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**2019-2020 School Parental & Family Involvement Policy (PFEP)**

**School**: **Lake Trafford Elementary**

## Each participating Title I public school must develop jointly with families a written school‐level Parent & Family Engagement Policy/ Plan (PFEP) that describes how the school will build family capacity [ESEA Section1116]. Please complete this form and uploaded in the ADNTITLE1SCHOOLS share drive.

###### **Assurances**

## Please check all the boxes

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|  | Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent? |
|  | 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 8101 of ESEA |
|  | Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community |
|  | Involve parents and families, 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 schoolwide program plan |
|  | 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 |
|  | Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals |
|  | Provide each family with 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 |
|  | 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 [ESEA Section1116] |

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| **Principal Signature** |  | Date Signed |

1. **Involvement of Parents**  
   Describe how your 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?

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| Information regarding the Title I program will be shared with parents in a timely manner. When possible, information will be provided to families in their heritage language. Information regarding school and parent programs, meetings and other activities will be sent to families in a language the families can understand. Parents that participate in our School Advisory Committee have the opportunity to be involved in decision making, developing, and discussing how Title I funds will be used. |

1. **Coordination and Integration with Other Federal Programs**

Describe how your school will coordinate and integrate parent and family engagement programs

and activities **with Other Federal Programs**?

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| **count** | **Program** | **Coordination** |
| 1 | Books and Bagels | Instructional coaches, Migrant staff and ELL staff members will work side by side with families to provide opportunities to learn reading strategies and set a routine for reading at home promoting a love of reading |
| 2 | Math and Muffins | Instructional coaches, Migrant staff and ELL staff members introduce parents to math strategies that will promote understanding of mathematical practices |
| 3 | Curriculum Night/Student Led Conferences | Evening event to allow students to introduce their personal academic goals and discuss academic growth with parents by sharing their data binders. |
| 4 | Meet the Teacher | School introduction activity to acquaint parents to school expectations, faculty and staff. Title I information is presented to parents. |
| 5 | Parent Involvement Academy | Coordination with FSCG staff to provide parents with necessary tools and resources to help their children succeed in the classroom and at home. |
| 6 | Parent University | Courses designed by Parent Liaison as well as other program coordination (Head Start, Migrant, ELL) to provide information and hands on strategies to help parents assist their children with school work at home |
| 7 | Science and Salsa | Instructional coaches, Migrant staff and ELL staff members work with families to provide opportunities for students and families to conduct simple inquiry -based science activities |
| 8 | Dads Take Your Child to School | To encourage dads to be more active role models in school. Coordination with Collier County Sheriff Department as well as our own Dads on staff to present the impact Dads can have on student education. |
| 9 | Fall Festival | School wide event to promote literacy and involvement in school activities. Grade level performances will take place |
| 10 | Social Media | School will maintain social media sites (Twitter, Facebook) to improve communication with community |
| 11 | School Website | A school platform to communicate school information with parents and families |
| 12 | Winter/Spring Grade Level Performances | Evening events that allow students to perform for their parents. |

Describe how your 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** | **Program** | **Coordination** |
| 1 | Books and Bagels | Instructional coaches, Migrant staff and ELL staff members will work side by side with families to provide opportunities to learn reading strategies and set a routine for reading at home promoting a love of reading |
| 2 | Math and Muffins | Instructional coaches, Migrant staff and ELL staff members introduce parents to math strategies that will promote understanding of mathematical practices |
| 3 | Parent Involvement Academy | Coordination with FSCG staff to provide parents with necessary tools and resources to help their children succeed in the classroom and at home. |
| 4 | Parent University | Courses designed by Parent Liaison as well as other program coordination (Head Start, Migrant, ELL) to provide information and hands on strategies to help parents assist their children with school work at home |
| 5 | Science and Salsa | Instructional coaches, Migrant staff and ELL staff members work with families to provide opportunities for students and families to conduct simple inquiry -based science activities |
| 3 | Saturday Migrant Family Workshops | Instructional staff will work side-by-side with families to provide reading and math support strategies for parents to work with their children at home. |

1. **Annual Parent Meeting**  
   Describe the specific steps your school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title 1 Meeting/Title l School Plan. School will host the annual Title 1 meeting in August | Principal | August 2019 | Notification to parents sent in three languages. Meeting notice placed on the school marquee. Placement of program time near another school wide event. School website showed time of meeting. Parent meeting sign-in sheets will be maintained in office |

Provide a description of the nature of the Title I Program that will be shared with parents and families (school wide or targeted assistance).

