The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

**Assurances**

The above named school agrees to the following assurances:

X Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;

X Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;

X Jointly develop/revise plan with parent and make available to the local community;

X Involve parents and families in planning, reviewing, and improving schoolwide program plan;

X Use the findings of parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school’s parent and family engagement plan;

X Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals;

X Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field;

X Provide each family with an individualized student report about the performance of their child (ren) on the State assessments [ESEA Section 1116]

**Mission Statement**

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| **1. Does the mission statement include:**  How the parent and family engagement plan is a shared responsibility?  How the parent and family engagement plan will assist in providing high quality instruction for all learners? | Ventura Elementary School will lead our students to success with the support and involvement of families and the community. In conjunction with Ventura's School Advisory Council (SAC), decisions regarding the use of Program  Improvement (PI) funds will be made. The SAC will make revisions based on parent input gained through periodic surveys and discussions/suggestions. Parental Involvement activities will be held at various locations and times to enable more participation. |

**Involvement of Parents**

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| **2. Does the plan include:**  How the school will involve the parents and families in an organized, ongoing, and timely manner in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]? | In conjunction with Ventura's SAC, decisions regarding the use of PI funds will be made during monthly SAC meetings. The SAC will make revisions based on parent input gained through periodic surveys and discussions/suggestions. Parental Involvement activities will be held at various locations and times to enable more participation. An Agenda, sign in sheets and minutes recorded accompanies each meeting. The Agenda includes the date for the next SAC meeting so parents can plan ahead. |

**Coordination and Integration with Other Federal Programs**

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| **3. Does the plan include:**  How the school will coordinate and integrate parent and family engagement programs and activities?  How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]? | Ventura Elementary will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child (ren) at home through the implementation of various best known practices that are linked to learning. Below you will find the delineated program and coordination for each school-based program. |
| **Program** | **Coordination** |
| VPK/Headstart | PreK and Headstart will be included in all communications sent home. School wide and Title I activities will include: coordinated meetings with parents, VPK teachers, and the kindergarten team. Orientation for kindergarten will occur in spring/summer. PreK families will be invited to all family and/or school events. |
| ESE; IDEA; Individuals with Disabilities Act | The school will work with the VE teachers and paraprofessionals to coordinate transitions for students into the regularly classroom. Meetings will be held to discuss students need and develop new IEPs. Orientation for kindergarten will occur in spring/summer. All ESE students will be invited to all family and/or school events. |
| Title I | The principal or assistant principal will coordinate with the Title I office to provide opportunities for parental involvement at home, at school and in the community. |
| Title II | Professional development will be provided by the LEA and Administrator to support the professional development needs of the staff as related to parental involvement. |
| Title X | McKinney Vento Program provides support to our homeless students. |
| Title III | Provides funding for our ELLs’ Imagine Learning to support their oral language development. |
| SAI | Funding will be used to support tutoring programs in reading. Parents’ will be provided with information that will allow them to support their child in fluency and reading comprehension t home as well as participate in upcoming literacy events. Transportation from tutoring will be provided to any who request it. |

**Annual Parent Meeting**

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| **4. Does the plan include:**  A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s  Title I program?  A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?  A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting? | At the Annual Title I Meeting in September parents are informed about the Title I programs and school events that help support academic needs with the home-school connection. Sign in sheets are collected and uploaded into the portal. Two sessions will be provided for the Annual Meeting to allow access to majority of parents.  Progress reports and report cards are sent home to inform parents of their child's academic progress. Parents also have access to Progress Book where they can find information about their students' academics, attendance and homework.   Planners, school website, marquee, Facebook page and Connect Orange phone system are used to share timely information with parents. Open House offers the opportunity to share the curriculum being used by the school as well as the expectations regarding the tests and assessments students will see throughout the year.  Parents have flexible opportunities to meet to participate with decisions relating to the education of their child during SAC meetings and parent/teacher conferences. Parents are invited to be a part of the PFEP process/ratification during the annual SAC meeting. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Announcement | Debra Vereen or Assistant Principal | 3 wks. prior to event date | Connect Ed weekly updates |
| Multilingual Flyer | Debra Vereen or Assistant Principal | At least 5 business days prior to Open House in English and in Spanish | Flyer |
| PowerPoint or presentation | Title I Coordinator | Post-Open house date | Copy of PowerPoint and PFE in binder available in the front office |
| Title I Annual Meeting | School Administrator | October 2018 | Copies of hand outs, notes from the meeting, sign in sheets |
| Maintain Documents | Title I Coordinator | September through EOY | Copies and uploads through Title I Portal of documents |
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**Flexible Parent Meetings**

