

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

(Required for LEAs with Title I Schools)

School System: Selma City

Date Completed: October 2, 2023

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?

All students if not proficient will attain 10% growth in reading, math, science, and other academic or technical areas in order to be prepared for college and/or career upon graduation. Proficiency will increase by as much as 20% depending on the placement level of scholar for FY23. Build good character using the I CARE Curriculum. Focus on the SEL program and Improve composite scores to 16 or higher for ACT Plus Writing Assessment at high school. Decrease school district chronic absenteeism rate by 10%. Use Parent University mobile unit to reach parents in the communities.

How did we work as partners with parents in meeting those goals?

Parents completed Panorama needs surveys in order to assist school personnel in determining which resources to purchase and what training to offer during the school year. The resources were designed to help parents work with their children academically and strengthen the home/school connection in an effort to increase parent and family engagement. Parental capacity was increased by offering parenting sessions and opportunities for parents to participate in parent involvement committees and focus groups. After receiving input from the Federal Programs Parent Advisory Committee the district used their portion of the 1% set aside to: Continue to purchase the I CARE Character Building Curriculum, the school-parent compact also increased parental capacity by helping to build strong partnerships with parents as they worked with teachers to set clear expectations for all stakeholders. The Annual Title I Meeting was held to inform parents what it means to be a Title I School and their right to be involved. As a recommendation from the Federal Programs Parent Advisory Committee, each school continued to designate one faculty member to serve as a Parent Involvement Coordinator. The Parent Involvement Coordinators were trained at the district during the year on partnering with parents with a focus on building relationships. Throughout the year many schools offered parent nights on topics that included, but not limited to, math, science, literacy, academic standards, test taking, and assessments. Parents had the opportunity to visit schools at the Annual Title I Parent Meeting, Open House to meet the teachers, and parent visitation days. Parents were also invited to serve on various committees throughout the year and participate in walkthroughs. An emphasis was placed on better communication using parent/student conferences, newsletters, calendar of events, email, school website, Remind (district-wide), ClasDojo, PowerSchool, GroupMe, and other social media avenues. Weekly folders, agendas, progress reports, and report cards were also used to keep parents informed. An emphasis was placed on having all written communication translated and translators available at parenting events. The district embarked upon adding a SEL Social Emotional and a Behavior Intervention Specialist.

How can we improve with actively involving parents in the activities of our schools?

We can offer more meetings after work hours, and providing resource meetings/workshops through Parent University Mobile Unit. We can also go to our parents in the community.

Do we have any barriers to parent and family engagement that need to be addressed?

The system works continuously with parents to remove barriers. According to the past Annual Evaluation Survey, the following barriers were indicated: Transportation, childcare, conflicts in schedules

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

Our school district provides this information during Annual Title 1 Parent Meetings hosted at every school in the district. Parents have access to viewing copies of the policy online and in person at their children school.

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?

According to the past Annual Evaluation Survey, improvements could be made by offering the following: Offer flexibility for events/meetings (day, time, presentation format), Provide training based on parental needs, Continue/Add Parent Academies- Family Literacy/Math/Testing/Technology/College and Career Readiness Standards/Attendance, Continue/Add parent visitation days, Continue/Add parent volunteer programs and communicate opportunities to families, Increase use of parent resource room; share available resources and guided usage of materials at parent events, Continue to provide parent training and resource materials on interpreting test data, test preparation, how to provide effective homework assistance, effective communication with teachers, and how to be involved at school. In addition, continue to offer parent sessions throughout the year on areas of need and encourage parent participation in decision making, such as revisions of plans and compacts. Make families aware of community wrap-around services and partnerships throughout the district.

How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents?

After reviewing input from teachers and parents, the following areas for improvement were identified: work on child's learning-related behaviors and make schools safer based on Spring 2023 Panorama Survey data, continue to train staff/faculty on building trusting partnerships and parent and family engagement, continue to designate and train Parent Involvement Coordinators at each school and support turn-around training at local school, continue Parent Involvement Committees at each school headed by the Parent Involvement Coordinator, offer more trainings on diversity, increase staff/faculty knowledge of wrap-around services and referral agencies available to parents.

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

Based on the information received during the past school year, and due to the continuation of COVID-19, the LEA intends to make everyone safe by maintaining the protocol and procedures for cleanliness and sanitizing schools periodically and staying abreast of the CDC Guidelines. Below are a few changes for the 2023-24 school year: Use Parent University Mobile Unit more when conceivable, continue Parent Involvement Committees at each school with assigned Parent Involvement Coordinators, continue to provide training and support to Parent Involvement Coordinators, continue to update the Federal Programs

Department website with family engagement materials, provide opportunities for collaboration (within feeder patterns and/or with schools) on building trusting partnerships with parents and developing strong parent and family engagement, assist schools in providing communication in a more timely manner, assist schools in addressing identified barriers and offer parent and teacher trainings based on the data, assist schools in providing more opportunities for parents to visit and volunteer during school hours, use/revise/personalize the SDE Annual Title I Meeting PowerPoint presentation to ensure all parents understand what it means to be a Title I school and understand their rights as a parent of a child in a Title I school, assist schools with training of parents and teachers to foster strong home/school relationships, provide training opportunities on diversity, offer alternative presentation formats using technology, such as parent zoom, teams, webinars or other media training materials when possible to parents who are unable to attend parent academies/trainings.