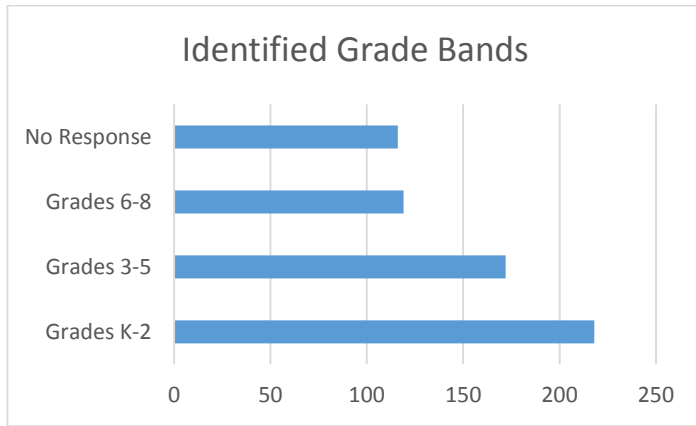


RESULTS & ANALYSIS

Palm Pointe’s Title 1 Parent and Family Engagement/Satisfaction Survey: 2017-2018

Palm Pointe’s 2017-2018 Title I Parent Involvement/Satisfaction Survey was deployed on Wednesday, March 21st, 2018. The window for responses closed on Wednesday, April 4th. Families had the option to complete a paper copy of the survey or to take the survey online at www.palmpointe.fau.edu. In addition to the paper copy sent home, the survey was advertised via ConnectEd phone calls, in the Orbiter (parent monthly newsletter), and on the school website. The following is a comprehensive review of the results.

Part A: Results



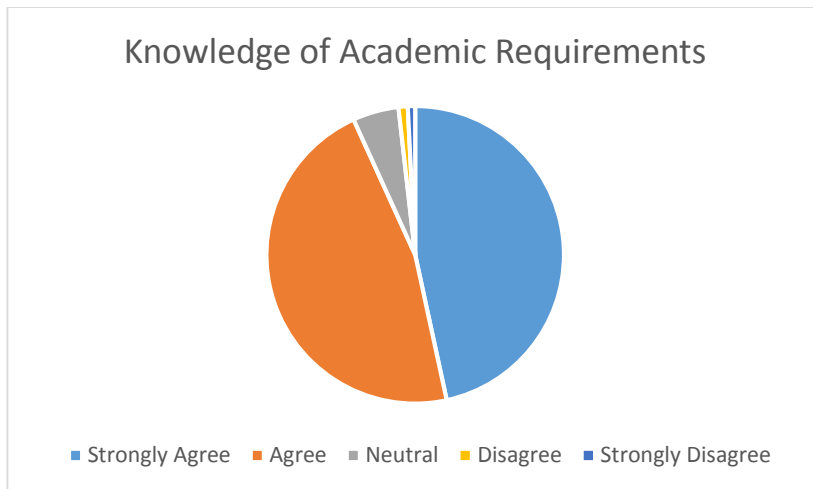
There were a total of 526 responses: 456 paper-based were returned, and 70 online surveys were completed.

The 526 responders indicated their child(ren)’s grade band(s).

- K-2: 218
- 3-5: 172
- 6-8: 119
- No Response: 116

622 students claimed an incentive for returning the survey, representing 44.5% of Palm Pointe’s student population.

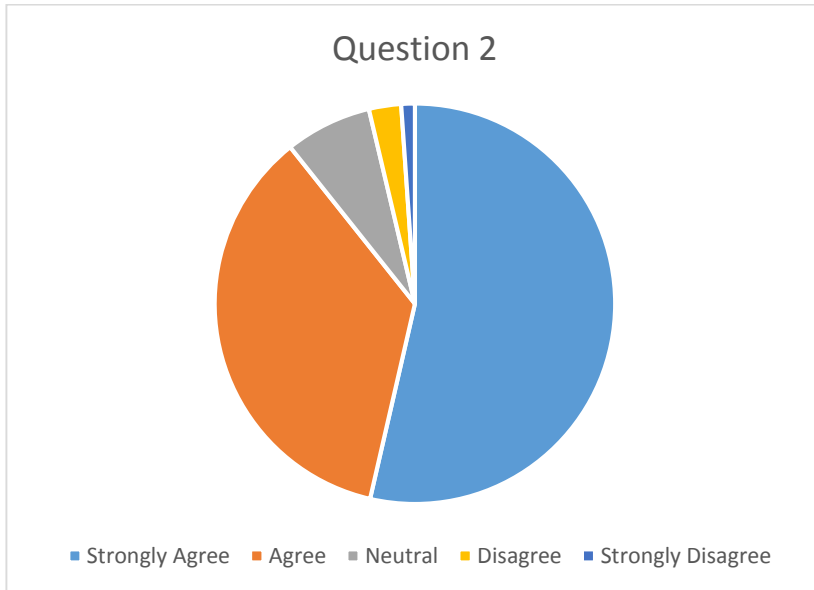
1. I understand the curriculum/academic requirements for my child’s grade level.



