**Lynch Elementary School**

**Parent and Family Engagement Plan**

I, ***Cynthia Kidd*,** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

**Assurances**

* The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parent and family engagement plan [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(I)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | **Date Signed** |

**Mission Statement**

Parent and Family Engagement Mission Statement (Optional)

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| **Response: *The Parental Engagement Mission of Lynch Elementary School***, is to increase student achievement by strengthening the school connection through collaborative partnerships with families and the surrounding communities*. Lynch Elementary believes that positive parent/family engagement is essential to student achievement and encourages such engagement in all school activities.* |

**Engagement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response***: A Title I Parental Involvement Committee including the principal, community liaison, instructional and support staff, community partner, and parents will be established at the beginning of the school year. Lynch Elementary School parents are involved in the development of the Parent and Family Engagement (PFEP) and School Improvement Plan (SIP). The School Advisory Committee (SAC) has the responsibility for developing, implementing and evaluating these plans. Parents are given the opportunity to review the plan and offer input prior to approval. For Parent and Family Engagement Plan (PFEP), parents were surveyed in the spring of 2019-20 school year seeking their input on activities, training, and materials needed to assist their child at school and or/at home. Parents are fully involved in the decisions how parental involvement funds are allocated. Lynch Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Committee and Parent Teacher Association*. |

**Coordination and Integration**  
  
Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP. |
| 2 | VPK | The School will work with VPK teachers and CDA’s to coordinate transitions for students into the regular classroom. Meetings will be held to discuss student needs and develop new IEPs. An opportunity for orientation to kindergarten and classroom visits will occur in the spring. VPK families will be invited to Family Night Events. |
| 3 | School Advisory Committee (SAC) | Parents are asked to join SAC. The school will provide background on curriculum during monthly meetings. |
| 4 | Connect for Success Workshop | Parents will be invited to check out laptop computers for student home use and receive information on the approved school programs to increase student achievement. |
| 5 | Title II | Professional Development will be provided to the staff related to parental engagement. |
| 6 | Family Curriculum Nights | Parents will be invited to school to receive information regarding curriculum in literacy, mathematics, and science to assist families at home with student achievement. These processes and procedures will also include information regarding formative assessments, state testing, and venues for promoting parent advocacy through school functions (PTA). |
| 7 | Title X | The school’s social worker, guidance counselor, community liaison, and school psychologist will coordinate resources for families identified as homeless, such as food, clothing, school supplies, transportation, and referrals to outside agencies to assist in limiting high mobility rate among schools. |

**Annual Parent Meeting**  
  
Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, 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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | Principal | September, 2020 | Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box |
| 2 | Stand Alone Annual Title I Parent Meeting | Principal\Assistant Principal | September, 2020 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | Principal | September 2020 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal and Assistant Principal | August, 2020 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal, teachers, and Assistant Principal | August, 2020 | Flyer with date of dissemination and posting on school website |
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal and Assistant Principal | September, 2020 | Copies of agendas, PowerPoint presentation, and handouts |

**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 [Section 1118(c)(2)].

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| **Response: *Lynch Elementary School*** will provide opportunities for parents to be involved in the morning, during school and after school. Programs such as Meet the Teacher, Open House, SAC, PTA, Conferences meetings allow many opportunities for parents to be informed and involved on campus during a variety of times. Parent conferences will be held at least 2 times per year, October and February, with the teacher providing opportunities before, during, and after school for these meetings. Meet the Teacher is held earlier in the day and Open House in the evening. SAC and PTA meetings are held after school at alternating times so parents can attend. PTA and SAC Meetings will be held on separate days as requested by parents who seek to attend both meetings. |

**Building Capacity**  
  
Describe how the school will implement activities that will build the capacity for strong parent and family activities, 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 [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Meet the Teacher | Principal and Assistant Principal/Teachers | Opportunity for families and students to meet teachers and school’s support staff. Overview of school resources, processes and procedures for upcoming school year. This a collaborative effort between school, home, and community. | August 2020 | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Literacy Night | Principal and Assistant Principal/ELA Instructional Coach | Parents will have the opportunity to participate in hands on activities they can use with their children for increased student achievement in reading and writing. | November 2020 | Sign-in sheets, handouts, agendas, and presentation materials |
| 3 | Spring Fling/Science Night | Assistant Principal/Teachers/PTA | Parents will be provided with specific content sessions for literacy and science to promote home/school learning. The sessions will be aligned to science standards to increase literacy and science proficiency scores as measured by FSA. | March 2021 | Sign-in sheets, handouts, agendas, and presentation materials |
| 4 | Curriculum/Achievement Family Night | Principal and Assistant Principal | Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home over the summer including a summer reading project to promote highest student achievement and student growth over time. Parents will also have time to sit with their child to review their portfolio of work from the year, areas of improvement and areas for continuous work | May 2021 | Sign-in sheets, handouts, agendas, and presentation materials |
| 5 | Parent-Principal Round Table Meeting  “State of the School” | Principal | Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include highest student achievement, making learning gains in math, science and reading | September 2020  January 2021  May 2021 | Sign-in sheets and handouts |
| 6 | Student Led Conferences | Principal and Assistant Principal/Students/Parents | Parents will be invited to meet with students at their convenience throughout the day | December 2020 | Sign-in sheets and conference notes |
| 7 | Curriculum Math Night | Principal/Assistant Principal/Math Instructional Coach | Parents will have the opportunity to participate in hands -on activities they can use with their children or increased student achievement in math. | February 2021 |  |
| 8 | Fine Arts Night | Music Teacher and Art Teacher | Parents will have the opportunity to participate in hands on activities showing standards that are taught in Art | Spring 2021 |  |
| 9 | Parent Conferences | Classroom Teachers | Parents will be informed of expectations and curriculum which will help them to support student learning | 2020-2021 School Year |  |

