

SCHOOL Eustis Heights Elementary School YEAR 2020-2021
Title I Parent and Family Engagement Plan

I, Tiffany Scott, 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.

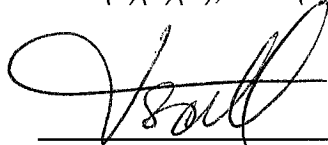
Assurances

The LEA shall ensure that the LEA and each Title I school has a written PFEP that (a) was jointly developed and agreed upon with parents; (b) is updated periodically; and (c) is distributed to parents of Title I students and made available to the local community. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall include the components as described in section 1116. The LEA must ensure that Title I, Part A funds reserved are used to carry out the activities and strategies in the PFEP as outlined in section 1116(3)(D)(i - v).

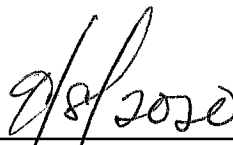
The LEA shall ensure that Title I schools convene an annual parent meeting; offer a flexible number of meetings; involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the programs; and provide parents with timely information about programs, a description of curriculum, forms of the academic assessment used to measure student progress, the expected proficiency students are expected to meet, opportunities to provide input on their child's education and ensure that parents are involved in the decisions regarding how the set-aside is allotted for parent and family engagement.

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students. The LEA shall, provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject level in which the teacher has been assigned. Additionally, all LEAs are required to notify parents at the beginning of each school year (or at the time of enrollment of the student) of their right to know the professional qualifications of their student's classroom teachers and paraprofessionals.

ESEA Sections 1116(a)(2)(D), 1116(b), 1116(c), 1116(d), 1116(f), 1112(e)(3)(C), 1112(e)(4), 1116(a)(2)(B), 1116(h), 1112(e)(3), 1112 (e)(1)(B)(ii).



Signature of Principal or Designee



Date Signed

APPROVED

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Title I Parent and Family Engagement Plan

Mission Statement

Parent and family engagement Mission Statement (Optional) Response:

Eustis Heights Elementary, at its best, and in partnership with families and the community, will provide rigorous and relevant educational opportunities and maintain high academic expectations for a diverse community of learners. We believe that each child should be given opportunities to achieve and reach their present and future potential, and understand active participation by parents and family will help promote this success.

Involvement of Parents and Families

Describe how the school will involve parents and families 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:

EHES is a community school and takes pride in parents being actively involved in the improvement of all school programs. More specifically, the School Advisory Committee (SAC) is responsible for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP), Title I Plan/Budget, Parental Involvement Plan/Budget, and School Compact. Parents represent approximately 50 percent of the SAC Membership.

Members of the SAC are voted upon by their peers (parents vote for parents; staff vote for staff). Prior to the approval of the plans, parents are given opportunities to review and offer their input during SAC meetings. Parent input is documented in the SAC minutes. SAC meetings are advertised in the school newsletter, on the school marquee and website, in the local newspaper, and invitations are sent home to each member.

EHES will offer a pre-recorded Annual Title I Parent meetings in order to accommodate working parents. This meeting is advertised on the school's marquee, in the local newspaper, and in the school's newsletter. The meeting will be made available in Spanish as well. At the end of the 2019-2020 school year, suggestions were discussed during the SAC meeting and revisions were made to plan.

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 X, Homeless	EHES collaborates with the District's Homeless Liaison in the student services department to ensure parents of homeless students have the opportunity to participate in parent involvement programs and activities.
2	Title I C, Migrant	The program promotes the coordination of educational and support services include the timely transfer of academic records. The district employs liaisons to assist migrant children in transitioning to the new school setting and to recruit and identify families that qualify for services. In addition, the designated personnel connects parents with resources, information, and technology to help their student at home.
3	Head Start & VPK	The Title I office employs a VPK program specialists that works to coordinate transition programs for students entering the regular public school program. The Program Specialist coordinates meetings with parents, VPK teachers, and kindergarten teachers to discuss learning needs and transitioning. Due to virtual learning, our round up event looked a little different than typical years. Information was sent out to families regarding registration, and students were screened virtually. When parents stopped by to drop off registration packets, they also received learning material and resources.
4	Individuals with Disabilities Education Act	Supplemental instructional support provided by Title I will be discussed with parents during the development of students IEP.
5	Title III, ELL	Title III Literacy/ELL Teacher Assistant works with out ELL student population and acts as a liaison between the school and home. When needed, the Title III Assistant serves as a translator for Family Curriculum Nights. EHES teachers are ESOL endorsed and employ research-based high-yield instructional strategies specific for ELL students. The district has also provided student accounts Rosetta Stone to be used for a minimum of 1 hour per

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Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents about the school's Title I program, the nature of the Title I program, Adequately Yearly Progress, 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.