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| **5. Does the plan include:**  How will the school offer a flexible number of meetings, such as meeting in the morning or evening?  How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]? | We offer parent meetings on a flexible schedule outside the traditional school day. Parents are notified of events and meetings through weekly Connect Orange messages, newsletters, ClassDojo, and flyers sent home. Parents will be notified of flexible scheduling options for parent conferences so they can choose a time that is convenient for them to attend. If necessary, translation will be provided. |

**Building Capacity**

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| **6. Does the plan include:**  How the school will implement activities that will build the capacity for meaningful parent/family involvement?  How will the school implement activities that will build relationships with the community to improve student achievement?  How the school will provide material and training to assist parents/families to work with their child(ren)?  How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]? | The Parent Academy is also a district resource for parents. Information about Parent Academy is sent home to parents via Connect Orange, monthly school newsletter, and also available on the school website. Transportation will be provided for monthly Parent Academy meetings (whenever possible).  Our Parent Engagement Liaison (PEL) will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family.  Below are the specific steps that Ventura Elementary will take to build capacity for meaningful parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Meet the Teacher | Teachers | Teachers will introduce classroom expectations, routines and establish rapport | August 2018 | Connect Ed, Marquee |
| Open House | Principal/ Asst. Principal | Communication with parents on school achievement, goals, and the compact agreement support parental involvement with students | October 2018 | Presentation/sign in sheets for attendance |
| Report Cards Parents Conferences | Teachers | Teacher and parent conferences increase parental involvement with informing, collaboration and creating a plan as a tem to give the student the best support system. | January 2018 | Parent Conference forms |
| Extended Media | Media Specialist | Extended media hours offer students an additional opportunity to read and check out books. This increases academics in literacy. Parents are also welcome to use computers to access information that will help their child’s academics | Sept. 2018-June 2019 | Sign in sheets, AR tests and reports including student book check out |
| MPLC Meetings | CCT or LEA | Communication and opportunities for parents to learn and share information regarding academic support | 2018-2019 Two meetings during the year | Sign in sheets/feedback |
| FSA/Curriculum Night | Administration, and/or CRT and Instructional Coaches | Sharing the logistics with FSA information helps parents understand the expectations with Florida Standards. The FSA Night also help guide parents with helpful skills and resources to practice at home | October 2018 | Sign in sheets/feedback |
| Science Center Night | Administration, and/or CRT and Instructional Coaches | Science Night is presented by the Orlando Science Center. Students and their families can explore different aspects of science and engineering by participating in interactive, hands-on activities | November 2018 | Participant Sign in sheet |
| Parent Academy | Elizabeth Asencio, PEL | Parents learn about different topics that are related to student achievement and family engagement. | 7 sessions thru out the year | Parent sign up, registration |
| New Families to Ventura Breakfast | Sonia Velarde/Elizabeth Asencio | Parents are provided with Title I Programs and important school information. |  |  |
| Multicultural Night (Holidays around the World) | Elizabeth Asencio/Sonia Velarde | Parents and students participate in an activity where their cultures are represented. | Dec 2018 | Sign in sheets |
| Awards/Recognition Program | Sonia Velarde/Elizabeth Asencio | Students are recognized for their hard work in quarterly ceremonies. | Quarterly | Sign in sheets |
| Battle of the Books | Cassandra Melbourne | Students read different books throughout the year and their knowledge is tested with different assessments. An event takes place in April where students compete with other schools. | April 2019 | AR tests |
| Science Fair | Theresa Williams | Students display tri folds with details of experiments they made at home. | April 2019 |  |
| Reading Under the Stars | Cassandra Melbourne | Special invitees come out to the school and read books to the students and parents. Parents are also given reading strategies to use at home. | Feb 2019 |  |
| Book Fair | Media Specialist | Students and parents are given the opportunity to purchase books and other items to enhance reading at home. | Oct 2018/May 2019 |  |
| Evening of the Arts | Music/Art Teachers | Parents are invited to see the artwork that their child has made throughout the year. They also enjoy a school play. | April 2019 |  |

**Staff Development**

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| **7. Does the plan include:**  A description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff:  - with the assistance of parents/families, in the value and utility of contributions of parents/families?  - in how to reach out to, communicate with, and work with parents/families as equal partners?  - in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]? | Ventura Elementary strives to build the capacity of all school staff. Throughout the year, various professional development activities are provided to educate the teachers, specialized instructional support personnel, administrators, other school leaders and other staff to build capacity in parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Training Module  1. Importance of Parental Involvement | Principal/assistant Principal/ADDitions Coordinator/Title I Coordinator | Parental involvement with students has been a scientifically-based procedure that helps increase student achievement | Oct. 2018-March 2019 | Increased parent attendance in school events. Increased ADDitions volunteers |
| Training Module  2. Building ties Between Home and School | Principal/assistant Principal/ADDitions Coordinator/Title I Coordinator | Parental involvement with students has been a scientifically-based procedure that helps increase student achievement | Oct. 2018-March 2019 | Increased parent attendance in school events. Increased ADDitions volunteers |
| Training Module  3. Implementation and Coordination | Principal/assistant Principal/ADDitions Coordinator/Title I Coordinator | Parental involvement with students has been a scientifically-based procedure that helps increase student achievement | Oct. 2018-March 2019 | Increased parent attendance in school events. Increased ADDitions volunteers |
| Training Module  4. Communicating and working with parents | Principal/assistant Principal/ADDitions Coordinator/Title I Coordinator | Parental involvement with students has been a scientifically-based procedure that helps increase student achievement | Oct. 2018-March 2019 | Increased parent attendance in school events. Increased ADDitions volunteers |
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**Other Activities**

