

# Title I, Part A Parent and Family Engagement Policy Just For Girls Elementary - 2019 2019-2020

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.

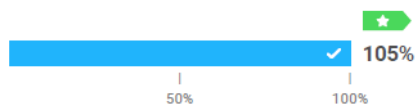
## Review of 2018-19 Parent and Family Engagement

Describe which parts of your 2018-19 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 2019-20 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.

### Response:

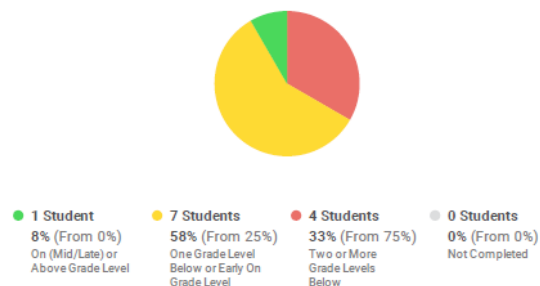
**This year we had two large successes. We used Title 1 funding on a part time interventionist. With her work in the classroom, student's needs were identified and large amounts of growth happened. Our MTSS process became more concise and we were able to assist more students. We want to continue this progress for next year.**

Progress to Annual Typical Growth (Median)



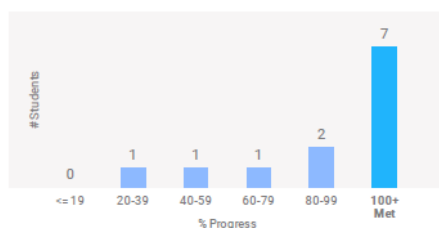
The median percent progress towards Typical Growth for this group is 105%. Typical growth is the average annual growth for a student in their grade and placement level.

Current Placement Distribution

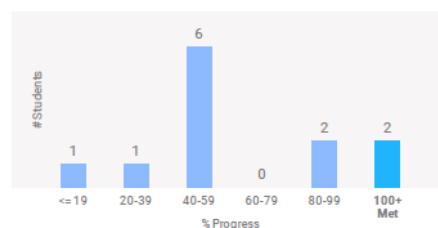


## Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



The second impact that Just for Girls had was while we worked on supporting the families. One program we started was in partnership with Feeding Tampa Bay. Our philosophy was that hungry children have difficulties performing and learning. On the second Saturday of every month the school volunteers to distribute boxes of food to the surrounding community. In September we distributed food to 170 families with approximately 1% of our families coming to obtain food. On May 11, 2019 we distributed food to 232 families with approximately 20% of our families coming to obtain food.

A big barrier for us was making sure we understood and documented the District MTSS procedures. The documentation has taken us a bit to place in the correct format. The other barrier is getting parents to attend MTSS meetings. We had to come up with creative ways to make sure we explained and met with parents so they understood the student's needs.

## 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 Mission is to meet the specific intellectual, emotional, and physical needs of girls by providing an innovative research-based, quality education taught by motivated, certified, highly qualified teachers through which girls will succeed develop confidence and character, and accomplish measurable improvements in knowledge, attitudes, behaviors and skills, with an emphasis on reading, science, technology, and mathematics. Upon admission, parents meet with the Family and Student Support Coordinator to complete registration. Parents/guardians and students are involved in setting short and long-term educational goals during academic planning meetings and IEP meetings. Parents/guardians are provided quarterly and mid-term progress reports of achievements. Students take home agendas on a daily bases with information on special events, daily assignments, field trips, home work and behavior reports. Parents/guardians are given the opportunity to attend parenting meetings focusing on the emotional and academic needs of our girls. Parent workshops, parent resource library and back to school events are held during after-school hours or on Saturdays to accommodate the needs of working parents. Parents are notified daily of student absences.

## 2019-2020 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:

JFGE collected data from parent surveys as well as program feedback from teachers, administrators, parents, and community members. Using this data, changes improving programs and the Title I Parent and Family Engagement Policy were established.

Over the course of the school year the school offers a flexible number of meetings for Title I parents at a variety of times to meet the needs of families.

