

Title I Parent and Family Engagement Plan

I, (Kimberly M. Sneed), 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 LEA shall ensure that the LEA and each Title I school has a written PFEP that (a) was jointly developed and agreed upon with parents; (b) is updated periodically; and (c) is distributed to parents of Title I students and made available to the local community. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall include the components as described in section 1116. The LEA must ensure that Title I, Part A funds reserved are used to carry out the activities and strategies in the PFEP as outlined in section 1116(3)(D)(i - v).

The LEA shall ensure that Title I schools convene an annual parent meeting; offer a flexible number of meetings; involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the programs; and provide parents with timely information about programs, a description of curriculum, forms of the academic assessment used to measure student progress, the expected proficiency students are expected to meet, opportunities to provide input on their child's education and ensure that parents are involved in the decisions regarding how the set-aside is allotted for parent and family engagement.

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

The LEA shall, provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject level in which the teacher has been assigned. Additionally, all LEAs are required to notify parents at the beginning of each school year (or at the time of enrollment of the student) of their right to know the professional qualifications of their student's classroom teachers and paraprofessionals.

ESEA Sections 1116(a)(2)(D), 1116(b), 1116(c), 1116(d), 1116(f), 1112(e)(3)(C), 1112(e)(4), 1116(a)(2)(B), 1116(h), 1112(e)(3), 1112(e)(1)(B)(ii).



Signature of Principal or Designee

10/6/2020

Date Signed

Title I Parent and Family Engagement Plan

Mission Statement - Parent and family engagement Mission Statement (Optional) Response:

Equity and Access for All Students

Involvement of Parents and Families

Describe how the school will involve parents and families 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.

Response:

Groveland Elementary School believes in involving parents/families in all aspects of its Title I programs. The SAC has the responsibility for developing, implementing and evaluation the various school level plans, including the SIP, and the PFEP. More than 50 percent of the members of SAC are parent (non-employee) representatives. In addition, parents will be given the opportunity to review the plan and budget and offer their input prior to approval. Their input will be documented in the minutes of the meeting and samples uploaded to the monitoring tool. For the PFEP, we seek parent input through PTO, Family Engagement Center, and /or SAC. We advertise opportunities available to participate as volunteers at the school, or joint PTO or SAC.

Through the use of surveys and discussions, parents are involved in the decisions regarding how funds for parental involvement will be used. Coordination

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.

count	Program	Coordination
1	VPK	The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and the kindergarten teachers to discuss the specific goals of the program. Teachers will provide examples on how parents can help their child at home by keeping them aware of the learning goals in the classroom.
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. Students who qualify for IDEA services are also eligible for services through Title 1.

Title I Parent and Family Engagement Plan

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening and different days of the week. The school may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement. Response:

Groveland Elementary school believes in involving parents/families in all aspects of its Title 1 programs. The SAC has the responsibility for developing, implementing and evaluation the carious school level plans, including the SIP and the PFEP. More than 50 percent of the members of SAC are parent (non-employee) representatives. In addition, parents will be given the opportunity to review the plan and budget and offer their input prior to approval. Their input will be documented in the minutes of the meeting and samples uploaded to the monitoring tool. For the PFEP, we seek parent input through PTO, Family Engagement Center and/or SAC. We advertise opportunities available to participate as volunteers at the school or joint PTO and SAC.

Through the use of surveys and discussions, parents are involved in the decisions regarding how funds for parental involvement will be used.

Building Capacity

Describe how the school will implement parent and family involvement activities that that are designed to improve student academic achievement and school performance. Describe how the activities will support a partnership among the school, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

SCHOOL	YEAR	
3	Title IX	Groveland Elementary collaborates with the District's Homeless Liaison in the Student Services Department to ensure parents of homeless students have the opportunity to participate in family engagement programs and activities. These include specific curriculum based activities in reading, math, writing, and science. Homeless families receive free breakfast and lunch, and tutoring is available for students identified as migrant or homeless.
4	Title I, Part A	Our Science Coach, funded through Title 1, will provide demonstrations and hands-on math and science activities for parents and students. Also, Our Title 1 funded Family Engagement TA, allows parents the opportunity, through Family reading Nights, to read with their child, check out books, visit the FRC. Family Engagement TA also provides tips and resources to help parents at home. Teachers will model strategies parents can use to help with their child achieve in reading, math, science and writing.
5	Title I , Part C	Students identified as Migrant are provided tutoring, free breakfast and lunch. We offer opportunities through morning and evening meetings for parents to be involved in their children's learning. In these meetings, teachers provide strategies for parents to use to assist their children in math and reading at home.
6	Title III	Parents of students designated as ELL are provided extra help as needed or requested. A translator is provided during and after school for meetings to assist parents in helping their students to achieve academic success. Groveland Elementary collaborates with the Title III Program Specialist to ensure parents of ELL students have the opportunity to participate in family engagement programs and activities.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents about the school's Title I program, the nature of the Title I program, 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.

