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

**Electa A. Lee Magnet Middle School #0761**

**2019-2020**

# 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:**

**Fostering learning partnerships between the students’ home, school and community to ensure social, emotional and academic excellence.**

# 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:**

**There will be a variety of parent & family involvement activities throughout the year. Involving all stakeholders in the decision-making process will be key. We will use SAC meetings to create an atmosphere of inclusive decision-making for all stakeholders by soliciting input during this meeting time.**

|  |  |
| --- | --- |
| **Type of meeting** | **How often** |
| **SAC meetings** | **Every other month for a total of five meetings-9/10, 11/12, 1/14, 3/10 & 5/12** |
| **Parent & Family involvement nights** | **Once per semester hosted by school & departments-Jan.: Science & History “Night at the Museum”****Mar.: “Pi Night”** |
| **Parent & Family University activities covering various topics** | **Twice per year: Sept. College & Career Night; Feb. Resources for families** |
| **English Language Learner Nights** | **Twice per year: Oct & April** |
| **Community Events** | **Once per month: Skate nights & other establishments** |
| **School-based performance events** | **At various times during the year** |
| **AVID nights** | **Twice per 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]

|  |  |  |
| --- | --- | --- |
| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | **South Florida Museum** | **Hosting Night at the Museum event** |
| **2** | **State College of Florida** | **College Reach Out Program (CROP)-coordinating with students, parents & families on college prep** |
| **3** | **College Funding Coach** | **Parent & Family University on college funding** |
| **4** | **Manatee Public Library** | **-partnership during literacy night** |
| **5** | **Family Resource****Center**  | **-Parent & Family University on various social skills** |
| **6** | **Manatee Children Services** | **-Parent & Family University on various social skills** |
| **7** | **Suncoast Behavioral Health** | **-Parent & Family University on social-emotional health** |
| **8** | **Blake Trauma Center** | **-Parent & Family University on safety information** |
| **9** | **Manatee Sheriff Dept** | **-Parent & Family University on safety information** |
| **10** | **Centerstone** | **-Parent & Family University on social-emotional health** |

# 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** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | **Develop schedule & presentation that addresses the required components** | **Principal** | **August 2019** | **Schedule/presentation uploaded to Title I crate** |
| **2** | **Develop and disseminate ConnectEd call/email** | **Assistant principal** | **September****2019** |  **Call logs and/or script uploaded to Title I crate** |
| **3** | **Title I Presentation** | **Principal** | **September 2019** | **Agenda/Sign-in Sheet uploaded to Title I crate** |
| **4** | **Evaluation** | **Principal** | **September****2019** | **Aggregated Evaluation Form/Notes uploaded to Title I 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:**

**We will create a brochure, place items on our website, include the information in our newsletter, create flyers for specific events, send phone calls and emails home through our ConnectEd system. Parents and families are given the option of picking up individual performance reports with report cards during the summer.**

# 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:**

**During Parent & Family University events, flexible time slots allow for parent choice. Parents may bring their children with them and if necessary, our Graduation Enhancement Technician will do home visits when requested.**

# 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** | **Title I Presentation**  | **Principal** | **Increased knowledge about services through Title I, which will lead to more participation and greater student achievement** | **September 2019** | **Aggregated Evaluation Form/Notes uploaded to Title I crate** |
| **2** | **Parent & Family University** **events**  | **Assistant Principal & Family Involvement Coordinator** | **Increased knowledge of programs offered for tracking student achievement, attendance, positive rewards and/or behavior, which will give parents tools to learn of their child’s progress & lead them to academic success** | **September 2019-May 2020** | **Feedback forms loaded into Title I Crate** |
| **3** | **Parent & FamiLee Night events by core subject**  | **Department Chairpersons** | **Increased knowledge and involvement in subject matter, which will lead to confidence in students and ultimately, greater academic success** | **January 2020-March 2019** | **Evaluation forms by dept/parent surveys** |

# 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** | **Time to Teach strategies-presented by ambassadors**  | **Principal/Assistant Principals** | **Increased knowledge of relationship building strategies for students and their families to increase academic achievement among students** | **August****2019-May 2020** | **Feedback forms uploaded in Title I crate** |
| **2** | **The Teacher 50 book study**  | **Principal/Assistant principals** | **Increased motivation for teaching which will lead to better relationships with students and their families along with greater academic achievement among students-reflection questions will be reviewed through faculty meetings** | **October 2019-May 2020** | **Feedback forms uploaded in Title I Crate** |
| **3** | **High yield strategies****trainings**  | **Instructional coaches** | **Increased knowledge of high yield strategies and tools to use, which will lead to greater academic achievement of students in classes where they are engaged and provided rigorous instruction** | **October 2019-May 2020** | **Feedback forms uploaded in Title I Crate** |
| **4** | **New teacher support meetings** | **Assistant principals/instructional coaches** | **Students will benefit from increased knowledge gained by new teachers during the support meetings** | **September 2019-May 2020** | **Survey data uploaded in Title I Crate** |

# 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:**

**Parents & family members are free to come to the school or call anytime they have a question. A parent & family resource center is located at the front desk with a variety of information that will benefit them and their child.**

# 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:**

**Title I information will be shared via power point presentation during back to school night and will be available via brochure in the parent & family resource center.**

# 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:**

**All notices will be translated and a translator will be paid to attend the event.**

# 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:**

**Home visits will be conducted on a weekly basis by our Graduation Enhancement Technician or GET. Child care may be provided as necessary. Awards may be given out to encourage participation and food will also be used to make it convenient for parents & families to attend**.

## 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)