

## Polk Avenue Elementary Title I Part A Parent and Family Engagement Plan

I Gail Quam, do hereby certify that all facts, figures, and representations made in this plan 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.

- 
- 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 outlined in ESEA Section 8101;
- 
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
- 
- Jointly develop/revise with the family that has custodianship of the student 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 [Section 1116(b)(1)];
- 
- Engage 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 parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- 
- 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 [Section 1116(a)(2)(C)];
- 
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- 
- Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- 
- Provide each parent and family 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
-

- Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*Hail Quam*

Signature of Principal/School Administrator

8-30-18

Date Signed

## NEEDS ASSESSMENT

The Need Assessment is the foundation of the Parent and Family Engagement Plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

### Previous Year Financial and Programmatic Outcomes

#### Fiscal Overview from the Previous Fiscal Year

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$ 2,318.52	\$ 2,318.52	\$ 0
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		

#### Programmatic Overview from the Previous Fiscal Year

##### Summary of Parent Engagement Events from the Previous Year

Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual Title I Meeting	293	Completed Evaluation Forms
Developmental Meeting		Completed Evaluation Forms
Leadership Day	106	Completed Evaluation Forms
Literacy Family Involvement Night	112	Completed Evaluation Forms
Math Family Involvement Night	262	Completed Evaluation Forms
Science Family Involvement Night	172	Completed Evaluation Forms

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

**Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year.**

Overall parents were pleased with the family nights. They had a few suggestions, some were related to having more option for having meals served for the family night as well as adjustments of time spend on each activity.

**Barriers**

**Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.**

1. Competing events in the community happening on the day such as football games
2. Language

**(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required\*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).**

1. Barrier 1 – School Calendar notifies parent of event happening throughout the school year so that they can prioritize activities they can attend
2. Barrier 2 – We use the talk system for translation and provide all school information in English and Spanish

**What are the outcomes/goals for the current school year for parent and family engagement?**

Our goal for current school year is maintain and increase family involvement at the school.

# COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility
<p><b>Describe how the school will provide full opportunities for <u>all</u> parents and families to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?</b></p>
<p>We will ensure all parents, guardians, and family are able to participate in all parent and family engagement events in the following ways:</p> <ul style="list-style-type: none"><li>• Provide parents with translation through our "Talk System"</li><li>• Provide child care when required</li><li>• Also accommodate other needs upon advanced notice</li><li>• Provide multiple session to give parents with multiple children opportunities to participate with all children</li><li>• Staff has been hired that can communicate with migrant parents in their native language to help identify and fill needs of this special group</li></ul>
<p><b>Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?</b></p>
<p>We will provide all families with information related to school and family programs and meeting by</p> <ul style="list-style-type: none"><li>• Listing important school dates on our school calendar that will be distributed to the parents in the beginning of the school year</li><li>• Upcoming events will be posted on the school website, Facebook page, and the Marquee</li><li>• Messenger calls and remind messages sent to inform families about upcoming events</li><li>• Parents will be encouraged to be a part of School Advisory Council, PTO, and Volunteer at the school</li><li>• All letters and flyers will be sent in English and Spanish</li></ul>

**What are the different languages spoken by students, parents and families at your school?**

The different languages spoken by students, parents, and families at your school are

- Spanish
- Chinese/ Mandarin
- Haitian Creole

**COMMUNICATION**

**(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.**

- (1) We will conduct Annual Meeting event (Open House) in the morning and evening session to communicate information about Title I programs. Parent Involvement Plan summary and Parent School Compact will be sent home in student bookbags for the parent who did not attend the event the next school day.
- (2) The event will be advertised through flyers, school calendar, school website, Facebook, Marquee, Remind text, and messenger calls. We will also use the "Talk System" to translation the presentation in the auditorium.

**How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?**

Description and explanation of the curriculum, forms of assessments, and proficiency in the following ways

- (1) Classroom presentation on Title I Annual Meeting event
- (2) School Newsletter
- (3) Letters to Parents

**(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?**

The decision-making opportunities available for parents at school site are

- (1) School Advisory Committee (SAC)
- (2) Parent Teacher Organization (PTO)
- (3) Parent Evaluations Forms at Family Engagement events

**How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]**

The parents and families will fill out an evaluation form for Title I Annual Meeting event and the three family engagement events held at the school. A copy of the evaluations will be shared with the District office.

**How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families.**

The summary of the parent involvement plan will be given to the families on the Title I Annual Meeting event. Parent Involvement Plan summary and Parent School Compact will be sent home in student bookbags for the parent who did not attend the event the next school day.