Title I Parent and Family Engagement Plan

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Meet the Teacher Virtually	Classroom Teacher	Building relationships to increase positive communication.	August	Increased communication. Facebook and website with date and time of virtual meetings.
2	Virtual Open House	All stakeholders	Increasing family participation and increase communication between home and school.	1st semester	Increased communication between home and school. Facebook and website post with date and time of events.
3	Virtual Parent/Teacher conferences	Parents and Teachers	Improved grades. Teacher will discuss each child's assessment results, expectations and goals for the school year. Increase academic achievement.	August-June	Increased academic achievement. Conference logs, sign-in-sheets.
4	Home School Connection, Monthly Newsletter	Principal Instructional Dean	Building capacity to assist students at home,	August-June	Increased student achievement. Copies of the monthly newsletter.
5	Virtual Family Reading Night	FSL, Instructional	Increased motivation and interest in reading and improved reading levels by guiding the parents on how to choose the appropriate level book. Facebook Live Reading of the book vote winner.	August - June	Growth in reading assessments. Copies of electronic event flyer posted to FB and website, sign-in-sheets
6	Science Nights	Science Coach	Increased knowledge in math and science.	August - June	Parents provided with tools and resources to assist their child at home. Copies of flyer, sign-in-sheets.
7	Florida Standards Assessment Night	Grade Chairs 1-5	Increase proficiency levels. Parents will receive information on FSA content and expectations.	1st Semester and 2nd Semester	Parents provided with tools and resources to assist their child at home. Copies of flyer, Sign-in sheets.
8	Family Resource Center	FSL	Families have the opportunity to check out educational materials. Student achievement will increase as a result of family engagement.	August - June	Increase academic performance of students. Copies of sign-in-sheets.
9	Annual Title I Meeting	FSL	By providing parents with information, tools and educational resources to assist their child to help increase student achievement.	1st 9 weeks	Increased parent involvement as indicated by sign in sheets, PRC use & parent conferences.
10	Virtual Report Card Nights	Classroom Teachers	Parent can discuss their child's progress with teachers.	October & March	Virtual Invitations, sign-in sheets.

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, presentation	Leadership Team, FE TA	First 9 weeks	Minutes from the meeting, copies of agendas, sign-in sheets and flyers.
2	Develop and disseminate invitations	FE TA	First 9 weeks	Every student will receive a flyer to assure attendance, sign in sheets
3	Advertise/ publicize event	FE TA	First 9 weeks	Sign in Sheets to reflect number of parents in attendance, sign in sheets
4	Maintain documentation	Leadership team	First 9 weeks	Minutes will be taken at the Title 1 Annual meetings where parents give suggestions and/ or input.

Title I Parent and Family Engagement Plan

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Staff Training about the importance of Family Engagement	FSL	Improve the ability of staff to work effectively with parents and families by providing examples of best practices for family engagement	Fall	Planned Family and Parent engagement activities. Sign-in-sheets, Copies of presentation/handouts and agenda.
2	Staff- Volunteer Training	Volunteer Coordinator	Train teachers in the policies involving the use of our volunteers. In addition, provide examples on how the school can partner with our families and community to increase student	Fall	Number of active volunteers , Sign-in sheets, handouts

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)].