Count	Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and/or presentation materials that address the required components	Assistant Principal or designee	9/1	Copies of agenda, and presentation
2	Develop and disseminate invitations	Assistant Principal or designee	9/4	Flyer with date of dissemination.
3	Advertise/publicize event	Assistant Principal or designee	9/4	Advertisement sent home with students, announcement on school marquee, and posting on school website and social media.
4	Record meeting minutes	Assistant Principal or designee	9/20	Documentation of meeting minutes.
5	Maintain documentation	Assistant Principal or designee	9/20	Title I documentation kept in A.P.'s office. Documentation shared with LEA's Title I dept.
6	Serve as a liaison between school and LEA	Assistant Principal or designee	9/20	E-mails, calendar invites, and other forms of communications. Completion of deadlines.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening and different days of the week. The school may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement.

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Response:

Eustis Heights' Annual Title I meeting will be held virtually with a pre-recorded presentation. The link to the recorded presentation will be made available on Dojo, Facebook, and website. The pre-recorded session will allow parents with different work schedules to watch the presentation at a time that works best for them. The recorded presentation will also be available in Spanish. After the session, parents will be invited to take a short survey to provide feedback.

Building Capacity

Describe how the school will implement parent and family involvement activities that that are designed to improve student academic achievement and school performance. Describe how the activities will support a partnership among the school, 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 & type of activity	Person Responsible	Anticipated impact on student achievement	Timeline	Evidence of effectiveness
1	Virtual Meet the teacher (In person for Pre-K & K)	Instructional staff	Parents are invited to meet teachers, get information on the school and teacher expectations	8/20	Sign in sheets and participation
2	VIRTUAL Title I Annual Meeting	Assistant Principal/ PASS teacher	Adding capacity for parent involvement in all academic programs by educating parents on Title I.	9/20	Family and Parent Participation and feedback via Google Form.
3	Virtual Parent Curriculum Nights	Intervention Spec. /Coaches/AP	Improved attendance, parent involvement, and student achievement.	Quarterly	Feedback from families via Google Form
5	Virtual Parent Conference Nights	Teachers	Increase two-way communication between home and school to improve student grades and student ownership of learning. Compacts will be discussed.	10/20 and 3/20	Improved student achievement and school grade.

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, 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 programs, and build ties between parents and schools [Section 1118(e)(3)].

Count	Content & type of activity	Person Responsible	Anticipated impact on student achievement	Timeline	Evidence of effectiveness
1	FSL Training	Title I	Improved Student Achievement	8/22	Increased parent participation at school.
2	Invite Title I Parent Involvement Program Specialist to conduct and in-service with leadership.	Title I	Leadership trained to involve parents and maintain productive two-way communication and support teachers in doing the same.	Annually	Increased parent participation at school.
3	Parent involvement Training for teachers and staff	AP/Designee	Teachers and staff trained to involve parents and maintain productive two-way communication	Annually and as needed	Increased communication between home to school as a result of teachers and

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					staff implementing the practices taught.
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Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response:

The PASS teacher will work to expand and enhance the inventory in the school's Parent Resource Center. Parents will be offered an information night on how to use the center and materials available. The Parent Resource Center will be available for use during school hours. The teachers will provide assistance to the parents in regards supporting learning at home, as well as provide helpful techniques and strategies. Equally important, the family/school liaison will be available to deliver materials to homes if needed.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- 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 [Section 1118(c)(4)(B)];
- 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 [Section 1118(c)(4)(C)]; and
 - If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response:

All events will be advertised through our school newsletter, Facebook page, class dojo, school messenger, and after feedback from parents, through text message.

EHES will hold an Annual Title I Meeting at the beginning of the year. This meeting will be pre-corded and made available virtually. The purpose of these meetings are to: 1) explain to parents what Title I is; 2) how Title I works; 3) the services/resources provided by Title I for both students and parents; 4) the role of Title I in assisting schools to meet educational standards; and 5) allocated funds specific to EHES for parental involvement. The meeting will be advertised on school marquee, in the school newsletter, website, and district phone messenger program. Parents will be asked to complete a Google Form survey at the end, where they will document their name and provide any feedback.

During Meet the Teacher and Fall Curriculum Night (all held Virtually), parents will be provided with information regarding school policies and procedures, curriculum standards, and types of assessments used to measure student progress. EHES has implemented the Florida Continuous Improvement Model (FCIM) in which data analysis determines classroom instruction. High student achievement is the focus of the FCIM, through disaggregating data, goal setting with an action plan, and monitoring student progress. Students will be assessed and progress monitored using SIPPS, i-Ready, LLI, Lake District Assessments, and weekly content area tests. Parents are provided access to weekly grades through Skyward. Parents of MTSS students are invited to attend meetings in order to monitor their child's progress. This invitation is sent home with the student.