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| **8. Does the plan include:**  How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child (ren) [ESEA Section 1116]? | Ventura has a guidance counselor and outside counselor for support with parent needs. Resources are shared with parents in areas of need such as counseling, food assistance, lodgings, and academic school support available. The media center has computers set up for parent usage outside of student contact hours. | | |  |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| New Parents to Ventura Breakfast | Sonia Velarde/Elizabeth Asencio | 2 times a year | Sign in sheet |
| Parent Seminar | Elizabeth Asencio | 4 times a year | Sign in sheet |
| Multicultural Night | Elizabeth Asencio | October 20, 2017 | Sign in sheet |
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**Communication**

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| **9. Does the plan include:**  How the school will provide timely information about the Title I programs?  How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?  How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)/  How the school will submit parents/ families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]? | Ventura Elementary will maintain timely communication about Title I programs through the following:   * Hosting the Title I Annual Meeting * Conducting monthly New Parent Orientation for parents new to the school to cover Title I programs   Teachers and other staff members will support parents’ understanding of curriculum, forms and assessments used to measure progress and expected achievement through the following:   * School Compact * Report Card Nights * Progress Book * Planners * Parent Conferences * Connect Orange Messages * And other school communication methods   Parents will be included in the formulation of suggestions and decision making through the following:   * One-on-one meetings with teachers, administrators, and/or support personnel * Parent Surveys * Participation in SAC to review the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and School Compact   If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and needed updates.  Parent newsletters, SAC, flyers and Connect Orange messages are shared in English and Spanish. At school events presentation are given in English with a translator in Spanish who repeats the information. |

**Accessibility**

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| **10. Does the plan include:**  A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?  A description of how the school will share information related to school an parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand? | For parent(s) with a hearing exceptionality, a district sign language interpreter is provided as requested. A microphone or voice enhancement system is used to support the highest degree of audiology for parents and audience members. All egresses are wheelchair accessible. For Spanish speaking parents translation is always provided. |

**Discretionary Activities**

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| **11. Does the plan include:**  Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.) | Ventura Elementary will utilize Title I, Part A funding for additional activities to support student achievement. Although not required, these activities support student achievement.  Below are additional activities and tasks that Example Elementary will implement that are funded by Title I, Part A.  Transportation for Parent Academy (buses). | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 118(e)(7)] | Mildred Postigo. | Increase of English language learning by parents to support student learning for our ELLs | Sept.-April 2018 |  |
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**Barriers**

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| **12. Does the plan include:**  A description of the barriers that hindered participation by parents during the previous school year?  A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116]? | Ventura ES provides parents and families with flexible time for the different events throughout the school year. In addition, translation for Spanish speaking parents is always provided. | |
| **Barriers (Including the Specific Subgroup)** | | **Steps the School will Take to Overcome** |
| Scheduling of activities (Economically disadvantaged and working families) | | Flexible timing with events and offer multiple opportunities when applicable for parents and students |
| Transportation (Economically disadvantaged, ELL families, disabled) | | Ventura ES always has faculty and staff that assist parents with translations to make the information comprehensible in their native language. After school/before school to increase parental involvement due to the majority of our students being car riders. This will help ensure parents can attend without the inconvenience of making an extra trip with time and gas. |
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**School-Parent Compact**

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| **13. Does the plan include:**  As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement? |  |

**Adoption**

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by

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This policy/plan was adopted by the school on and will be in effect for the period of .

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The School will distribute this policy to all parents of participating Title I, Part A children on or before .

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| **Signature of Authorized Personnel** |  |
| **Date** |  |

Provide evidence that this policy/plan has been developed with the input from parents based on the review of the previous school years Parent and Family Engagement Plan if applicable.

The following documents can be submitted as evidence:

* Parent survey of previous year’s events and activities

X Any SAC and PTA artifacts where Title I/PFE topics were on the agenda

* Parent Feedback Summary of PFEP Evaluation

X Parent and Family Engagement Activities Tracking Form