

## 2020-2021 Title I, Part A Parental and Family Engagement Plan

### Assurances

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent.
- The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 80101 of Every Student Education Act (ESEA).
- The plan was jointly developed/revised with parents and made available to the local community.
- How the parents and families are involved in planning, reviewing and improving the school-wide program plan.
- The plan uses the findings of the 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.
- The school will 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.
- The school will notify each family, in a timely manner, when their child has been assigned, or had been taught for four or more consecutive weeks, by a teacher who is out of the field.
- The school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments.



Signature of Principal or Designee

08/20/2020

Date Signed

**School Name: Chestnut Elementary School for Science and Engineering**

### **Mission Statement (Optional)**

To create an engaging and respectful learning environment through open communication and collaboration which prepares each student for a successful life

### **Parental and Family Engagement Mission Statement (Optional)**

#### **How the parent and family engagement plan is a shared responsibility? (Optional)**

Our Administrators, Academic Coaches, Instructional staff, and Paraprofessionals work together to offer opportunities for families to be actively involved in the education of their children.

#### **How the parent and family engagement will assist in providing high quality instruction for all learners? (Optional)**

We believe that a strong relationship between school and home benefits all students. Teachers develop engaging lesson plans and provide differentiated instruction to all students in the classroom. Parents support students through homework help and communication with the school.

## Involvement of Parents

How the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, reviewing and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used? [Elementary Student Education Act 1116]

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

## Coordination and Integration with Other Federal Programs

How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home? [Elementary Student Education Act Section 1116]

Chestnut staff members recognize that by educating parents, students will benefit. Each year, we offer a variety of workshops and events that give parents the information they need on Florida State Standards, math strategies, literacy resources, other academic supports. Instructional staff is asked to participate in the Parent Conference Nights, as well all academic-related events that showcases academic programs that enable parents to better support their child(ren) at home.

Count	Program	Coordination
1.	IDEA (ESE)	Provide information to parents about the resources available upon development of the student's IEP.
2.	Title III (ESOL)	The school and district ELL rep will provide literature and resources to parents at various evening events, and parent events.
3.	Title IX (Families in Transitions)	The Families In Transition (FIT) parents are provided taxis for registrations and parent conferences. Also, health and social services.
4.	Title II (Staff Development)	The professional development activities are facilitated and monitored by the resource teacher and District Professional Development department in relation to parent involvement.
5.	Title IV	The Student Support and Academic Enrichment (SSAE) program is designed to help schools provide a well-rounded education, improve safe & healthy school conditions for student learning, and improve the use of technology.

### **Annual Parent Meeting**

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.

The Annual Title I meeting is scheduled keeping diverse schedules in mind. (It is offered on multiple days, at flexible times.) Families are notified and invited via the monthly newsletter/calendar, Remind text messages, and translated flyers. The meeting is jointly conducted by administration, with Spanish translation available. During the Title I meeting a PowerPoint presentation detailing the program, funding, and goals is reviewed with parents.

<b>Count</b>	<b>Activity/Tasks</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
1.	Create flyer, PowerPoint, agenda	Megan Faust, AP	August	Copies of agenda, minutes, sign-in sheets, flyer, PowerPoint presentation
2.	Advertise in school newsletter, on school marquee, utilize Iris out dial	Megan Faust, AP	August	Emails, newsletter
3.	Sign-in sheet for multiple sessions	Megan Faust, AP	August	Collection of sign-in sheets
4.	Compile documents	Megan Faust, AP	September	Scan documents upload to LEA monitoring site

### **Flexible Parent Meetings**

**How will the school offer a flexible number of meetings, such as meetings in the morning or evening?**

Throughout the school year, we will offer various events and activities on a variety of weekly nights and mornings offered at different times. Our Annual Meeting will be offered on different days and two different times to accommodate different work schedules.

How will the school provide, with Title I funds, transportations, child care or home visits, as such services relate to parents and family engagement? [Every Student Education Act Section 1116]

Recognizing that child care can be a barrier preventing some parents from actively participating, we offer child care and homework help to parents. Students are provided homework assistance in all academic areas as well as provided supplemental support via online programs such as MyOn and Pearson learning. These structured activities allows parents to attend meetings and offer their much-needed input without distraction.

### **Building Capacity**

How the school will provide other reasonable support for parent/family engagement activities. [Every Student Education Act Section 1116]

For each Building Capacity event, a team comprised of Administrators, Academic Coaches, Instructional Staff, Professional Support Staff, and OASIS volunteers is assembled to prepare, promote, and present information for parents and guardians. Administration offers direction. Goals and outcomes are developed by the coaches and teachers. The Assistant Principal/OASIS Parent Liaison publicizes events via the school newsletter, Remind and social media. Copies of flyers are distributed with the help of volunteers.