Response:

<p>Groveland Elementary School has a Family Resource Center that is open daily. The FSL is available to assist families with locating educational resources to help them and increase communication between teacher and home through the use of the Parent Teacher Rx pad. We continue to expand and enhance our family resource center based on teacher and family requests. The School Messenger Call-Out System is used to communicate information to families. In addition, we have newsletters published on the school's website, a marquee and our frequently updated website. We are now on Twitter, and Facebook as well. We also hold an Open House, parent conference nights and various curriculum nights. Translation services are available in Spanish.</p>
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Title I Parent and Family Engagement Plan

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

The Family Annual Meeting in the fall will be held virtually. Groveland Elementary School will hold a general meeting where information will be presented about the Title I programs, the curriculum, and academic assessments. Families will learn about the school wide program, how to schedule parent teacher conferences, and opportunities for participation in decisions related to the education of their child through the monthly newsletter, Facebook, and our School Messenger Call out System. This will also include general updates for upcoming events, activities, and celebrations. The curriculum nights will provide parents with strategies they can use to offer academic support to their children at home. In addition, families are provided opportunities for family engagement through PTO and SAC. The families provide feedback using the family surveys and PTO minutes. All necessary documents/information will be provided in a language and format that parents can understand.

- If the school wide 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)].

Response:

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)].

Response:

The complete PFEP will be posted on the GES website. The GES Newsletter will contain a calendar with dates of activities. Translators will be present upon request for virtual family meetings to ensure that families are able to fully participate. We have several staff members who speak Spanish, our predominant second language. Our ESOL Team meets with each family to discuss their child's ELL plan. Parents with disabilities are provided accommodations on a case-by-case basis so they can participate. Parent and family events are held on a variety of dates and times intended to accommodate parents' schedules. Families of migrant students will be contacted by the FSL and School guidance counselor who will meet the needs of the students accordingly. For parents who do not have access to the internet, computer assistance is available for them in the Family Resource Center or Media Center.

Title I Parent and Family Engagement Plan

Discretionary Activities - Discretionary School Level Parent and family engagement Policy

Components: Check if the school does not plan to implement discretionary parent and family engagement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Maximizing family and parental engagement, and participation in their children's education by arranging school meetings at a variety of times or conducting virtual in-home conferences between teachers or other educators who work directly with participating children with parents who are unable to attend those conferences.	Flexible virtual conferencing schedules. Rotating Virtual Award schedules at different times in the day	Flexible virtual conferencing schedules. Rotating virtual award schedules at different times in the day.	Assistant Principal and or FSL	Ongoing

Please make sure to upload in Good Image the following documents as evidence:

- Flyer/Invitation for family and parent input
- Meeting Agenda
- Meeting minutes – showing input in the development of your PFEP and compact.
- Meeting sign-in sheet
- Copy of Family-School Compact

Evaluation of the previous year's Parent and Family Engagement Plan

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.

Title I Parent and Family Engagement Plan

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Virtual Family Reading Night	6	125	Students will show growth in their reading achievement levels. Parents were provided with tools and necessary resources to reinforce reading skills.
2	Virtual Breakfast Meetings	2	800	Increase in math achievement levels. Parents were invited to have breakfast with their students and to visit the FEC with the opportunity to check out educational items to help their child at home.
3	Virtual FSA Info Night	2	58	Increase in student achievement levels on FSA. Parents were provided with specific details about the FSA as well as ways to support their student at home.
4	Science Fair	1	167	Increase in knowledge and understanding of science concepts and student achievement on FSA Science. Students displayed their Science Fair projects. Students and parents participated in activities to increase their skills.
5	Math and Science Night	3	180	Increase in student achievement. Parents were provided with basic mathematical skills to increase math skills to help their student at home.
6	Virtual: Title I Meeting	2	20	Increase family engagement. The evening was designed to inform parents of their rights and responsibilities.

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)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Family Engagement Workshop presented by Family School Liaison	1	90	Increased student achievement. School staff will increase their knowledge and strategies to reach out to communicate with, and work with parents and families as equal partners.

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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Time due to parents' work schedules.	Food is provided at many meetings and evening activities to encourage participation. Events will be offered on varying days and at different times to accommodate their schedule. Child care and meals will also be provided as needed to accommodate parents.
2	ELL Parents do not have adequate English skills.	We have several bilingual staff members available to translate. Most of our documents are in two languages. A Bilingual TA is available for parent teacher conferencing. Students are placed on Rosetta Stone.
3	Limited Literacy	Increase variety in means of communication: information videos on the school's website, encourage participation in public library's Adult Education program, School Messenger Call-out System. All necessary documents and information will be sent home in English and Spanish.

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)

count	Content/Purpose	Description of the Activity