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| Title I information will be shared using a power point presentation. The presentation will be presented in English, Spanish, and Creole. Parents will have the opportunity to ask questions. |

Provide a description of how the meeting will cover the rights of parents at the annual meeting?

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| The rights of parents will be covered in the Parent Involvement Policy Summary that will be provided in English, Spanish, and Creole. The summary will include information about our school’s AYP and school choice options. |

1. **Flexible Parent Meetings**  
   Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

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| As a school community, meetings are held to maximize participation with flexibility based on family work schedules. The SAC meetings, home and family connections meetings (Books and Bagels, Math and Muffin and Science and Salsa) provide parents an opportunity to learn during school and non-school hours. Meetings are held on a rotational basis between morning and afternoon times to meet the needs of members. |

How will your school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement?

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| Child care assistance is available during SAC meetings and Parent workshops to provide more opportunities for parents with non-school age children to participate.  A family center has been established with a parent involvement staff member to provide tips for parents and volunteer activities for the classroom. |

1. **Building Capacity**  
   Please describe all activities that will address the following questions;

* How the school will implement activities that will build the capacity for meaningful parent/family involvement?
* How will the school implement activities that will build relationships with the community to improve student achievement?
* How the school will provide materials and trainings to assist parents/families to work with their child(ren)?
* How the school will provide other reasonable support for parent/family engagement activities?

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent Notes | Principal | Provide parents and students information on what goals are needed to be proficient for the next quarter | 4 times per year | student progress reports |
| 2 | Books and Bagels | Academic Coaches/ Assistant Principals | Specific grade level strategies to improve phonemic awareness and comprehension | 2 times per year | Sign-in sheets |
| 3 | Math and Muffins | Academic Coaches/ Assistant Principals | Specific grade level strategies to improve mathematical practices | 2 times per year | Sign-in sheets |
| 4 | Parent monthly information letter | Building Leadership Team | Informational newsletter distributed to families pinpointing school events and opportunities for families to become engaged with the school | Monthly | SAC meeting discussions and surveys |
| 5 | Science and Salsa | Building Leadership Team | Specific grade level strategies for improving science inquiry | 2 times per year | sign in sheets |
| 6 | Title I Parent Academies | District and Principal | Parents will be empowered with the necessary tools and resources to help their children succeed in the classroom and beyond | 6 times during the year | sign in sheets |
| 7 | Parent University | Principal ,school staff | Develop a group of informed, empowered parents to raise confident, college and career ready children | On-going | Sign In sheets |

1. **Staff Training**  
   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 on:

* How to reach out, communicate, and work with parents/families as equal partners
* The value and utility of contributions of parents/families
* How to implement and coordinate parent/families 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 | Leading effective student/teacher/parent conferences | Principal, school staff | Teachers will lead effective conferences informing stakeholders of student needs | On-going | Student led conference / parent/teacher conferences |
| 2 | Parent University | Principal ,school staff | Develop a group of informed, empowered parents to raise confident, college and career ready children | On-going | Sign In sheets |
| 3 | School Wide Marzano Training | Principal, School Staff | Build the capacity of teachers in highly effective strategies | On-going | Sign in sheets, MIP points, observation counts towards strategy |
| 4 | Parent Newsletter | Principal, School Staff | Informational newsletter distributed to families pinpointing school events and opportunities for families to become engaged with the school | Monthly | Posted on bulletin board in the front office and in the foyer and sent home with every student |
| 5 | Social Emotional Learning | Principal, School Staff | Strategies to promote positive social emotional learning will be taught and shared with teachers. | Monthly | Sign In sheets |

1. **Other Activities**  
   Describe 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)?

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| Parent university groups will be formed providing the school an opportunity to collaborate with parents. This program is designed to increase parent involvement and empower parents in raising successful life-long learners.  Family Center established to provide academic resources and additional volunteer opportunities for parents. |

1. **Communication**  
   Describe how will your school provide timely information about the Title I programs?

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| SAC meetings and literacy morning events provide parents the opportunity to give input and review information about the Title 1 programs. All parents are invited to attend these meetings. The school sends home a copy of grade level expectations to each family. Student Led Conferences are held annually to increase home/school involvement. |

How will your school 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?

