**Palm Terrace Elementary Title I, Part A Parent & Family Engagement Plan (PFEP).**

I, Tucker Harris, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition:
* Involve the parents 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 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, 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 parent and family engagement plan and the joint development of the schoolwide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement plan;
* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
* 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;
* 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; 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.

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

# Mission Statement

Parent & Family Engagement Mission Statement (Optional)

**Response**: Palm Terrace Elementary School believes that positive parent and family involvement is essential to student education and achievement. This encourages such involvement in all school activities. Palm Terrace will continue to encourage and support positive interaction amongst the parents and 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 parent and family engagement will be used.

**Response:** Palm Terrace Elementary believes in being transparent and involving the parents and families in all aspects of its Title I programs. A variety of sources are used to communicate with our parents including monthly newsletters, marqee, 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 Improvement Plan (SIP) and the 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 2018 school year seeking their input on activities, training, and materials they needed to help their child, for the PFEP.

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

# Coordination and Integration

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, 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.

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| **count** | **Program** | **Coordination** |
| 1 | Individuals with Disabilities (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP |
| 2 | 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 |
| 3 | 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. |
| 4 | Title II | Theschool provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success. |
| 5 | Title I, Part A | Supplemental Tutoring after school. Supplemental materials and supplies needed to close the achievement gap will be provided to our instruction tutors. Supplemental funds for on-going staff development as determined by the results of FSA(Florida Standard Assessment)  |
| 6 | SAI | Academic coaches facilitate remedial instructional resources for students failing to meet performance levels.  |
| 7 | VPK & Head Start  | VPK Staff and school staff work together to coordinate transition plans and opportunities for students entering kindergarten. Activities may include: coordinated meetings with the parents, the VPK teacher and the kindergarten teacher to discuss the specific learning needs of the student, to discuss transitioning, and other areas as related to the student’s achievements.  |
| 8 | Title I | Reading, Math, and Academic Coaches provide training and model effective instruction in identified areas of concern.  |
| 9 | ALPHA program | This prevention intervention program is offered through one of our school partners The House Next Door. Through the ALPHA Program a select group of students is visited each week here on the school’s campus and parents are visited twice a week at home by the same counselor.  |
| 10 | Free and reduce Lunch meal program | Approximately 95% of our student population are eligible and receive free or reduced lunch.  |

# 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.

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Set meeting date, develop agenda, handouts and presentation materials that address the required components.  | Principal  | August/ Fall 2018 | Date set on School Calendar, copies of agendas, PowerPoint presentations and handout |
| 2 | Create and distribute invitations | Parent Liaison/PTA Coordinator | August/ Fall 2018 | Flyers will have data of important dates and events. School website utilized to disseminate information.  |
| 3 | Utilize Sign in Sheets  | Assistant Principal/ Parent Liaison/ Teachers/ PTA Coordinator  | August/ Fall 2018 | Sign in sheets for meeting and individual classrooms.  |
| 4 | Train teachers about plans/ goals of Annual Title I Meeting | Principal | August/ Fall 2018 | Speaking points; meetings  |
| 5 | Publicize Event  | PTA Coordinator/ Principal | August/ Fall 2018 | Posting on website (DLTL), marquee and newsletter.  |
| 6 | Maintain Documentation  | A.P./ Parent Liaison/ PTA Coordinator  | August/ Fall 2018 | Five Star binder  |
| 7 | Parent will be informed during Open House that Palm Terrace is a Plus1 School.  | Principal  | September 2018 | 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 parent and family engagement.

**Response:** The Administrators, teachers, and staff at Palm Terrace Elementary believe strongly in the importance of parental involvement and have implemented measures to offer parents 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 are annual events. Parents are afforded the opportunity to schedule parent conferences as often as they would like on the days and times most convenient for them, these times include A.M., Mid-Day, and after work hours.

To encourage and maintain active parent’s 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 parents to be actively engaged and participate on the business to discussed, while having a peace of mind that their child’s physical needs are met and in 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 out parents to certain days for conferences or meetings. We have an open-door policy and welcome parents and families to get involved with the academic’s success of their student.

Through school newsletters, we will inform parents of our new hours of operation for the schools Family Resource Center, which will be 8 a.m-3 p.m. Monday-Thursday.

# Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families 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 and families work with their child to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

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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 will assist with logging on to Parent Portal  | September 2018 | Percentage of parent usage of Parent Portal.  |
| 2 | Bingo for Books | Principal, Teachers, and PTA  | Increased desire to read books | Fall/ Winter 2018 Spring 2019 | Number of families that attend the event. |
| 3 | FSA Family Night | Principal/ PTA/ Teachers | Parents in grade 3-5 can meet with teachers to gain a better understanding of the FSA | Winter 2018 | Number of families that attend the event |
| 4 | Weekly Tutoring | Principal and teachers | Academic improvement in deficient areas/ Level on FSA Data | September 2018- April 2019 | Number of students attending regularly.  |
| 5 | Interactive Math Nights | Principal/ PTA/ Teachers | Parents and students will interact with math standards to gain better understanding of daily standards used.  | Fall 2018/ Winter 2018/ spring 2019 | Number of families that will attend. |

# 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 and family engagement programs, and build ties between parents and schools.