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



## INVOLVEMENT OF PARENTS and FAMILIES

**Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].**

We will involve parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds through School Advisory Committee (SAC) and Title I Annual Meeting event. The following topics will be presented and discussed with our SAC or shared on Title I Annual Meeting event.

- Parent Involvement Plan
- School Parent Compact
- 1% Parent Involvement Expenditure
- Implementation of Building Capacity Workshops
- Allocation of School recognition Funds

**How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]**

- Transportation – We will transport families that need transportation for the off-site Science Family Involvement Night
- Childcare – When childcare is provided there is no fee
- Home Visits – Home visits are conducted with faculty and staff and no funds are needed
- Additional Services to remove barriers to encourage event attendance – Light snacks are provided and “Talk System” is used for translation

## FLEXIBLE FAMILY MEETINGS

**How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]**

Parent input will be gained from the majority of parents about the times that best met their need for parent involvement meetings and activities through the parent survey and evaluation forms for Building Capacity workshops

**What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?**

- Title I Annual Meeting Flyer
- Parent Survey

**How flexible meetings will be offered to accommodate parents? Check all that apply.**

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- AM & PM Sessions (Same content to appeal to more parents)
- Other \_\_\_\_\_

## REQUIRED ANNUAL MEETING

**Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]**

1. Classroom presentation will include information about Title I program
2. Parent Involvement Plan summary and Parent School Compact will be handed out to families who attend the Title I Annual Meeting event. These will be sent home in student bookbags the next day for the families who did not attend the event.



**Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.**

The classroom presentation will include information about Title I program informing them about Title I program, District and School Parent Involvement plan, Parent School Compact, and parent involvement opportunities.

**Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.**

(1) N/A

(2) We are a choice school open enrollment is advertised and parents apply

(3) We send home the right to know letter in October

**How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?**

- All school letters and flyers will be sent home in English and Spanish
- School events will also be advertised on the school Marquee
- School Calendar will be sent home in the beginning of the year
- Messenger calls

## Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

**Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.**

We have developed a family engagement action team. This team will be reflecting on this year family involvement happen during the year.

# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

<b>Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?</b>
We will have 3 Building Capacity events this year <ul style="list-style-type: none"><li>• Literacy Family Involvement Night</li><li>• Math Family Involvement Night</li><li>• Science Family Involvement Night</li></ul>
<b>How will the school implement activities that will build relationship with the community to improve student achievement?</b>
<ul style="list-style-type: none"><li>• Leadership Day</li><li>• Three Family Involvement Nights</li><li>• Data and Donuts</li><li>• K Days</li><li>• K Support Nights</li><li>• Dads bring your child to School</li><li>• Every grade level has a tradition that invites parents into our school</li></ul>

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Administration, Title I Teachers, and Classroom Teachers	Increased student proficiency	August	Parent Evaluations	\$0
Literacy Family Involvement Night	Administration, Title I Teachers, and Classroom Teachers	Increased student proficiency	October	Parent Evaluations	\$400 approximately
Math Family Involvement Night	Administration, Title I Teachers, and Classroom Teachers	Increased student proficiency	December	Parent Evaluations	\$400 approximately
Science Family Involvement Night	Administration, Title I Teachers, and Classroom Teachers	Increased student proficiency	January	Parent Evaluations	\$400 approximately

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

<b>Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...</b>
<b>...the assistance of parents and families and in the value of their contributions.</b>
<ul style="list-style-type: none"> <li>• Faculty and Staff volunteer orientation training</li> <li>• Leader in Me parent training</li> </ul>
<b>...how to reach out to, communicate with, and work with parents and families as equal partners.</b>

School Advisory Council, Parent Teacher Organization, Family Action Team

**...implementing and coordinating parent and family programs and building ties between parents and families and the school.**

We will invite parents to participate in the following events at the school

- School clean up day
- Dads bring your child to school
- Leadership day
- Literacy Family Involvement Night
- Math Family Involvement Night
- Science Family Involvement Night
- Field Day
- Great American Teach In
- Monthly SAC Meetings
- PTO Meetings
- Grade level traditions

**(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?**

(1) On August 29<sup>th</sup>, 2018

(2) Staff sign in sheet and Training presentation

# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	<b>IDEA</b> - The Individuals with Disabilities Education Act	
<input checked="" type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	<b>Title II, Part A</b> – Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input checked="" type="checkbox"/>	<b>Title III, Part A</b> – Helping English Language Learners achieve English proficiency	

*Schools may add lines as needed.*