Each year parents are given the opportunity to approve and have input into the development of the Parent and Family Engagement Policy, Compact and the 1% set aside Parent Involvement funds. Agendas, minutes and sign-in sheets will be maintained in the Title I Crate

## 2019-2020 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]

<b>Count</b> <i>(add or remove rows as needed)</i>	<b>Program</b>	<b>Coordination</b>
<b>1</b>	CCLC	This year Just For Girls OST has become a 21st Century Learning location to support the development and academics of students in an extended day format.
<b>2</b>	Feeding Tampa Bay	Second Saturday of every month Just for Girls coordinates with Feeding Tampa Bay to provide food for the surrounding community
<b>3</b>	Scholastic Saturday	Saturday tutoring sponsored by Just for Girls Elementary in coordination with the out of school program.
<b>4</b>		

## 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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Notice to go home	Admin Assistant/PI specialist	Aug.	Copies of flyer
2	Create agenda, presentation materials, handouts	Principal	Aug	Copies of Power point, Agenda, handouts
3	Create Sign in Sheets	PC Specialist	Aug	Completed sign in sheets
4	One Call	Principal/Registrar	Aug	One Call goes to parents in both Eng and Spanish
5	Presentation discuss parents rights and school choice	Principal/PC Specialist	Aug	Meeting Minutes, Sign in sheet,
6	Evaluate the meeting	Principal/PC Specialist	Aug	Evaluation forms

## 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:

Parents will be provided written notification on qualifications of teachers in Parent-Right To-Know Letters and non-state certified letters. Progress of their student and classroom work is given through letters, agendas and meetings held at parent requested times through out the day. Parents will also receive information about student progress during parent-teacher conferences in the first and third quarter as well as on an as needed basis.

## 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:

Over the course of the school year the school offers a flexible number of meetings for Title I parents at a variety of times to meet the needs of families. JFGE holds meetings as parents pick up students from out of school program, as well as on a parent sign up basis for classrooms. Meetings also are scheduled during scholastic Saturdays to support student care needs/tutoring with parent needs.

## 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.

Count (add or remove rows as needed)	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Meet the Teacher	Principal, Staff, PC	Meet the Teachers and ask questions	Aug	Notification/One Call
2	Annual Meeting	Principal, PC, Staff,	Invite all parents to attend meeting to discuss school improvement Provide information regarding school progress, curriculum, state standards, and how to monitor progress	Aug.	Notification Flyer, Sign in, Agenda , minutes, Parent Feedback
3	Parent Teacher Conferences	Principal, PC, Staff,	Help parents understand student progress. Go over Learning plans	Oct	Notification Flyers, Sign in Sheet, parent feedback

4	Literacy Night	Principal, PC, Staff,	Help parents read or implement literacy activities at home	Nov	Notification Flyers, Sign in Sheet, parent feedback
6	Internet Safety	Principal, PC, Staff,	Help parents understand risks and safety of internet usage	Jan	Notification Flyers, Sign in Sheet, parent feedback
7	Spring Student Led Conferences	Principal, PC, Staff,	Students get to show off their strengths	March	Notification Flyers, Sign in Sheet, parent feedback
8					

## 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]

Count	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Positive Discipline Program	Principal (Purchase of PD)	Help develop structures, set expectations, and teach character	On Going	Low office referrals and walk through
2	CKLA	Principal (Training videos)	Allows for cross curricular instruction and Vocabulary development	On Going	Rise in Student achievement
3	Medication/ Illness training	Nurse	Educates Teachers to help prevent/spread illness as well as distribute	Aug	Health and Wellness of Students

			medications		
4	CPR	American Heart Association	Educates teachers for emergency response to students	Aug	Health and Wellness of Students
5	MTSS/Data Teams	interventionist	Identify and Review process/Data to support student growth	9/11, 11/6, 12/4, 1/6, 2/3, 4/15	Ongoing Meetings and training to get better at MTSS process

## 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:

The school provides Title I parents with materials and training to help them support their children's achievement.

The school coordinates and integrates the Title I parent involvement program with other programs, such as a parent resource center, and family literacy activities to encourage and support parents in more fully participating in the education of their children.

The school provides programs independently and in connection with the Just For Girls for families including but not limited to English Language Learning, family finance, family literacy and math events. The school will maintain parent/family friendly atmosphere.

## 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:**

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. The school will distribute a monthly newsletter to parents that is developed with participation of the administration, staff, and parent volunteers. It includes school news, and a calendar of school activities.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Each teacher will send home a folder containing student papers and work samples each week.

Teachers will routinely contact parents on an individual basis to communicate about their child's progress.

The school will provide to parents reports/report cards every four weeks with information regarding their child's academics.

In the event that parents have found the school-wide Parent and Family Engagement Plan unsatisfactory, we will direct them to the District Title I office.

## 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:**

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. The school will distribute a monthly newsletter to parents that is developed with participation of the administration, staff, and parent volunteers. It includes school news, and a calendar of school activities.

Just For Girls Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

JFGE is handicapped accessible, all information is provided in parents first language and interpreters are available when needed and/or present at all meetings for limited English proficient parents.



## 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:

Discretionary funds will be used for:

Annual meeting

Parent trainings

Food

Mailings related to beginning of year meet and greet.

## Uploads

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

### **2018-19 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)

### **2019-20 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)