Scale	%
Strongly Agree	46.6
Agree	46.6
Neutral	5
Disagree	1
Strongly Disagree	0.8

93.2% of survey participants indicated a positive response to understanding their child(ren)’s academic requirements. This represents a 3% increase from the 2016-2017 survey.

2. My child’s teacher(s) inform(s) me regularly about his/her academic progress (by email, Remind, phone calls, progress reports, communication folders, conferences, etc.)

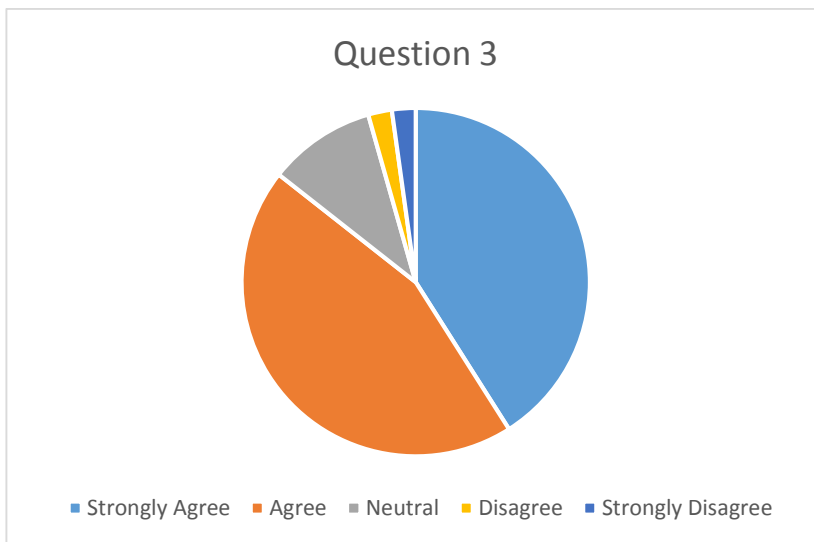


Scale	%
Strongly Agree	53.6
Agree	35.7
Neutral	7
Disagree	2.6
Strongly Disagree	1.1

89.3% of responses agreed or strongly agreed that Palm Pointe (PPE) teachers inform families about students’ progress. This represents a 3% increase from the 2016-2017 survey, and was an identified area of action for PPE during the 2017-2018 school year.

Additionally, comment-based feedback regarding this area suggests that communication efforts by the school have improved; however, the school should consider how to streamline communication so information can be received quickly and efficiently.

3. I am informed about the Title I program at my child’s school and the required Title I parent notifications, such as the Annual Title I Meeting in the fall, and the Parent and Family Engagement Plan (PFEP).

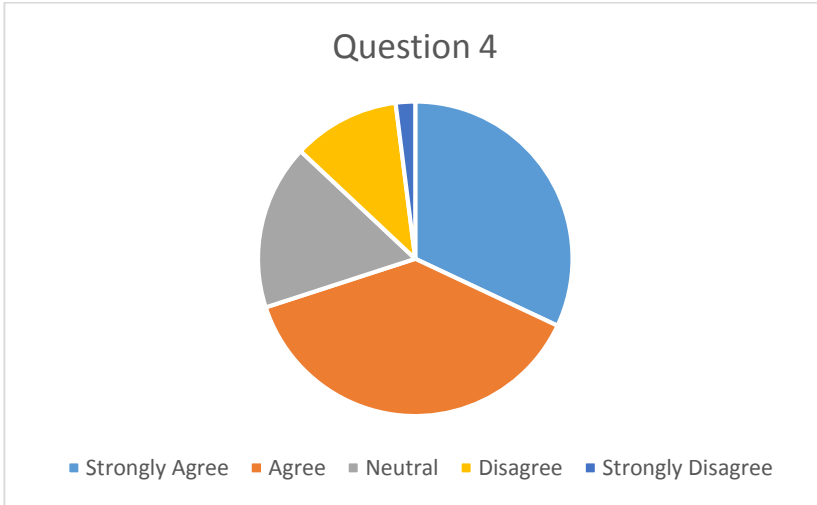


Scale	%
Strongly Agree	41
Agree	44.6
Neutral	10
Disagree	2.2
Strongly Disagree	2.2

