



2020-2021

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

I, Kelly R. Lewis, 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.

Signature of Principal or Designee

A handwritten signature in black ink, appearing to read "Kelly R. Lewis", written over a horizontal line.

Date Signed

A handwritten date "8/3/2020" in black ink, written over a horizontal line.

****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

The Read- Pattillo family and community are committed to creating an environment where every student will Dream...Reach...Achieve...Soar...

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.

Parents are involved in the decision-making process through membership on the School Advisory Committee (SAC). Parents elect members to the SAC. Meeting notes are taken at each SAC meeting. Public input sessions are scheduled during the development of the annual Strategic Plan. Public input is on each SAC agenda. Title 1 budget information is reviewed at each SAC meeting. Our School Improvement Plan also includes support. PTA meetings and annual surveys offer opportunity for input.

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	Title I, Part A	Supplemental instruction support provided by the school will be discussed with parents during the development of the student's IEP.
2	Title IX, Homeless	Title IX Coordinator provides services to homeless families to ensure that students have school supplies, community resources, and transportation.
3	Title I, Part D	Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs.
4	Title Part A VPK	VPK works with our school staff to coordinate transition plans for students entering Kindergarten.
5	Title II	The district provides ongoing professional development to ensure quality instruction and student success.
6	Title III	Supplemental instruction support provided by the school will be discussed with ESOL parents

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.**

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Establish Annual Title 1 Meeting: September 17, 2020 @ 5:30PM; September 23, 2020 @ 7:30AM	Principal	July 2020	Dates on school calendar
2	Prepare agenda for Annual Title 1 Meeting	Principal & Teachers	September 2020	Completion of Agenda
3	Gather Information on Title 1 such as brochures and Powerpoint presentation outlining services	Principal	September 2020	Information prepared for distribution
4	Train teacher about plans/goals of the Annual Title 1 Meetings	Principal	September 2020	Speaking Points/Sign In sheets
5	Advertise Annual Title 1 Meetings	Principal, teachers	September 2020	Number of attendees, Survey, newsletter, flyer, website, School Messenger
6	Prepare information on curriculum and class expectations	Teachers	September 2020	Parent Survey

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.

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 1 information meeting will be held on September 17 & September 23. Family events/conferences are held at different times to meet the needs of parent's 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 SY2020 -2021 decisions about Title I program needs. Parent trainings are held throughout the year. Students are included in events.

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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Meet the Teacher	Instructional Staff	By building the Home/School Connection student achievement will be positively impacted	August 2020	Parent sign in and input surveys
2	K-2 Learning Expectations Night	K-2 Teachers	Sharing of academic skill expectations with parents and students will positively impact student achievement.	August 2020	Parent sign in and input surveys
3	5 th grade expectation night	5 th grade teachers	Sharing of academic skill expectations with parents and students will positively impact student achievement.	August 2020	Parent sign in and input surveys
4	Open House	Instructional Staff	Supporting parents will have a positive impact on student achievement as parents will be better prepared to support their child at home.	September 2020	Parent sign in and input surveys
5	Instructional Technology Resource Training	Crandall /Schrader	Sharing the resource training with parents and students will positively impact student achievement.	September 2020	Parent sign in and input survey

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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Involvement training	Lewis/McCormack	Encouraging family and community involvement has been proven to have a positive impact on	September 2020	Sign in sheets

			student achievement.		
2	Compact Review/Update	Lewis/McCormack	Communicates expectations for academic success to impact student achievement	October 2020	Sign in sheets Minutes
3	PFEP data gathering	Lewis/McCormack	When teachers and parents form a partnership and work together student achievement increases.	September 2020	Sign in sheets
4					

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.

Read-Pattillo Elementary School offers a variety of parent involvement programs throughout the school year. Each year, we offer families the opportunity to meet and greet their child's teacher, learn about our Title 1 school programs, gain information on academic focus, while learning how each family can have input into our school improvement plan. PTA offers membership and activities for each family. All students' in Kindergarten through Fifth Grade and their families are given the opportunity to attend these family trainings throughout the year. Parent surveys allow families to provide input on these trainings and give suggestions on topics for additional trainings. Parents are informed through the school's newsletter that is published quarterly. The newsletter highlights upcoming parent trainings, district mandates, behavior guidelines, nutritional information, and academic focus, along with student achievements. The School Advisory Council meets monthly and elicits ideas and concerns from families. Read-Pattillo is committed to providing quality education for all.

TITLE 1 information is available at the Annual Title 1 Meeting and discussed at the Kindergarten Orientation. Title 1 information is included in the Family Handbook. Parent conferences are encouraged. Grades K and 5 have individual grade level curriculum nights. Curriculum information is shared at various grade levels through newsletters and parent handouts. Curriculum maps are available on the district web page.

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.

Our school has a very small number of ESOL students. Important district information is available to our parents in Spanish and English. A translator may be requested from the district for parent conferences and IEP meetings upon parent request. IEP meetings are scheduled with parents and teachers according to guidelines and parent requests. We currently do not have any migratory children enrolled. Read-Pattillo is a handicapped accessible school.

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Publix Field Trip October 15 th , 6PM-7PM	1	50	Supporting parents will have a positive impact on student achievement as parents will be better prepared to support their child at home.
2	Learning Missions (Topics varied each activity)	5	70	Supporting student and parents' wellbeing will have a positive impact on student achievement as parents will be better prepared to support their child at home
3	Bring your parent to P.E. Day	2	120	Supporting student and parents' wellbeing will have a positive impact on student achievement as parents will be better prepared to support their child at home
4	Family Science Night February 13 th	1	212	Supporting student and parents' wellbeing will have a positive impact on student achievement as parents will be better prepared to support their child at home

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Volunteer/ Mentor Training	1	45	Encouraging community involvement has been proven to have a positive impact on student achievement.
2	Compact Review/Update	1	17	Communicates expectations for academic success to impact student achievement
3	PFEP data gathering	1	52	When teachers and parents form a partnership and work together student achievement increases.
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).

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	ESOL-Language	ESOL training for staff, translators-when available Electronic translation devices
2	Engagement	Provide hands-on activities when possible
3	Staff participation	Encourage staff to participate in parent engagement activities
4		

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
1	Parent Learning Missions	Monthly, instructional strategy trainings focused on parents supporting their child's academic needs at home. Each month focused on a different instructional strategy.
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

NS