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| Leading effective student/teacher/parent conferences, Hosting Parent Night and inviting parents to request parent/teacher conferences as needed throughout the year. |

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

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| Parents can schedule appointments with teachers as needed. |

How will your school submit parent’s/families comments if the school wide plan is not satisfactory to them?

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| The school will submit parents/families comments if the school wide plan is not satisfactory on the SAC minutes. |

1. **Accessibility**  
   Describe how your school parent/family engagement activities for all parents/families?(*including parents with limited English proficiency, disabilities, and migratory children).*

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| A family center has been established to offer educational and socializing opportunities. Locations and times are considered when planning parent meetings. All locations are accessible to all participants and meeting times vary to accommodate all schedules. |

Describe how your 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?

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| Reasonable efforts shall be made to communicate with parents in their primary language whenever possible. Information related to the school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. |

1. **Discretionary Activities**  
   Describe if the school provides Any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | 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)]; | Moving SAC and parent trainings to rotational schedule for parent attendance | Principal | Increased parent involvement impacts student achievement positively with a strong home to school connection | Ongoing 2019-2020 |
| 2 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Additional parent university activities on variety of topics to help build home school connection | Principal; Parent Coordinator | Parent’s knowledge will impact student performance | Ongoing 2019-2020 |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Pursue relationship development with select organizations as a community involvement partnerships and volunteering in school | Principal; Parent Coordinator | Increased community involvement and direct work with students to help develop strong relationships with teachers and students | Ongoing 2019-2020 |

1. **Barriers**  
   Describe the barriers that hindered participation by parents during the previous school year. Include 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)?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Language | Continue to have information translated in all 3 languages and provide interpretation at all meetings and school activities. |
| Parent work schedules | Provide survey to see which times would be better for parents. Include some activities on a Saturday. |

1. **Upload Evidence of Input from Parents on the development of the PIP**

Upload a copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent & Family Engagement Policy(PFEP)** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M:\1.%20Title%20I%20Required%20Documentation)

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| 1. **Upload Parent-School Compact**  Upload an electronic version of the FY20 Parent-School Compact. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M:\1.%20Title%20I%20Required%20Documentation) |

1. **Upload Evidence of Parent Involvement in Development of Parent-School Compact** Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent –School Compact** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](file:///M:\1.%20Title%20I%20Required%20Documentation)

###### **Evaluation of the previous year's Parent and Family Engagement Plan**

**Review your FY19 School Parent and Family Engagement Policy (PFEP) and complete the sections below.**

1. **Building Capacity Summary**  
   Provide a summary of activities provided during the **2018-2019** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below.**

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **How did this activity build parent and family capacity to improve student achievement? If not completed, provide rationale.** |
| Annual Title I Meeting | 1 | 509 |  |
| Parent Notes | # of FLYERS |  |  |
| Books and Bagels | 1 | 23 |  |
| Math and Muffins | 1 | 43 |  |
| Parent monthly information letter | 10 | 773 |  |
| Science and Salsa | 1 | 3 |  |
| Title I Parent Academies | 3 | 20 |  |
| Parent University | 7 | 74 |  |

1. **Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the **2018-2019** 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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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| Leading effective student/teacher/parent conferences | 2 | 741 | We anticipate a positive impact on student achievement due to student/parent/teacher conferences. Data binders are shared at both teacher and student conferences. Students and parents feel a sense of pride and accomplishment at these conferences. This is a positive time to build relationships between the school and parents. |
| Parent University | 7 | 74 |  |
| School Wide Marzano Training | Ongoing | All Teachers |  |
| Parent Newsletter | 10 | 773 | Monthly calendars/newsletters are sent home throughout the year to inform parents of important events and news about LTE. |

1. **Review your FY19 School Parent and Family Engagement Policy (PFEP) Barriers Section.**

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** | **Implementation**  (Full, Partial, Not Yet) | **How will Title I PFE funds be used to address the persistent barrier(s)?** |
| Language | Continue to have information translated in all 3 languages and provide interpretation at all meetings and school activities. | Full | Translators will be paid for through Title I funding. This will allow more parents to participate and understand all meetings and information in their heritage language. |
| Parent work schedules | Provide survey to see which times would be better for parents. Include some activities on a Saturday. Staggered event times. | Full | Title I funds will be used to pay for weekend activities. This will allow more parents to attend. |