85.6% of survey participants indicated a positive response to this question, which represents a 20% increase from the 2016-2017 survey.

Strategic steps were taken during the 2017-2018 school year to improve awareness of Title I programs, including a Title I video for the Annual Meeting, several mentions in the school newsletter, and advertisements at Parent and Family Engagement events.

4. I know how to access the Parent and Family Engagement Plan (PFEP) and School Improvement Plan (SIP) on Palm Pointe’s website.

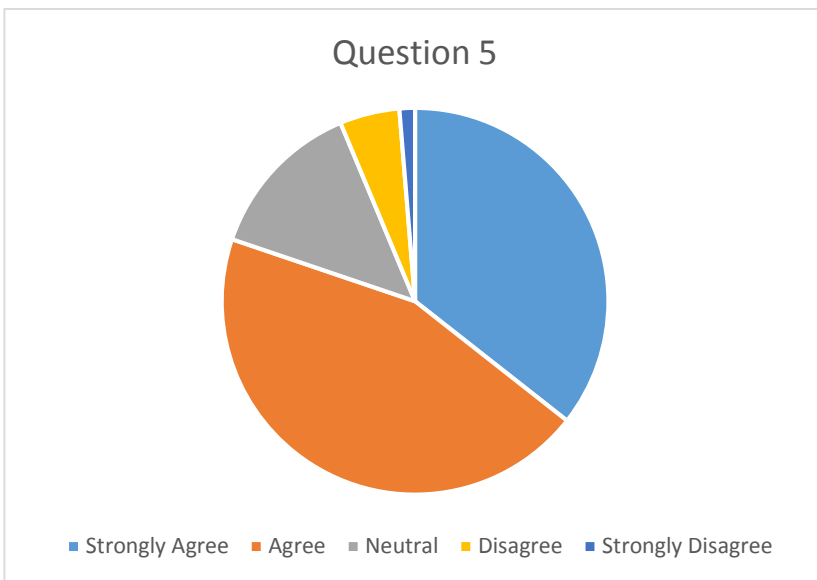


Scale	%
Strongly Agree	32
Agree	38
Neutral	17
Disagree	11
Strongly Disagree	2

70% of survey participants indicated they knew how to access the PFEP and SIP on Palm Pointe’s website. This is a 13% improvement over the 2016-2017 survey; however, this percentage is much lower than most of the other questions.

30% of responses were either neutral, or indicated that families did not know how to access these plans. This suggests a need to improve access and awareness over the 2018-2019 school year.

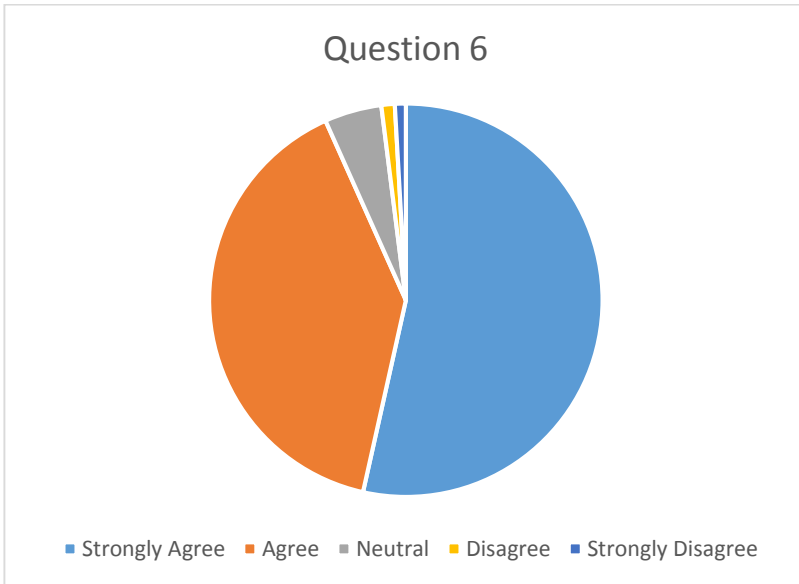
5. I am aware that I have the opportunity to participate in the decision making process regarding parent programs, funding, and the development of the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP) at my child’s school.