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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 needs for school  | Fall 2018 | Identification of student academic needs. Sign in Sheets/ agenda |
| 2 | ELA/Math Module Training | District Personnel/Coaches  | Improved teacher performance will lead to improved student achievement. | Fall 2018  | Teacher instructional improvement. Sign in sheets |
| 3 | Success Maker Training | District Personnel | Increased student academic performance  | Fall 2018 | Increase in student assessment scores. Sing in sheet |
| 4 | Waterford training (new teachers) | District Personnel | Increase academic performance  | Fall 2018 | Increase student assessment scores. Sign in sheets |
| 5 | RAZ kids/ Reading a-Z | Company Personnel | Increase student achievement and parent involvement at home.  | Fall 2018 | Increase in student academic performance. Sign in sheet  |
| 6 | Ruler Training | District Personnel  |  | Fall 2018 | Increase student’s academics and behavior.  |

# Other Activities

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

**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 Parent Resource Center where parents can call or browse instructional materials that they can check out. Additionally, teachers have will have “take home kits” for their classes based on student’s needs.

The parent liaison and PTA coordinator attend monthly meetings with Title I with information being brought back to the school on ways to reach the families.

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 their children. Additionally, parents authorize these counselors to visit with their child on the campus of Palm Terrace Elementary.

# Communication

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

* 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 meet;
* 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; and
* If the schoolwide program plan 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:** 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 I programs. Upon conclusion of the Open House Title I meeting parents are invited to visit the student’s classroom and meet the staff. We also provide insight to PTA and SAC during this evening. Teachers will give information on all the subjects that they teach, assessment plans, classwork and homework assignments, student planners, grading scale, classroom management’/behavioral plans and how the parents can be an asset to their child’s learning success by reinforcing good study habits at home. They are also encouraging parents to visit our special area teachers to learn more about the extracurricular activities that are offered here at Palm Terrace Elementary. Each teacher will have a sign in sheet and at the end of the evening the original sign in will be submitted to the Assistant Principal to maintain documentation on the dissemination of information, distribution methods and timelines. A copy of the sing in sheets will also be included in the schools Five Star Binder.

 **Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement 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.

**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. Most of the information provided to families are in English and Spanish. We also have district translators available to help in any language need to assist parents and families of our ESOL students, to understanding the schools PFEP. 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 parent and family engagement plan Components Check if the school does not plan to implement discretionary parent and family engagement 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)] | Providing parents with face to face training sessions during SAC and PTA meetings, to assist then in becoming effective parental leaders.  | Principal, Assistant Principal, SAC Chair, 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 2018 |  |
| 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 the school day, 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 2018-May 2019 |  |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e) (10)] | Community based organizations and businesses are involved in our back to school back pack giveaways, preparation of school supplies, Thanksgiving and Christmas food supplies. May of our community-based organizations including faith -based organizations serve as volunteers for different programs offered.  | Principal/ Assistant Principal /Business Partner Coordinator | Assists students to becoming better selves and readers. Through our donations of food, clothes and school supplies from our community-based organizations our students are provided an opportunity to succeed.  | August 2018-May 2019 |  |

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan.

Please upload into SharePoint and keep copies for our records.

# Upload Parent-School Compact

Note: As a component of the school-level parent and family engagement 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.

Please upload into SharePoint and keep copies for your records.

# Upload Evidence of Parent and family engagement in Development of Parent-School Compact

Note: As a component of the school-level parent and family engagement 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.

Please upload into SharePoint and keep copies for your records.

## Evaluation of the previous year's Parental & Family Engagement 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. 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 | Family Science night with Museum of Arts and Science | 1 | 136 | Student achievement increased and student’s attention to details increased during the 17-18 school year.  |
| 2 | Parent Technology Night | 2 | 100 | Students achievement increased and their response to time questions improved during the 17-18 school year.  |
| 3 | Bingo for books | 4 | 120 | Students achievement increased along with the interest in reading. Library check out became exciting.  |
| 4 | Open House  | 1 | 145 | Parents were able to attend the Title I meeting along with meet the teacher. The students and their interactions  |
| 5 | Kg/First grade parent orientation | 1 | 83 | Parents were able to meet the teacher and learn first hand knowledge of what to expect during the school year.  |
| 6 | Meet the teacher | 1 | 289 | Parents were able to meet the teachers and learn the expectations for the upcoming school year.  |

# 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | PLC Meetings | 1 per week  | 50 | Arguably the most important process in place at PTE. This is to ensure that ALL students and teachers succeed.  |
| 2 | Behavior training/ CHAMPS | 3 | 50 | This process was to train the teachers |
| 3 | Book Study: Engaging students with Poverty in Mind | 4/ Faculty Meetings | 50 | Create a positive social emotional environment that focused on student achievement while empathizing and meeting the needs of our students and families poverty.  |

# Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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).

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Survey states that parents did not know about Palm Terrace being a Title I school.  | Parents attend first meeting of the year at Open house. These meetings are to inform the parents of this type of information. This year we will make sure that more notice and time is give to the parents. Also, we will send home more literature about being Title I.  |
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# Best Practices (Optional)

Describe the parent and family engagement 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)

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