



Parent and Family Engagement

Pick Elementary School

Auburn City Board of Education

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Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

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Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

During the first nine weeks of school, we hold our Annual Title I Meeting (August 23, 2018). Parents are notified of this meeting through flyers, phone message system, and the school website. This meeting is used to inform parents of PES' Parent and Family Engagement Policy, School-Parent Compacts, Continuous Improvement Plan (CIP), Parents' Rights to Know Letter, 1% set aside funds for parental involvement, and parents' rights to be involved in how these monies are allotted for parental involvement activities. At the meeting, opportunities for parental involvement are shared and encouraged. The meeting topics are guided through the Alabama State Department of Education (ALSDE) Title 1 Informational Powerpoint. Several parental engagement opportunities will be offered during the 2018-2019 school year including PTO Meetings, Title I Advisory Council Meetings, Pick a Grand Guest Luncheon, Veteran's Day Program, Music Programs, Parent Appreciation Various parent workshops based on survey results Grade level unit/theme programs (Colonial Day, Fairy Tale Ball, Wax Museum).

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Meetings are held annually for parents to come in and convene to discuss the needs of students and to offer suggestions as to how to best meet those needs. Meetings take place at various times throughout the school day and after school: mornings, mid-day, and evenings if applicable. Spring parent surveys are sent home to solicit parent input in our decision-making process. Furthermore, a Title I Parent Advisory Council is formed as a way for parents to become involved in the planning, review, and improvement of the Title I Program. Title I Parent Involvement Funds are used to provide parents with informational handouts, monthly Reading Connection Newsletters, and resources to help their children at home. Funds allocated for parent involvement are being used to stock the parent resource center, provide resources to parents, and support parent involvement activities. In addition to the Title I Parent Advisory Board, we also have a Counseling Advisory Board and a Health Committee comprised of staff and parents from PES who meet during the year to share ideas and look at program effectiveness.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

All correspondence is provided to parents in a language they can understand to the extent practicable, and a parent liaison is available when

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needed. We also utilize TransAct, which provides access to school documents translated in various languages. Parents are provided a progress report every 4 ½ weeks and a district-wide Conference Day is set for October 19, 2018; however, parents can request a meeting at any time throughout the school year.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Parents, the school staff, and students share responsibility for improved student academic achievement by adhering to their responsibilities outlined in the School-Parent Compact. The School-Parent Compact outlines the school's responsibilities, the teacher's responsibilities, and the student's responsibilities. Parents and staff review and revise the PES school-parent compacts at the end of each school year in preparation for the next school year through the PES Parent Advisory Council. Parents are asked to sign the compacts at Open House. The compacts are stored in each classroom for easy access during conferences. Teachers review the compacts during parent-teacher conferences and parents sign each time the compact is reviewed.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

The procedure to allow parents to submit comments of dissatisfaction with the continuous improvement plan is to put their comments in writing and submit to the principal or assistant principal.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Pick Elementary School will provide training for parents in understanding such topics as College and Career Readiness Standards (CCRS), local academic assessments, the requirements of Title 1, and how to monitor their child's progress and work with teachers to improve the achievement of their child. PES will accomplish the majority of this through Meet the Teacher (August 6, 2018) and Curriculum Connections (August 23, 2018) during the first nine weeks of school. Parents are provided opportunities to meet their child's teacher, learn about local assessments, and gain knowledge of strategies to work with their child at home. In addition, at our Annual Title 1 Meeting, an explanation of our school-wide Title 1 status will be explained, along with a description of services offered, and how parents have the right to be involved in their child's education. Parent Involvement recruitment meetings were held at PES on September 5 and September 6th. This meeting was

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led by active parents. The purpose of the meetings were to share the many ways parents can get involved and encourage parents to sign up to help throughout this year. By offering the meeting in the morning and the evening, our hope was to encourage attendance.

PES will provide materials and training to help parents work with their children to improve their child(ren)'s academic achievement.

