 teachers who is out of field? [ESEA Section 1116]

**RESPONSE:**

The principal will send home a letter in both English and Spanish notifying parents / guardians of their right to request information on the professional qualifications of their child’s teachers and paraprofessionals, and discuss the rights with parents at the Title I Parent Meeting in September. Also at the Title I Parent Meeting, the principals will talk with parents about the individual progress reports on their child’s progress on state assessments. A ConnectEd message was sent out over the summer when score reports were delivered to the schools. Parents were invited to come pick up student score reports and any who did not, were sent home the first week of school. The principal will notify parents of students who’s teachers are out-of-field in ESOL by 1st quarter newsletter during the month of August. All of Palm View’s teachers are highly qualified.

# 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 [ESEA Section 1116]

**RESPONSE:**

Palm View published a parent handbook in the month of August that includes information about Title I. This handbook was distributed to families during the first week of school.

Over the previous years, Palm View has attempted to schedule parent meetings at different time of the day and at various days of the week. The school has experienced the highest rate of parent attendance when scheduling meetings and events on Thursday nights. For the 2018 – 2019 school year we are planning on scheduling SAC meeting, Title I and ESOL meetings, family events, and report card conference nights for Thursday evenings. During all of these meetings and events bi-lingual staff members are in attendance to assist families in need of language translation. Also during SAC, Title I, and ESOL meetings child care services are available for all families in attendance.

The GET is utilized in the capacity of meetings with parents here at school and home. GET reinforces attendance along with preventative strategies for tardies.

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, 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. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

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| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **8** | School Advisory Council Meetings | Principal and SAC officers | Increase in ELA, Math, and Science Achievement | August 2018-May 2019 | Self-Evaluation of School Advisory Council; School Grade |
| **10-12** | 21st Century Parent Nights | Principal; ELA Committee | Increase in ELA, Math, and Science Achievement | August 2018-May 2019 | Sign in sheets; parent surveys; School Grade |
| **10-12** | Palm View Family Involvement Events | Principal; Teachers; SAC | Increase in ELA, Math, and Science Achievement | August 2018-May 2019 | Sign in sheets; parent surveys; School Grade |
| **4** | Quarterly Academic Assemblies | Principal; Teachers | Increase in ELA, Math, and Science Achievement | August 2018-May 2019 | List of awards; Parent counts; School Grade |
| **2** | Acaletics Pep Rally Celebrations | Principal; Teachers | Increase in ELA, Math, and Science Achievement | August 2018-May 2019 | List of awards; Parent counts; School Grade |

# Staff Development

Describe the professional development activities the school will provide, with the assistance of parents/families, to educate the teachers, specialized instructional support personnel, school leaders, and other staff in the following:

* the value and utility of contributions of parents/families
* how to reach out to, communicate with, and work with parents/families as equal partners, and
* implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

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| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Faculty Training | Principal and Leadership Team | Increase in ELA, Math, and Science Achievement | August 2018-May 2019 | Agendas, Minutes, Improve School Grade; Parent counts and surveys |
| **2** | Grade Level TLC’s | Principal and Leadership Team | Increase in ELA, Math, and Science Achievement | August 2018-May 2019 | Agendas, Minutes, Improve School Grade; Parent counts and surveys |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**RESPONSE:**

# Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

* 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, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
* If the schoolwide program plan under 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.

**RESPONSE:**

Information is provided through bi-lingual Connect-ed phone calls & emails, the school newsletter, parent handbook, School Advisory Council meetings, school website, school social media accounts, and family involvement events. Through Back-to-School Night and Report Card nights teachers provide information to parents about the curriculum and academic assessments in written and verbal formats, and translators are provided for non-English-speaking parents. Curriculum and assessment information are provided at School Advisory Council meetings and some of the family involvement events as well.

# Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (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 [ESEA Section 1116]:

**RESPONSE:** Information is provided through bi-lingual Connect-ed phone calls & emails, the school newsletter, parent handbook, School Advisory Council meetings, school website, school social media accounts, and family involvement events.

# Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [ for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

**RESPONSE:** The GET is utilized in the capacity of meetings with parents here at school and home. GET reinforces attendance along with preventative strategies for tardies. GET also serves students who fall under the High Risk Categories using our Bright Bytes software.

# Uploads

Please prepare evidences below. Refer to your Beginning of the Year Timeline and Title I Crate for resources and sample documents.

**2017-18 Title I Crate**

* Evidence of parent input in the development of the school SIP/Title I Plan and Title I Budget (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of parent input in the development of the school Parent and Family Engagement Policy (PFEP) (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)

**2018-19 Title I Crate**

* Copy of the school SIP or Title I Plan (charter)
* Copy of the Parent and Family Engagement Policy (PFEP) (parent-friendly version)
* Copy of the Parent-School Compact (Final in all languages)