All grade levels at EHES offer two report card conference nights per school year. Teachers, administrators, and specialists are available and willing to meet with parents in addition to the report card nights. These meetings are available before/after school and during the teachers' planning periods via Zoom; if none of these opportunities are suitable for the parents, efforts will be made to accommodate the family's schedule. Teachers will keep documentation of parents who attended virtual conference.

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 [Section 1118(e)(5) and 1118(f)].

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Due to COVID-19, school events will be held virtually for the 2020-2021 School-Year. Parents will be provided with different opportunities to participate in their child's education throughout the school year. Along with our various workshops aimed at increasing student achievement through parental involvement, our parents are also offered language assistance. We will provide For parents of our ELL students, our resource center has computer with Rosetta Stone available for checkout. Translators for Spanish speaking parents are available during our virtual sessions.

For parents of students with special needs/disabilities, Community Based Instruction skills will continue to be taught in the classroom and generalized in the community with visits into the community based on need and available resources. Parent consultation of these services can be arranged via ESE specialist on an as needed basis (teacher/parent request). Students with disabilities families will be notified in writing in compliance with ESE guidelines for parent meetings.

Generally, parent notifications are provided in the following manner: school messenger, individual student letters/forms sent home with students when needed, monthly newsletter, social media, and on our website. Written communication to parents is available in English and Spanish.

If parents are unable to attend any meeting regarding parent involvement, copies of handouts are available from the FSL. Copies of the School Improvement Plan and Parent Involvement Plan are kept in the front office for parent viewing. Families of students with disabilities will be notified in writing in compliance with the ESE guidelines for parent meetings. Parents of migrant students are accommodated by also having access to our parent resource center, translators for parent-teacher conferences, transportation by PASS teacher or designee, and written notification (in multiple languages) for all school-to-home communication when requested.

Discretionary Activities

Discretionary School Level Parent and family engagement Policy Components: Check if the school does not plan to implement discretionary parent and family engagement activities. Check all activities the school plans to implement:

Count	Content & type of activity	Description of Implementation Strategy	Person Responsible	Anticipated impact on student achievement	Timeline
1	Parent Literacy Training	Improve parent academic help at home	Leadership Team	Improved academic performance	As needed
2	Student-led conferences	Maximize parent involvement by arranging school meetings at a variety of times or conducting in home conferences between teachers and other educators who work with the participating students.	Teachers	Student and parent deepen understanding as it relates to academics, testing, grades, and available supports.	Twice Annually

Title I Parent and Family Engagement Plan

Please make sure to upload in Good Image the following documents as evidence:

- Flyer/Invitation for family and parent input
- Meeting Agenda
- Meeting minutes – showing input in the development of your PFEP and compact.
- Meeting sign-in sheet

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- Copy of Family-School Compact
- Evaluation of the previous year's Parent and Family Engagement Plan **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 [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Title I Parent and Family Engagement Plan

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Title I Meeting	1	178	Title I PowerPoint presented by Assistant Principal, compact reviewed
2	Grandparents Support Class	3	8	Grandparents raising their grandchildren were provided with basic literacy and mathematical skills to reinforce with their children at home.
3.	Donuts with Dad	1	269	Dads, grandfathers, and other father-figures were invited to have breakfast with their children, read with them and visit the parent resource center.
4.	Curriculum Nights	2	281	Family nights with the purpose of engaging parents and families in various activities that promote student learning.
5.	Science Fair/STEAM Night	1	116	Students displayed their science projects and families participated in STEAM activities presented by the Orlando Science Center.
6.	Meet the Teacher	1	417	Parents were invited to meet the teachers, get information on compacts and teacher expectations for students.
7,	Parent/Teacher Conference Nights	2	912	Parents were invited to learn about their child's current academic standing.
8.	Kindergarten Informational Session	1	39	Informational session for parents of Kindergarten students to inform them of grade level expectations, resources, and how they can support at home to get child ready for next grade level.

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 [Section 1118 (e)(3)].

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Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Involvement Training	1	104	Increased parent involvement as a result of providing staff with information about resources available to families and how to support positive communication (class dojo, contact-logs, PASS teacher, and counselors)

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) [Section 1118(a)(E)].

Count	Barrier	Steps the school will take to overcome
1	Economically disadvantaged families have a challenge with transportation	Arrange for transportation when families indicate a need.
2	Language barrier for ELL and Hispanic subgroups	Have translators available on campus during school day and during family events.
3	Need for childcare for parents to fully engage in available learning opportunities during curriculum nights	Have a set location and plan for childcare. Advertise event with childcare available to encourage higher attendance.

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)