Scale	%
Strongly Agree	35.6
Agree	44.6
Neutral	13.5
Disagree	5
Strongly Disagree	1.3

80.2% of survey responses indicated that parents were aware of their right to participate in the decision-making process for grant-funded programs. This represents a 20% increase from 2016-2017. Strategic steps were taken to improve awareness during the 2017-2018 school year, including explaining parents’ rights during the Title I presentation, at SAC meetings, and as part of PFEP events.

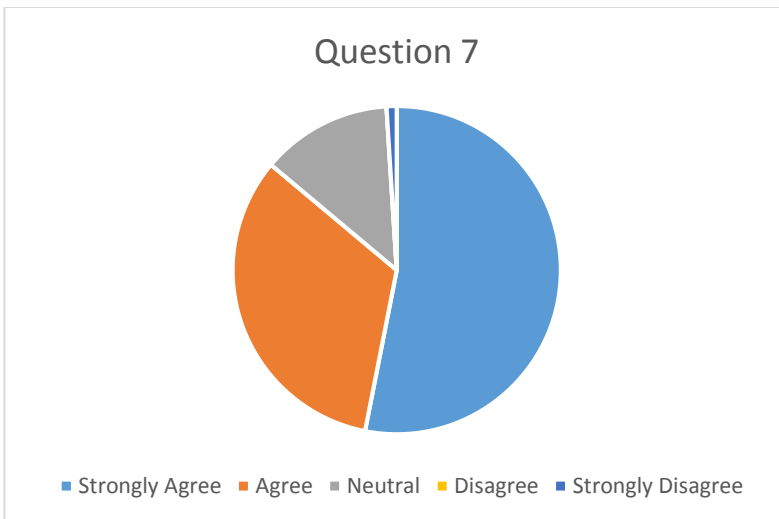
6. I am informed in a timely manner about events/workshops at my child’s school (by social media, ConnectEd, Orbiter, flyers/letters, emails, etc.)



Scale	%
Strongly Agree	53.5
Agree	39.8
Neutral	4.7
Disagree	1.1
Strongly Disagree	0.9

93.3 % of survey participants indicated a positive response to information being sent home in a timely manner. This represents a 5% increase from 2016-2017; however, several comments regarding Parent and Family Engagement did indicate that some families feel they are not receiving information with enough notice.

7. For grades 3-8 only. I found tutoring sessions (FSA tutoring, Flexible tutoring, Writing Boot Camp) to be beneficial to my child’s/children’s academic achievement.



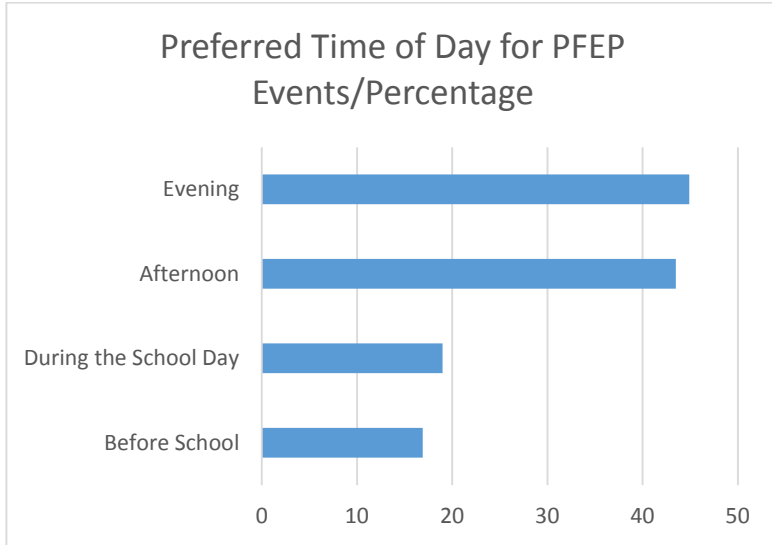
Scale	%
Strongly Agree	53.1
Agree	33
Neutral	12.9
Disagree	0
Strongly Disagree	1

86.1% of survey participants who had at least one child in one of Palm Pointe’s tutoring programs found the tutoring sessions to be beneficial.

