

Annual Evaluation of the Content and Effectiveness of the LEA Parent and Family Engagement Policy

(Required for LEAs with Title I Schools)

School System: Fort Payne City

Date Completed: 9/6/2018

What the law requires:

The LEA must (1) conduct **with parents** an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities; and (2) use the findings to design more effective strategies and revise the policy.

Evaluating your plan should be done with LEA and school staff as well as parents. All Title I parents should be aware that the policy is being evaluated and understand the procedure that is in place allowing them the opportunity for input. Input may be from serving as a member of the committee conducting the evaluation; completing a parent and family engagement survey; participating in parent focus groups; etc. The input, including the results of the parent involvement survey, should be used to assist in addressing the following evaluation components. **The completed evaluation should be posted to the LEA's e-GAP Document Library each year when the Consolidated Application is submitted to the SDE.**

What were our student achievement goals this year? To increase overall growth in local and state assessment in grades K-12 in the areas of mathematics and reading/language arts. Overall data indicates growth in all areas at each grade based on Sept 2017 data and Spring 2018 data.

How did we work as partners with parents in meeting those goals? At the beginning of the year parent sessions were held by curriculum specialist at each school to explain what students were expected to learn in the curriculum and strategies were given to assist parents. Additionally, during that beginning of the year parent meetings, parents were informed about areas of focus for the Title I program for the 2017-2018 school year which was math and reading/language arts. Also, this was outlined in each school's Continuous Improvement Plan (ACIP). Parents were made aware of ways they could help in the parental involvement section of each school's plan and how they could obtain this section of the plan. Parents were informed of opportunities to volunteer and events that will be held at their child's school. When parent conferences were held in October, at the end of the first grading period, parents were informed of their child's progress and ways in which they could help improve their child's scores in any area of weakness. Additional conferences were held throughout the school year to keep parents informed of their child's progress. Our elementary schools used a parent communication folder that was sent home each week to outline student progress and what parents could do to help their child improve in math and reading. Most schools sent out monthly newsletters as an additional line of communication to the parents. Information on parent meetings as well as additional school information was broadcasted over the phone messaging system called "Blackboard Connect" by the school principals and our superintendent. Also, all schools utilized learning management systems to include Seesaw, Class Dojo, Edmodo and Blackboard in order to keep parents informed of their child's current progress. During the year, we also implemented a new phone system that allows schools to contact parents via phone, and text in order to inform the parent of pertinent information concerning their child, importing testing dates, etc. Parent representatives from each school were also invited to the Federal Programs Committee meeting in the fall (September 2017) and Spring (May 2018.) The team reviewed data, surveys, and plans. The committee discussed upcoming changes and amendments to plans, compacts, budgets, surveys, etc. The committee will meet again in the fall of 2018 to review committee suggestions and outcomes. From the May 2018 meeting and review the finalized budgets at each school, compacts, consolidated plan and ACIP plans.

How can we improve with actively involving parents in the activities of our schools? During the 2017-2018 school year, we offered flexibility throughout the day for parents to meet and this increased participation. We offered separate meetings for non -English speaking parents to address their students' unique needs and how they could actively participate in their child's education and this increased their participation. As each year has indicated, the largest percent of participation occurs at the elementary schools and decreased at the High

School. At FPHS, during the 2017-2018 school year, we implemented a mentoring program in order for each individual student to have a mentor in the building who was responsible for building an individualized relationship with the student and their parent or guardian. The program allows the teacher mentor to have the student for four years and loop with the student in order to establish relations. Parents were contacted by the mentor regarding grades, credit checks, attendance, discipline issues, etc. During the 2017-2018 school year, the system has continued to expand its social media sites including twitter, Facebook and school level websites to keep parents informed of activities. Also, signs were used to inform the community of activities at each school. TV's are used in commons area to broadcast upcoming activities at each school. The new phone system was utilized to send out text and phone reminders of school and district activities.

Do we have any barriers to parent and family engagement that need to be addressed? The primary issue that our school system faces in the approximate 35% Non-English speaking enrollment. We continue to have translators at as many school meetings and functions as possible and translate documents in Spanish as needed. We also implemented a new website that translates information to other languages. We try to schedule events and functions at various times within the school day to give as much access to parents as possible who have various work schedules. Also, we are increasing our media outlets to inform parents of events to include school sign, school tv, social media, blackboard communication, call system, student email at high school, school websites and district website. Additionally, during the 17-18 school year, we offered separate meetings through our EL staff to help non-English speaking parents with concerns such as accessing student portal, signing up for alerts, receiving information etc.

How are we ensuring the distribution of our LEA and school parent and family engagement policy to all Title I parents?

Each year, the plan (in native languages and English) is placed on district website, placed in student code of conduct manual, available at beginning of year parents meetings at each school, available at the school and district office throughout the school year, made available at all parent meetings throughout the year and available to Federal Program parent advisors to share with parents at each school. Also, School plans were posted on each school's web site as part of the parental involvement section of the ACIP. Plans were made available in both English and Spanish.

How can we improve on training that is offered to parents: To help them work with their child at home? To help them to be active partners in LEA and school decision-making? Based on parent surveys, meetings were held during the 2017-2018 school year to provide parents with information, curriculum requirements, examples of materials used, etc., in areas or reading and math explaining what their child was doing at school and how the parent could help them at home. Also, all data communication and APPS used to communicate with parent and student was reviewed and parents were educated regarding how to access their individual students information. The system employed a Parental Involvement Specialist that worked at all four schools throughout the year. She is given the task of explaining how crucial the school/parent partnership was and what the school's expectations were when it came to working with their child at home. School/student/parent compacts were utilized during parent conferences to emphasize the part that each member must play to successfully educate the child. Parents were always encouraged to attend all meetings held during the year to become a member of any and all committees that a school had. They were encouraged to help make decisions on budgets, developing plans and school routines. School guidance counselors were also involved in helping form a useful partnership between home and school and provide feedback to school administrators on parent issues. Parents are also invited to serve on District Wide committees. These parents also served as a liaison between the school and parents and community members.

How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents? We continue to Provide Parent Night at each school, additionally this year at FPMS we actually had the student/ teacher jointly explain their work to their parents at open houses. We found that the more we can include the students in the events the more parents will attend. So this year we have asked teachers to make contact quickly with parents with positive information, provide opportunities for parents to visit classroom, share activities with parents. We have APPS that allow the teacher to capture student work and share immediately with parents. We also are continuing to discuss during faculty and staff meetings opportunities to engage parents more.

Based on these evaluation findings, what changes do we want to make to our parent and family engagement policy for next year?

Continue to revise the consolidated parent/family engagement policy based on stakeholder feedback, and parent surveys.

Revise school level compacts based on stakeholder feedback, and parent surveys regarding parent and school relationship

Continue to expand the school wide mentoring program at FPMS to increase parent/ student/school relationship

Continue to provide new technology in order to communicate with parents, and continue to ensure that we are utilizing multiple sources of media to keep parents informed (website, tv's, signs, and new phone system)

Continue to implement parent training opportunities and workshop opportunities at each school