



2020-2021

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

I, Dr. Mary Ellen Speidel, 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.

Mary E. Speidel

Signature of Principal or Designee

8/3/2020

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

The Sugar Mill Family is a partnership of the home, school, and community, providing a safe, caring environment where every student is challenged to succeed.

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.

Sugar Mill Elementary includes parents in the development and implementation of the school's Parent and Family Engagement Plan (PFEP) by inviting them to view the plan during Open House when our Title I Contact, or principal presents the PFEP to the parents in attendance. In addition, all parents receive a personal invitation to our School Advisory Council Meeting in which the School Improvement Plan and Parent and Family Engagement Plan is being presented. During the meeting, any parent input is documented in minutes. During Open House, Sugar Mill Elementary conducts a Title I meeting. We invite all parents to attend and share information regarding the Title I programs that we offer at Sugar Mill Elementary. Parents who attend this meeting are given a Title I parent survey to complete. The surveys are collected, and we use them to review the parent involvement needs of our school. For families that cannot attend the Title I meeting or the SAC meeting, we place a DRAFT of our Parent and Family Engagement Plan on our school website. Our principal shares this information with the parents in a Volusia Messenger automated message. In addition, hard copies of the plan are kept in the front office and are provided upon request. In addition, upon request, we will provide a digital copy via email. Sugar Mill's families are encouraged to provide feedback via email. This is documented through flyers, Volusia Messenger messages, emails, newsletters, website announcements, meeting agendas and minutes.

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 | This year, supplemental tutoring will not be provided after school. Supplemental materials and supplies needed to close the achievement gap will be provided to our students during the school day. Supplemental funds will be provided for on-going staff development as determined by the results of our school's FSA and formative data. |
| 2 | Title II | The district provides ongoing Professional Development in the core subject areas to ensure quality, instruction, and student success. |
| 3 | 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. Teachers consistently progress monitor ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation. |
| 4 | Title IX | Title IX Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation. |
| 5 | IDEA | Supplemental instructional support provided by the school will be discussed with parents during the development of the student's IEP. |

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| 6 | SAI | Academic Coach provides support and Professional Development to teachers in how to assist students. |
| 7 | Title I, Part A | Academic Coach supports classroom teachers in modeling effective instruction across the content areas and provide Professional Development in areas identified through school data chats. |
| 8 | VPK | The Title I office and the VPK office 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 learning needs of students, joint parent meetings to discuss transitioning and other areas as related to student achievement. |

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 | Meet the Teacher will be posted on the Marquee | Classroom Teachers | August 2020 | Parent Contact, Sign-in |
| 2 | Open House/Title I Annual Meeting advertised utilizing the marquee, flyer, and School Messenger | Media Clerk | September 2020 | Date set on calendar and agenda set |
| 3 | School Newsletter will be sent home with every child and posted on school website | Newsletter Contact | September 2020 | Number of Participants Annual Title I Mtg Parent Survey & Sign-In Sheets |
| 4 | Connect Ed Messages will be sent to all families to encourage participation | Principal | Week of Meeting | Number of Participants Annual Title I Mtg Parent Survey & Sign-In Sheets |
| 5 | Prepare and print sign-in sheets | Title I Contact | September 2020 | Number of Participants Annual Title I Mtg Parent Survey & Sign-In Sheets |
| 6 | Handouts/Title I Handbooks & Brochures | Newsletter Contact | August 2020 September 2020 | Number of Participants Annual Title I Mtg Parent Survey & Sign-In Sheets |

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.

Sugar Mill Elementary offers Parent to Kid Early Reading Program (K-2 & 3-5) and provides childcare during this event. Parent/teacher conferences are offered before, during or after school. SAC meetings are scheduled in the evening and PTA meetings

are offered after school. Sugar Mill offers several parent involvement opportunities in the evenings: Family Literacy Nights, Family Science Nights, PTA and Teacher-Sponsored Family Events, Grandparent Support Groups, Young Author's Breakfast, and other Parent Information Nights.