<b>Count</b>	<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence or Effectiveness</b>
1.	STEM Family Night	Dana Bennett, Math/Science Coach	Parents and students will be engaged in hands-on STEM activities that requires collaboration and problem solving.	October 2020	Sign-in Sheets, flyers, meeting notes, and agenda
2.	Round-Up Night (Academic Showcase and Teacher Open House)	Instructional Staff, Coaches and Administration	Parents will be given an opportunity to learn about the various academic initiatives and learn about the current progress of their child(ren) through classroom visits.	September 2020	Sign-in Sheets, flyers, meeting notes, and agenda

3.	Literacy Night	Melissa Maldonado, Literacy Coach	Parents and students will be engaged in reading activities and strategies that can be used at home to support literacy.	January 2020	Sign-in Sheets, flyers, meeting notes, and agenda
4.	FSA Night	Instructional Coaches	Parents and students will be engaged in information about state testing and strategies to prepare.	March 2020	Sign-in Sheets, flyers, meeting notes, and agenda
5.					

### Staff Training

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1.	Cultural Sensitivity	Yamila Figueroa, ECS	Provide framework for developing cultural awareness to help the culture gap.	October 2020	sign-in sheets, minutes, agenda, PowerPoint Presentation
2.	5 Levels of Parent Involvement	All CNES Staff	Provide information about the 5 levels of parent involvement and parent's rights.	October 2020	sign-in sheets, minutes, agenda, PowerPoint Presentation
3.					
4.					
5.					

### Other Activities

How other activities the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)? [Every Student Education Act Section 1116]

PTO hosts a Book BINGO event which teaches concepts (number recognition, patterns, even-odd numbers) in a fun way. Each student in attendance receives a brand new book, whether or not they win a round of BINGO.

### Communication

How the school will provide timely information about the Title I programs?

At the beginning of the school year, Open House allows parents to visit the school and view its resources. Welcome Back Packets are provided to all students that includes a Title I booklet, District LEA Parent & Family Engagement Plan Summary and School Parent & Family Engagement Plan Summary. Every new student that is enrolled throughout the year is provided a copy of the packet upon registration. In addition, a Title I menu to access links to Title I is available through the school's website.

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?

Curriculum being used at the school is addressed at the school SAC and PTO meetings. At our Title I Annual Meeting, a PowerPoint is shared with the parents and families regarding information on the standards the child is expected to achieve, what the child is learning, how the children are being evaluated, and how to get in touch with the teacher.

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)?

Any parent is able to request a parent/teacher conference in person or telephone. Parents may contact teachers via email. All teacher email addresses are available on our school website.

How the school will submit parents/families comments if the school-wide plan is not satisfactory to them? [Every Student Education Act Section 1116]

A Title I survey is sent home to parents in order to get feedback on curriculum, testing, barriers, etc. All surveys are collected and evaluated. Results from the surveys are provided in the Spring and shared with parents. All parents are invited to discuss the results and ways to improve our school for the upcoming year.

## Accessibility

A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?

Our school has an outdial system called School Messenger that is used to contact parents in regards to events happening at the school, as well as emergencies. Automated messages are provided in English and Spanish. Osceola County School District has a virtual backpack website that parents can visit in order to see the various community businesses that are involved with the district schools and areas.

A description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?

Our school is connected to REMIND as well as social media outlets, Twitter and Facebook. Parents will be contacted through our multiple media avenues in regards to school happenings, as well as school emergencies. The District's outdial system provides messages in both English and Spanish. Parents also have access to the District's Virtual Backpack website that parents can visit in order to see the various community businesses that are involved with the district schools and areas

## Discretionary (Optional)

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.)

(Optional)

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1.					
2.					
3.					
4.					



5.					
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## Barriers

A description of the barriers that hindered participation by parents during the previous school year from the school end of year survey?

Child care and language/translation were key barriers that were listed in historical data surveys. To ensure that we sustain high levels of participation, Chestnut Elementary will continue providing child care and language/translation. In addition, time constraints and work schedules has been a factor. To overcome these barriers, Chestnut Elementary will be extremely prudent and aware of numbers of events per month and do its best to streamline many events.

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?

Child care and language/translation were key barriers that were listed in historical data surveys. To ensure that we sustain high levels of participation, Chestnut Elementary will continue providing child care and language/translation. In addition, time constraints and work schedules has been a factor. To overcome these barriers, Chestnut Elementary will be extremely prudent and aware of numbers of events per month and do its best to streamline many events.

Count	Barrier (Including the Specific Subgroup)	Steps the school will take to overcome
1.	Transportation	Events will be scheduled close to dismissal time so families do not need to make two trips.
2.	Language Barrier	Translation will be provided by Yamila Figueroa.
3.	Child Care	Support staff will be present to assist families at various meetings held throughout the year.
4.		
5.		