Furthermore, A STEAM night is planned in November for parents and in April a Parent EDCAMP to showcase what students are doing with Technology and STEAM at PES. On the same note, several grade level projects such as Colonial Week, 4th grade Wax Museum, Oregon Trail and Storyland Ball require a strong amount of parent support to be successful. For example, parents volunteer in the classrooms and/or send in supplies needed to create projects for the study. Additionally, a monthly newsletter, Reading Connections, will be sent home by the Title 1 Teacher which gives parents tips they can use with their children to build a solid foundation for reading success.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school 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. (Describe)

Parent involvement is a continuous area of focus for PES.

- The administration will share with the faculty and staff the Culture Survey and importance of Title I. - Through focus groups, we are able to analyze data from parent surveys and develop plans to increase parental involvement.
- We have a Parent Advisory Committee made up of volunteer parents who brainstorm with administrators to plan purposeful activities for parents to meet their needs.
- There is a LEA District Parent Advisory Committee in which two PES parents are a part of, that gives input to the District Parent Involvement Plan and assist in planning parenting activities for the district and local school.
- Our school level PTO provides feedback based on comments and suggestions from PES Parents.
- We invite parents to be involved in school-wide committees, such as the Counseling Committee and the Health/Nutrition committee.
- Parents are also invited to serve on our Strategic Planning committees.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Parent workshops are offered at various times throughout the school year. These are planned and presented by PES parents and/or staff members.

- Meet the Teacher is held early each school year so that parents can meet their child's teacher and visit the classroom.

- Annual Title I Parent Meeting held in August to inform parents of the Title I Program.

- PES Web Page is kept current and is available to parents 24 hours per day for full information about upcoming school activities.

- Parent Conferences are held throughout the school year. Conferences are documented on the School-Parent Compact which is reviewed and signed on each during conferences.

- Daily Communication with parents via the PES Planner. The PES Planner helps ensure that information related to the school and parent activities is communicated daily.

-Weekly communication with parents via email, newsletter, and notes, as needed.

Every four and a half week progress reports are sent home with a summary of students' most current academics and behavior.

- Additionally, Auburn City Schools will open a parent resource center this year and hire a Family Engagement liaison to specifically work with schools on family engagement.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

All correspondence is provided to parents in a language they can understand, to the extent practicable, and a parent liaison is available for Korean and Spanish speaking families. We also utilize Transact, which provides access to common school documents in various languages. Additionally, all teacher Ipads have the Google Translate app which can be used by teachers to translate text, handwriting, photos, and speech in over 100 languages.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Throughout the year, parents may request support or make recommendations regarding parental involvement activities. Requests and recommendations are considered by our Parent Advisory Committee and School Leadership Team. At the end of the school year, a parent survey is provided to every parent to give suggestions and input into the next school year regarding parental involvement activities: specific activities, specific topics for workshops; convenient times; communication effectiveness. These surveys are analyzed and ideas from these surveys are considered in the planning of next school year's Continuous Improvement Plan. Every effort is made to work with parents in meeting their requests as related to their involvement in their child's education. We also gain feedback from our PTO Board, our Counseling Committee and our Health/Nutrition committee. By prioritizing parent feedback, we are able to design a strategic plan for addressing issues of concern, or continuing programs of success.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

PES provides opportunities for the participation of all parents including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Our EL teacher provides communication and outreach opportunities for EL and Immigrant families to build relationships, bridge the communication and cultural gap, and provides assistance with tasks and activities associated with merging into a new culture. Every effort is made to ensure that necessary parent communication letters are sent home in their native language. We presently use the forms on the TransAct website. Efforts are made through community resources to provide translators during conferences so parents can communicate and feel comfortable coming to school to discuss their child's academic progress. At this time, PES has no migratory students. Every effort is made to accommodate parents with disabilities. PES is a handicapped-accessible building and abides by all ADA regulations and policies.