This was the first time this question was included on the survey. This was also the first year that the school offered both FSA prep tutoring (by invitation in grades 3-8), **and** flexible tutoring open to students in grades 4-8.

Comments revealed that families would like to see the tutoring program expanded to younger grades, and for all tested subjects.

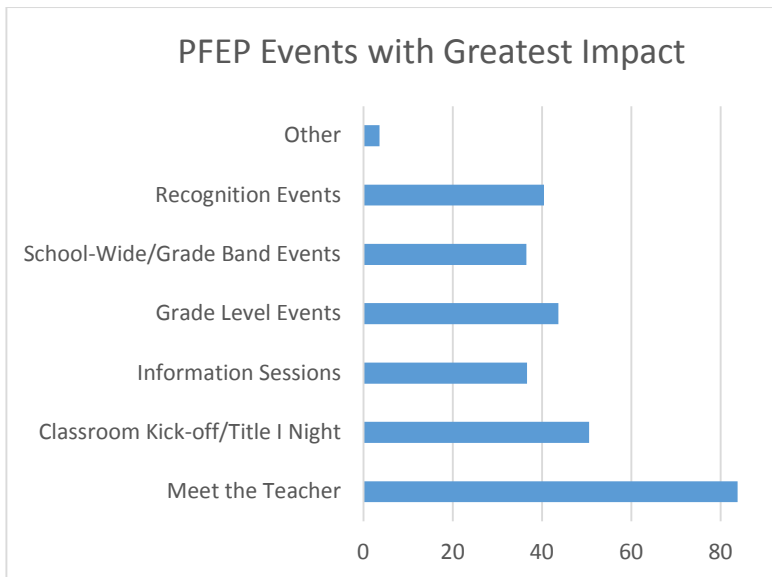
8. The most convenient time for me to attend Parent and Family Engagement events is (select all that apply):



Scale	%
Before School	16.9
During the School Day	19
Afternoon	43.5
Evening	44.9

88.4% of participants stated that the most convenient time to attend PFEP events was after school hours (4:30pm or later). However, given the significant percentage of responses that preferred either before school or during school, Palm Pointe should continue offering events at flexible times.

9. The intent of Parent and Family Engagement events is to promote a strong school-home partnership by informing families about academic expectations, providing resources to support learning at home, and communicating about programs at school. What Title I-funded parent involvement events/activities have you found most beneficial to building a school-home partnership during the 2017-2018 school year? (Select all that apply.)

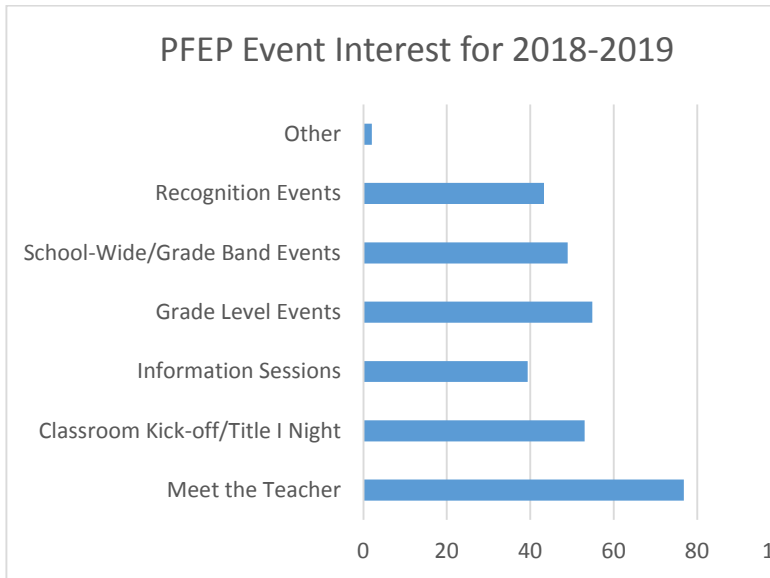


Scale	%
Meet the Teacher	83.8
Classroom Kick-off/Title I Night	50.6
Information Sessions	36.7
Grade Level Events	43.7
School-Wide/Grade Band Events	36.5
Recognition Events	40.5
Other	3.6

As in years past, the event that parents and families found most beneficial was Meet the Teacher, followed by Curriculum Night (Classroom Kick-off).