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 | Parent to Kid | Parent to Kid Facilitators | Increased Reading Comprehension | TBD | Teacher Progress Monitoring, Success Maker Data, Program Survey, Pre-Post Test for Parents |
| 2 | Family Literacy Night | Reading Committee Chair | Increased Reading Achievement | TBD | FSA Data, Progress Monitoring, Event Sign-in Sheet, Event Parent Survey |
| 3 | Family Science Night | Science Committee Chair | Increased Science Achievement | TBD | FSA Data, Progress Monitoring, Event Sign-in Sheet, Event Parent Survey |
| 4 | FSA Awareness Night | Principal, Assistant Principal, Academic Coach | Increased Student Achievement | TBD | FSA Data, Progress Monitoring, Event Sign-in Sheet, Event Parent Survey |
| 5 | VPK Parenting | District VPK Specialists | Increased support at home to increase student development | TBD | VPK Event Sign-in Sheet, Event Parent 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 Contact Meetings | School Parent Contact | Increased Student Achievement | October 2020 February 2021 May 2021 | Agenda, Sign-in Sheets, Exit Surveys, FSA Data, Progress Monitoring |
| 2 | Volunteer Training | Volunteer Coordinator | Increased Student Achievement | Throughout the school year 2020-2021 | Agenda, Sign-in Sheets, Exit Surveys, FSA Data, Progress Monitoring |

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| 3 | Business Partner Training | Business Partner Coordinator | Increased Student Achievement | Throughout the school year 2020-2021 | Agenda, Sign-in Sheets, Exit Surveys, FSA Data, Progress Monitoring |
| 4 | VIMS/PIV Training | VIMS Coordinators | Increased student achievement and increase parent communication | September 2020 | Agenda, Sign-in Sheets, Exit Surveys, FSA Data, Progress Monitoring |

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.

Our school's Media Center, Guidance Department, and Academic Coach provide Parent Resources when requested. All three departments have materials available for check out to enrich their child's learning in reading, math, and science. In addition, our Media Center is open for additional times before and after school to ease parent's accessibility to resources and technology. Approximately, monthly, Sugar Mill Elementary hosts an evening parent event in which our school's Media center is open for extended hours. Parents are encouraged to bring their child and utilize the various technology that is available to enhance learning in all subject areas.

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.

The Parent and Family Engagement Plan is summarized and shared with the parents via our school newsletter and school website. It outlines the major components of the plan and a hard copy is provided upon request. The complete PEFP is posted on our school's website as well as a copy kept in the main office. Written communication is provided for parents in English, Spanish, and other languages upon request. Translators are available to assist with parent meetings/conferences upon request to ensure full participation of all parents. We use the results of our English Language survey to determine our school's translation needs other than English. Parents with special needs are accommodated. Sugar Mill Elementary is handicapped accessible.

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 | Parent to Kid | 2 | 15 | Increased Reading Comprehension and Writing in (K-20 and (3-5) |
| 2 | Family Literacy Nights | 2 | 100 | Increased Reading Scores K-5 |
| 3 | Family Science Night | 1 | 145 | Increased Science Scores K-5 |
| 4 | VPK Parenting | 2 | 50 | Increased support at home to increase student development |

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 | Parent Contact Meetings | 3 | All Parents K-5 School Wide | Increased Student Achievement |
| 2 | Volunteer Training | Throughout the School Year 2019-2020 | 40 | Increased Student Achievement |

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| 3 | Business Partner Training | Throughout the School Year 2019-2020 | 30 | Increased Student Achievement |
| 4 | VIMS/PIV Training | 1 | 60 | Increased Student Achievement and Parent Communication |

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 | Communication (African American Students and Free and Reduced Lunch Students) | Time set up for Parents to use the Media Center computers |

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 | | |
| 2 | | |
| 3 | | |
| 4 | | |

Please submit completed Parent & Family Engagement Plan (PFEP) to your Title I Office Representative.

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| Approval check by PFE | SR |
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PFEP must be signed by the Principal and approved prior to being uploaded into CIMS