

**2020-2021**

**Title I Parent and Family Engagement Plan**

I, Robert Sherman, 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.

**Assurance**

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 Date Signed

**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: Astatula Elementary involves parents/families in all aspects of Title I programs. Astatula Elementary, School Advisory Committee, and parents have the responsibility of developing, implementing, and evaluating the various school level plans, including the school improvement plan (SIP) and parent family engagement plan (PFEP). The SAC invites membership to all parents, community members, faculty and staff. Also, parents are provided surveys at the end of the school year seeking input on activities, training and materials, that they need to help their child(ren). The SAC reviews the results of the parent survey to determine possible change needed to the family engagement plan. The annual Title I Meeting will be held on October 29, 2020. The budget, as well as school programs will be discussed. Information from the meeting will be available on the school website.

**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.

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| Count | Program | Coordination |
| 1 | Family Resource Center | The Family Resource Center/Parent Resource Room is available to 8:30 am – 2:30 pm Monday – Thursday. Evening hours may be scheduled during school events. |
| 2 | VPK | Local daycare organizations are provided with the expectations of incoming kindergarten students. |
| 3 | 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. |

**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, Adequate 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.

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| **Count** | **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | **Develop agenda, handouts, and presentation materials** | **Prinicpal/Title I Contact** | **August – September** | **Copies of agenda, handouts, presentation** |
| **2** | **Post event meeting times on Facebook, school website and call-out** | **FSL/Title I Contact** | **September** | **Posts and call-out** |
| **3** | **Develop sign-in sheets** | **FSL** | **September** | **Completed sign-in sheets** |
| **4** | **Maintain documentation** | **FSL/Principal** | **October** | **Title I documentation** |

**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 related to parent and family engagement.

Response: The leadership team and staff of Astatula Elementary have a strong belief in the importance of parental and family engagement and therefore have put measures in place to offer family meetings on a flexible schedule. Our parent orientation meetings will be held virtually with parents receiving information in regards to the class and an hour “Question and Answer” time scheduled during the school day. Families are also able to set up times for parent meetings that will help improve student academic achievement. This includes all meetings with counselors, administrators, and teachers. Our annual parent conference night will take place in October. Students, parents, and teachers will monitor student progress toward academic goals. Families who may be unable to attend an event may receive information or a home visit from the family school liaison.

**Building Capacity**

Describe how the school will implement parent and family involvement activities 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.

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Science Fair | CRT and FSL | Increased academic awareness of the scientific and/or engineering process. | December | Sign-in sheets, student participation, STEM Notebook documentation |
| 2 | STEAM Night | CRT and FSL | Increased family engagement in Science, Technology, Engineering, Arts, and Mathematics. | February | Sign-in Sheets, STEM Notebook documentation |
| 3 | Data-driven Conference Night | Teachers and Title I Contact | Parents will know their child’s academic progress and expectations for success. | November | Conference log, Student academic growth |
| 4 | Internet Safety | SRO and Title I Contact | Parent and student awareness of online threats and dangers | September/October | Decreased incidents on Go Guardian |
| 5 | Title I Annual Meeting | Title I Contact  /Principal | Families provided information and expectations of Title I program | October | Sign-in sheets, agendas, presentation materials |
| 6 | Mental Health/Art Relaxation Night | MHL/Title I Contact | Families obtain information on mental health awareness along with coping strategies | December or January  (pending status of pandemic) | Handouts and pictures of artwork. |
| 7 | Family Resource Center Conferences/Prescription Pad | FSL/ Teachers | Increased academic growth and success. Parents will be able to obtain resources and manipulatives to aid student success. | September – May | Sign-in sheets,  Materials check out forms. |
| 8 | Family Literacy and Book Fair Night | Literacy Coach and Media Specialist | Parents will receive reading strategies to take home to assist students with comprehension and fluency. | March | Handouts and book sales. |

**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 | Staff training in “ELL strategies and ESE strategies” | ELL Coordinator, ESE Specialist, Title I Contact | Professional development provided to all staff in reaching out, communicating with, providing ELL/ESE strategies to work with families as equal partners to increase academic growth and student achievement. | September - May | Sign-in sheets |
| 2 | De-escalation and Randy Sprick Professional Development | Title I Contact | To provide de-escalation strategies that may be imparted upon teachers to provide social-emotional strategies. | September | Sign-in sheets,  Reduced discipline referrals |

**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)].

The Family School Liaison will expand and enhance the AES family engagement center. The FSL will review the inventory and information available and provide materials. Materials will be purchased based on family/student needs and hand-outs PFEP, SIP, and other documents pertaining to parenting and supporting children academically will be copied and readily available to parents. This is an on-going process throughout the school year. Increased parent participation and parent activities, visits and check-out of materials will be evidence of effectiveness.

**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 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: Astatula Elementary School will provide a virtual orientation to parents. During the orientation, parents will meet their teachers, learn about school-wide initiatives and programs available to their child(ren), how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Families may access the Title I Plan and Family Engagement Plan via the school website. The Title 1 annual parent meeting will be held in October. Title I information from our plan will be provided to families who attend.

**Accessibility**

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school pans 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€(5) and 1118(f)].

Responses: The complete PFEP will be posted on the school website.

Written communication will be provided for parents in English and Spanish. Translators will be provided at all family meetings and in school offices to provide translation services and to ensure that families are able to participate in family meetings. Parents/Families members with disabilities will be provided accommodations as needed to allow for full participation.

Parents/Family Members of migrant students will be offered resources from our Family Resource Center as well as translation services. Milagros Rodriguez (FSL) will make home visits when necessary, to the homes of migrant students to offer additional support.

**Discretionary Activities**

Discretionary School Level Parent Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| Count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
| 1 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)] | Formal Conferences: Held after 1st report card.  Teachers will offer additional conference times and varying hours | Classroom Teachers | Increase academic achievement and parent involvement | September - May |
| 2 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities [Section 1118(e)(13)] | School will work with community and businesses to assist the school in increasing student achievement | Principal, Assistant Principal, Title I Contact, Counselors, and FSL | Greater community involvement to provide additional human and material resources for students | August - May |