Based on comments and the percentages of responses, families also found grade level/grade band events to be beneficial to strengthening school-home partnerships. As for recognition events, comments revealed that families equate these with honor roll and Citizen of the Month ceremonies. In the category of 'other,' comments referenced field-trips and volunteering within classrooms.

10. What type of Parent and Family Engagement events/activities are you interested in attending for the 2018-2019 school year? (Select all that apply.)



Scale	%
Meet the Teacher	76.8
Classroom Kick-off/Title I Night	53
Information Sessions	39.4
Grade Level Events	54.9
School-Wide/Grade Band Events	49
Recognition Events	43.3
Other	2

In predicting parent and family engagement for 2018-2019, survey participants indicated they are most interested in attending Meet the Teacher. Approximately half also noted interest in Curriculum Night (Classroom Kick-Off) and grade level/grade band events.

11. How can the school improve Parent and Family Engagement for the 2018-2019 school year?

Comments for this question were reviewed and summarized in part B. A complete list of comments is available upon request.

12. What needs to be improved at Palm Pointe to increase student achievement?

Comments for this question were reviewed and summarized in part B. A complete list of comments is available upon request.

Part B: Analysis & Recommendations

Summary of Trends

(Questions 1-10 and comment-based feedback from questions 11 and 12)

After reading each comment from questions 11 and 12, and considering the results of each scaled-question, the following trends were revealed:

Discipline/Behaviors/Safety

- The school received very few comments related to discipline concerns, aside from a few mentions of some students consistently creating a distraction in class.
- Consider how to involve families in conversations with students about anti-bullying so they can help support the message at home.
- Strengthen safety measures school-wide.

Communication (General)

- Received mixed feedback – some families feel PPE is not communicating enough, while others are overwhelmed by the multiple ways the school communicates. The general consensus is to streamline communication efforts so families can quickly and efficiently access information.
- Consistently provide notice of events, fundraisers, programs, etc. two weeks or more in advance to make it easier for working parents to give notice to their employers.

Communication (Academics/Expectations)

- As mentioned in general communication, families expressed that it can be difficult to quickly access information about what students are learning given that there are multiple methods for disseminating information (Skyward, communication envelopes, planners, Remind, emails, classroom websites, social media, newsletters, etc.) Is there a way to streamline the flow of information?
- Provide clear expectations as to homework responsibilities, and offer resources to families (suggestions included links to helpful websites, models, additional practice pages, etc.) so they can help support learning at home.
- Consider how to improve awareness of grade level curriculum/scope and sequence so families know what their child will be learning both short-term (in the upcoming weeks), and long-term (throughout the year).

Assessment/Achievement

- Consider sending home iReady Diagnostic information following each window.
- Refine practices for using Unit Assessments as grades.
- Consider expanding tutoring programs to include younger grades and/or more subjects, and extend the number of weeks.
- Bolster instruction of foundational skills such as Phonics and grammar in ELA.

Learning Environment

- Consider how the school can adjust its schedule to provide students with more 'active' time. Suggestions included more frequent recess breaks, increased physical education, kinesthetic learning activities, etc.
- Encourage creative and engaging lesson design to boost student motivation.
- Increase extra-curricular offerings, such as interest-based clubs and academic competitions (e.g. Spelling Bee, Geography competition, etc.)
- There seems to be some confusion as to what is being taught/offered at school (e.g., several references to Common Core, requests for Algebra class, requests for Spanish class, request for Drama program, request for STEM program, requests for cursive writing, etc.) Consider how to better inform parents of the Florida Standards, and what classes and programs are offered at Palm Pointe.
- There were several requests for more field trips, including offers from parents to assist in fundraising if it would help make more field trips possible.

Parent and Family Engagement

- Increase parent-teacher conference opportunities.
- Continue developing and providing Parent and Family Engagement events by grade and by grade band.
- Continue hosting events at flexible times, but vary the day-of-the-week that events are held at night.
- Consider hosting events on weekends, or designing interactive family projects.
- Provide in-services in the evenings for parents on academic topics so they can provide support at home (particularly for math).