**Staff Training**  
  
Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Ongoing PLC | Principal, Assistant Principals, Instructional Coaches, Assistant Principals | Improve the ability of staff to work effectively with parents. | August 2020- May 2021 | Conference agenda and other appropriate documentation as required |
| 2 | Equity Training | Principal, Assistant Principals, Team Leaders, teachers | Work within cross content teams to identify students strengths and areas of support and reach out to parents to work with them to support their children throughout the year | August 2020- May 2021 | Cross Content Weekly meeting agendas |
| 3 | School Culture and Climate | Principal | Provide background knowledge on student population, collaborate on school wide routines and processes | September 2020 -May 2021 | Teacher/Parent/Administration observations and meeting/minutes/ActionPlan |

**Other Activities**  
  
Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

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| **Response:***Lynch Elementary School* will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication. |

**Communication**  
  
Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* 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 meet [Section 1118(c)(4)(B)];
* 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[Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) 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 [Section 1118(c)(5)].

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| **Response:**\_*Lynch Elementary School* will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back to school Night--School Night and **stand-alone Annual Title I Meeting**, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. |

**Accessibility**  
  
Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (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 [Section 1118(e)(5) and 1118(f)].

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| **Response:***\_Lynch Elementary School* will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. |

**Discretionary Activities**

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

**Upload Evidence of Input from Parents (into the Audit Box KIA Folder)**

Upload evidence of parent input in the development of the plan

**Upload Parent-School Compact** **(into the Audit Box KIA Folder)**  
  
Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact in all languages represented at school site.

**Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

**Building Capacity Summary**  
  
Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Meet the Teacher | 1 | 200 | Opportunity for families and students to meet teachers and support staff. An opportunity to develop relationships for working together to increase student achievement throughout the school year. |
| 2 | Title I Annual Meeting | 1 | 30 | Overview of School’s Title I Plan and budget. This meeting will also avail resources and information about literacy and mathematical curricular to assist with home learning. |
| 3 | All Pro Dads | 7 | 150 | Provide Dads/Other guardians with literature aligned to standards to promote family literacy at home. |
| 4 | Back to School Open House Night | 1 | 125 | Parents provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement. |
| 5 | State of the School Presentation | 1 | 17 | Parents given an opportunity to meet with principal to discuss school issues and work towards improving school culture. |
| 6 | Curriculum Literacy Night | 1 | 55 | Parents provided with content specific standards to promote highest student achievement in literacy across all content areas to support 100% gains on MAP/FSA reading assessments. |
| 7 | Student Led Conferences | 1 | 87 | Parents invited to meet with students and teachers throughout the school day. |
| 8 | Curriculum Math Night | 1 | 150 | Parents provided with content specific standards to promote highest student achievement in mathematics across all content areas to support 100% gains on MAP/FSA math assessments. |
| 9 | Spring Fling Night | 1 | 70 | Parent provided with specific content sessions for literacy and science to promote home/school learning. |

**Staff Training Summary**  
  
Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Ongoing PLC's with MTSS Coach/Principal/Assistant Principal | 36 | 38 | Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom. |
| 2 | Equity Training | 9 | 40 | Provide academic and behavior supports for ALL students and families. |
| 3 | School Climate/School Bullying Prevention | 9 | 40 | Work within cross content teams to identify student’s strengths and areas of support and reach out to parents to work with them to support their children throughout the year. |

**Barriers**  
  
Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lack of parent involvement at Title I events (African American, economically disadvantage) | Offer alternate meeting times in the morning periodically throughout the year. Also, change of location using facilities close to home. |
| 2 | Unable to contact parents/multiple calls from several teachers in one day(African American, economically disadvantage) | Structured cross content teams with time built in to work with parents through parent calls, emails, conferences, and home visits. |
| 3 | Parents unable to get information on what is happening in their child’s classes (economically disadvantage) | Cross content team send home quarterly newsletters with information on class content, testing, field trips and other relevant information. Use the school messenger system to contact parents via the phone. Personal phone calls to parents, DOJO messages, and text messages. |

**Best Practices (Optional)**  
  
Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |