

**Title I, Part A Parent and Family Engagement Policy
Blanche H. Daughtrey Elementary (0411)
2018-2019**

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 2017-18 Parent and Family Engagement

Describe which parts of your 2017-18 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 2018-19 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.

New Administration, along with returning staff and one SAC member reviewed Daughtrey's 17-18 Aggregated data and designed the PFEP for the upcoming 2018-2019 PFEP.

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:

Daughtrey Elementary School will establish a welcoming climate and a culture of collaboration and hard work centered on meeting the needs of our diverse population. This is accomplished by committing to implement effective pathways for two-way communication to ensure a partnership with Daughtrey staff and families. These pathways include but not limited to agenda notes, phone calls, email, ReMind App, Connect Ed text, conferences at school and home through home visits, surveys, newsletters, and school website. All pathways will be available in both English and Spanish

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:

Daughtrey stakeholders believe in involving all, especially parents in all aspects of the school. Parents and SAC have the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PFEP. Membership selection is based on voting results for SAC representation and volunteer commitment for all other parent groups. Parent meetings are held at various times to provide additional opportunities for the involvement of more parents to discuss and carefully deliberate changes. Results of the parent surveys are reviewed by parents, staff and members of SAC to determine needed changes. Parent standard-based workshops and family events are offered at various times to increase parent participation and involvement. Input is gathered during SAC and parent workshops/events regarding how

parental involvement funds will be used. Parents who are unable to attend meetings and workshops are still encouraged to provide input through bi-lingual newsletter slips, surveys, notes, student agendas, etc. All input is documented on surveys, newsletter slips, group minutes, SAC minutes, conference notes and agendas.

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 <i>(add or remove rows as needed)</i>	Program	Coordination
1	Summer Readers Field Trip	Manatee County Public Library This trip reinforces the ELA standards, which includes the importance of integration of reading and writing.
2	Parent Standard-Based Workshops	District TI Department These workshops outline data for the ELA standards.
3	Boys and Girls Club	

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 agenda, handouts, and/or presentation materials that address the required components	Principal or designee	July/August 2017	Copies of documents uploaded to the online crate
2	Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.)	Principal or designee	August	Copies of invitations, call logs, and sign-in sheets uploaded to the online crate
3	Hold the Meeting	Principal or designee	August/September 2017	Agenda/Sign-in Sheet uploaded to the online crate

4	Evaluate the Meeting	Principal or designee	August/September	Aggregated Evaluation Form/Notes uploaded to the online crate
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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:

Daughtrey parents are notified in a timely manner of professional qualifications of the students’ classroom teachers and paraprofessionals and if their student has been taught for four or more consecutive weeks by a teacher who is out of field through newsletters, semester letters addressing out of field statuses of staff members, and classroom letters. In regards to the notification of performance of their student(s) on State Assessments, Daughtrey families receive these assessment documents through U.S. mail, and, if available before the school year ends, by student and individual phone calls home.

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:

Daughtrey provides standard-based workshops and family events at various times and on various days which include academic, social and emotional components. The various times these workshops and events are based on parent input from surveys, conferences, agendas and input slips/flyers. Daughtrey’s funds may provide transportation, childcare, translation, and/or home visits for TI activities related to parent engagement. Daughtrey Staff makes every attempt to make information available to parents who are unable to attend the events.

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 <i>(add or remove rows as needed)</i>	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Standard-Based Workshops	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement in mastery with grade-level standards	2 (1 per semester)	evaluation forms
2	Parent Conferences	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	on-going	evaluation forms
3	Newsletter	Principal or designee	The mission of Daughtrey Elementary School Parent Engagement is to provide effective pathways for two-way communication to ensure a partnership with Daughtrey staff and families in order to work together to educate and develop lifelong learners.	Monthly	evaluation forms
4	Agenda/ ReMind App	Principal or designee	The mission of Daughtrey Elementary School Parent Engagement is to provide effective pathways for two-way communication to ensure a partnership with Daughtrey staff and families in order to work together to educate and develop lifelong learners.	Daily	parent signature/Responses
5	Parent Academic Assemblies	Principal or designee	The mission of Daughtrey Elementary School Parent Engagement is to provide effective pathways for two-way communication to ensure a partnership with Daughtrey staff and families in order to work together to educate and develop	Quarterly	parent signatures

			lifelong learners.		
6	Home Visits	Principal or designee	The mission of Daughtrey Elementary School Parent Engagement is to provide effective pathways for two-way communication to ensure a partnership with Daughtrey staff and families in order to work together to educate and develop lifelong learners.	semester	evaluation forms
7	Parent Requested Engagement Presentations	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement in mastery with grade-level standards	semester	evaluation forms

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	Professional development on Parent Engagement	Principal or designee	Higher levels of staff understanding of parent engagement correlates to higher student achievement in all academic and social areas	Minimum of 2 times per year	Evaluation Forms
2	Staff Training on Development of the PFEP and Parent	Principal or designee	Higher levels of staff understanding of parent engagement correlates to higher student achievement in all academic and social	Once	Evaluation Forms

	Compact		areas		
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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 will be offered standard-based workshops, events centered around student accomplishments and academic achievements (includes classroom/Fine Arts projects). We will also provide computer access and social/emotional support programs. Examples include invitations to Quarterly Academic Assemblies (Principal, Honor Roll, and Responsible Learner), Monthly Character Luncheons, two Standard-Based workshops based on District Standard Assessments for a specific grade hosted by District Title I staff and Teachers, and Family Academic Night to support grade level academics at school and home. All workshops and events are documented with signatures and evaluation forms which include individual comment sections.

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:

During the Annual Meeting, information is presented about Title I, curriculum and academic assessments, and CEP. Parents learn about the school-wide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. We also host an open house where parents are invited to visit their child's classroom and meet staff. During visits teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. This same information will be provided in an informational flyer and distributed to parents unable to attend. Opportunities for regular input are provided by our commitment to effective two-way communication pathways which include agendas, surveys, newsletter slips, phone logs, evaluation forms, face to face conferences. All parent comments are requested on a Needs Assessment Survey, newsletter slips, and evaluation forms and are available to be reviewed. Written communication will be available in English and Spanish. Interpreters will be available to all parents to ensure that parents are able to fully participate in their child's education.

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:

Daughtrey will provide opportunities for full participation in the parent engagement activities including parents with limited English proficiency, disabilities, and migratory children. The PFEP is available in English and Spanish on our school website and in hard copy in agendas and at school. All new enrolling student and families are provided with a school brochure and Title I information. Written communication will be provided for parents in English and Spanish. Interpreters will be provided. If other languages are needed schools can contact the TI office where a school district interpreter will provide translation options. American Sign Language translation will be available through coordination with Manasota Lighthouse for the Blind and Community Center for the Deaf and Hard of Hearing. Messages are delivered through ConnectEd, an automated telephone/text service. Messages are in both English and Spanish.

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:

Daughtrey has a Graduation Enhancement Technician that works closely with families to ensure consistent attendance, limit tardies, and assist families with needs that may impact the their student's social and academic success.

Uploads

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

2017-18 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)

2018-19 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)