

**2020-2021**

**Title I, Part A Parent & Family Engagement Plan (PFEP)**

I, \_\_Lonnie Tidmarsh\_\_, 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:
* 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;
* Jointly develop/revise with parents the school Parent & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community;
* 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’s Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP);
* Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s PFEP;
* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
* 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;
* Provide each parent timely notice when their child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; 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.

06/10/2020



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

**\*\*Please use the data from the school’s survey(s) (*Advance Ed and 5Essentials*) to complete this Parent & Family Engagement Plan!**

# Mission Statement (optional)

Parent & Family Engagement Mission Statement

**Response:**

**T** ogether we can achieve

**I** ntegrity

**G** oals

**E** xcellence

1. espect, responsibility and

1. uccess!

# Engagement of Parents & Families

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.

**Response: The School Advisory committee is comprised of parents, faculty, administration and members of the community. The members are appointed or elected. This group meets monthly to help plan, review and improve the school's programs, Title I budget, Parent Involvement Plan and the School Improvement Plan. Minutes are kept of each meeting and public input and parental involvement are encouraged. The Title 1 program overview is presented to parents during the school's Meet the Teacher and Open House. Input and feedback from parents is encouraged. Sign-in sheets are used to document attendance at all events.**

# 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 | I, Part C Title | Parent support is offered through migrant services such as translation and food assistance programs. Academic assistance through credit accrual/recovery, tutoring, and summer school. |
| 2 | Title IX, Homeless | Title IX Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation.  |
| 3 | Title I, Part D | Head Start VPK works with our school staff to coordinate transition plans for students and ensure continuity of services. |
| 4 | Title I Part A | Supplemental Tutoring before or after school. Supplemental materials and supplies needed to close the achievement gap. Supplemental funds for on-going staff development as determined by the results of FSA data.  |
| 5 | Title II |  |
| 6 | Title III | Additional support and resources provided by the school will be discussed with parents during LEP committee meetings. The District ESOL Coordinator and staff provide ongoing support and professional development to teachers to ensure instructional best practices are utilized. Teacher consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.  |

# Annual Title I 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), 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. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents’ schedules.**

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Establish Open House/Title I Annual Meeting date and activities  | Principal and Leadership  | August 2020 | School Calendar  |
| 2 | Prepare agenda for Meet the Teacher and Open House/Title I Annual Meeting  | Principal  | September2020 | Agenda  |
| 3 | Gather information from Title I, such as brochures for parents  | Principal, Parent Liaison  | Aug./Sept2020 | Title I Surveys  |
| 4 | Train presenters for Title I annual Meeting  | Principal/Assistant Principal  | Aug./Sept.2020 | Copies of information presented  |

# 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 parent and family engagement.

**Response: Public Input Sessions scheduled in September for input into the School Improvement Plan/Strategic Plan. Public input is an agenda item on every SAC meeting. Title I parent information meetings will be held in September. Family events/conferences are held at different times to meet the needs of parents’ work schedules. Teachers are flexible regarding scheduling of conferences; phone conferences are available if necessary. A review of data will be conducted periodically throughout the year to make 2021 decisions about Title I program needs. Parent trainings are held throughout the year.**

# Parent & Family Engagement Activities (Building Capacity)

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, 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 | Classroom Websites/Flip Grid staff bios for parents (new staff and optional updates) | Select Teachers  | Building home school connections will have a positive impact on student achievement.  | On-going  | Parent Feedback  |
| 2 | Meet the Teacher Introductions of students and families to the faculty and staff.  | Administration, Faculty and Staff  | This will help build rapport between the families and school personnel.  | August  | Sign - Sheets, Climate Surveys  |
| 3 | Open House-Introduce the families to school and classroom policies and provide time for faculty and staff to share goals for the year.  | Administration, Faculty and Staff  | Supporting parents will have a positive impact on student achievement as parents will be better prepared to support their children at home.  | September | Sign-in Sheets,  Climate Surveys  |
| 4 | Family Nights (to include, but not limited to Math, Reading, Science and the Arts.  | Administration, Faculty and Staff  | Supporting parents will have a positive impact on student achievement as parents will be better prepared to support their children at home | On-going  | Sign-in Sheets, Climate Surveys, Parent Feedback  |
| 5 | Winterfest  | Administration, Faculty, Staff and PTA  | This event will strengthen relations between home and school this creating a positive school environment for student achievement.  | December  | Sign-in Sheets, Parent Feedback  |
| 6 | Parents and Lunch  | Administration, Faculty and Staff  | This will help build rapport between the families and school personnel and provide time for families to interact with their child during the school day.  | On-going  | Sign-in Sheets, Parent Feedback  |
| 7 | School Beautification Projects – 2 Garden Clubs –one by EDEP and one PTA sponsored | Administration, Select Teachers and PTA/Parents and Community Members | This will help build rapport between the school, families, and community. | On-Going | Sign-in Sheets,  Parent Feedback  |
| 8 | Student Incentives/Reward House Project | Chelsea Cinkosky  | This will help build rapport between the school, families, and community. | On-Going |  Count of Award Certificates distributed/students recognized |

# Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, 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 and family engagement programs, and build ties between parents and schools.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Collaborative Partnering Shared Decision Making Training  | SAC Chair  | The training will assist members when allocating funding for classroom request which impact student achievement.  | On-going  | Sign-in Sheet, Agenda  |
| 2 | Volunteer Training  | Volunteer Coordinator  | Using volunteers to enhance learning will have a positive impact on student achievement.  | October  | Sign-in Sheet, Agenda  |
| 3 | Business Partner Training  | Volunteer Coordinator  | Using volunteers to enhance learning will have a positive impact on student achievement.  | October  | Sign-in Sheet, Agenda  |
| 4 | Parent Involvement Training  | Neville Schouburgh  | The training will help our teachers understand the importance of involved parents and the impact on student achievement  | September | Sign-in Sheet,  Agenda  |

  **Communication**

Describe how the school will provide parents and families of participating children the following:

* Timely information about the Title I programs;
* 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;
* 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; and
* If the schoolwide program plan is not satisfactory to the parents of participating children, the school will submit the parents’ comments with the plan that will be made available to the local education agency.

**Response: Parents will be given timely information about Title I Programs using School messenger messages, newsletters, school website, facebook, twitter, marquee, parent/teacher conferences, interim reports and report cards. Information is disseminated weekly, monthly, or as needed. We also offer a variety of parent involvement programs throughout the school year. Each year we offer families the opportunity to meet and greet their teacher, learn about Title I school programs, gain information on academic focus while learning how they can have input into the School Improvement Plan and the Parent Involvement Plan. Timbercrest Elementary will monitor the effectiveness of communication through climate surveys and parent feedback. The Parent Involvement Plan will be posted on the school website and copies are available in the front office.**

 **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.

**Response: Timbercrest Elementary provides access to all parents wishing to take part in school activities. We provide information in both English and Spanish and have translators on site. Timbercrest is a handicapped accessible facility. Information is provided through the newsletter, website, and Messenger messages. The PIP and the Parent Compact are made available to parents through the website, Front Office, and SAC meetings.**

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan (PFEP).

**Please upload into SharePoint and keep copies for your records.**

# Upload School-Parent Compact

Note: As a component of the school-level PFEP, 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.

**Please upload into SharePoint and keep copies for your records.**

# Upload Evidence of parent and family input in the development of the School-Parent Compact

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

**Please upload into SharePoint and keep copies for your records**

## Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

**Parent & Family Engagement summary (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. 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 | Open House  | 1  | 533 | This will help build rapport between families and school.  |
| 2 | Ice Cream Social  | 1  | 308 | This will help to build rapport between families and school personnel.  |
| 3 | Literacy Night  | 1  | 196 | This activity provided an opportunity for families to get involved with the curriculum.  |
| 4 | STEAM Night  | 1  | 187 | This activity provided an opportunity for families to get involved with the curriculum.  |

# 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Volunteer Training  | 1  | 8 | Using volunteers to enhance learning will have a positive impact on student achievement.  |
| 2 | Student Volunteer Training | 1 | 18 | Using volunteers to enhance learning will have a positive impact on student achievement |
| 3 | Business Partner Training  | 1  | 2 | Using volunteers to enhance learning will have a positive impact on student achievement.  |
| 4 |  |  |  |  |

# 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).

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Language [Hispanic families]  | Information is provided in English and Spanish for items of importance through our weekly newsletter, Messenger messages and district letters home. We have translators on site.  |
| 2 | Physical Handicaps  | Timbercrest is a handicapped accessible facility.  |
| 3 | Parents who work.  | Timbercrest offers flexible meeting times and various activities during the day and evening.  |
| 4 | Parents who don't know who to contact.  |  This year we have a Parent Liaison who will be our Parent Point of Contact.  |

# 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 |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

**Please submit completed Parent & Family Engagement Plan (PFEP)**

**to your Title I Office Representative.**

***PFEP must be signed by the Principal and approved prior to being uploaded into CIMS***

Approval check by PFE