School Name: LaBelle Elementary School

Parent and Family Engagement Plan (PFEP) 2020-2021

I, Ansley Cockram, 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 parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
* 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1116(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
* 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 [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; 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 [Section (h)(6)(A)].

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature of Principal or Designee Date Signed**

**Mission Statement**

At LaBelle Elementary School we are committed to providing a solid educational foundation for every child in a safe, caring environment while instilling a love of learning to prepare students for continued success.

**Vision Statement**

In order to meet the diverse needs of our student population, we use proven instructional practices to deliver standards-based curriculum. Students are challenged, encouraged, and supported daily to become critical thinkers through the use of a variety of positive reinforcement techniques and Multi-Tiered Systems of Support.

**Involvement of Parents**

**Coordination and Integration with Other Federal Programs**

Describe how the school will coordinate and integrate parental involvement 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 [Section 1116(a)(2)(D) and 1116(e)(4)].

|  |  |  |
| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | District School Advisory Council | This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern. |
| 2 | District Parent Advisory for Advanced Academics | This Parent Advisory Council is actively involved in the support and increasing the advanced academic program. |
| 3 | IDEA | Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP. |
| 4 | Exceptional Students Education | This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies. |
| 5 | Migrant Parent Advisory | The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs. |
| 6 | Homeless-Title X Part C & Title 1 Part A | Student Services coordinates with Title 1 Part A and Title X to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title X also funds a homeless advocate for homeless students. |
| 7 | VPK | These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector. VPK classes are also provided at each elementary school during the regular school year. |
| 8 | Adult Education | Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available. |
| 9 | Nutrition Programs | LEA participates in the federal CEP lunch program and the free breakfast for all students program. Snacks are also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations. |
| 10 | Supplemental Academic Instruction (SAI) | Supplemental Academic Instruction (SAI) funds will be coordinated to provide after school tutoring and summer school for Level 1 readers. |
| 11 | Title III | Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education. |
| 12 | Title II | Provides for teachers and administrators professional development and supports all teachers to be highly qualified. |
| 13 | Title I Part A | Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers administrators, and parent involvement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver. |
| 14 | Title I Part C, Migrant | Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program. |
| 15 | ELL | The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities. |

**Annual 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 (school-wide or targeted assistance), Adequate 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 [Section 1116(c)(1)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title One Meeting | Ansley Cockram | August 18, 2020 1st grade and 2nd grade  August 19, 2020 3rd grade and 4th grade  August 20, 2020 Kinder and 5th grade  August 21, 2020 iPK and VPK | Parent sign in sheets |

**Flexible Parent Meeting**

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 parental involvement [Section 1116(c)(2)].

Response: In order to accommodate parents, varying meeting times have been set up throughout the year. For incoming kindergarten students identified as being ELL, parents were contacted and a convenient meeting time was set up anywhere from 8:00 AM to 8:00 PM. The open house spaghetti dinner is from 5:00-7:00, allowing working parents an opportunity to attend. Parent teacher conferences are staggered throughout the year at varying times after school in order to meet scheduling needs. Title 1 information is provided in every classroom during the initial Open House. There will be childcare provided during all SAC meetings to help increase parent attendance. When needed, home visits are scheduled and can include assistance from the migrant office.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1116(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1116(e)(14)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Student Agendas | Classroom Teachers | Improve Communication | Ongoing all year | Documentation in Agendas |
| 2 | Quarterly Newsletters | Vanessa Campo | Parent Information | October - April | Academic/Behavior/Attendance Data |
| 3 | Meet the Teacher | Ansley Cockram | Parent information | August 18, 2020 1st grade and 2nd grade  August 19, 2020 3rd grade and 4th grade  August 20, 2020 Kinder and 5th grade  August 21, 2020 iPK and VPK | Sign-In forms |
| 4 | SAC Meetings | Theresa Barber | Parents will participate in decision making regarding school improvement goals. | October - May - 4 scheduled meetings | SAC minutes |
| 5 | Curriculum Night K-2 and 3-5 | Curriculum Night Classroom Teachers/Administration K-2 and 3-5 | Parents are provided information about curriculum expectations to gain their involvement. | Spring 2021 | Parent sign-in forms |
| 6 | Technology Help | Margie Puletti; Paraprofessionals | Parents will be provided help with technology as it pertains to distance learning. This will include how to sign in and how to navigate through different programs. | September- April | Parent sign-in forms |
| 7 | Family Reading Night | Literacy Committee | Parents will participate in reading activities with their children in a fun environment at the school. | January 2021 | Parent sign-in forms/feedback forms |
| 8 | Parent-Teacher Conferences | Classroom Teachers | Teachers will meet with parents to discuss their students' achievements, test scores, suggestions to help improve students' progress, etc. | Three scheduled conference times during the year and one by appointment. | Parent sign-in forms |
| 9 | Dads Bring Your Child to School Day | Ansley Cockram,Jeremy Greaves, Vanessa Campo | Fathers and male role models will have breakfast with their children and receive a literacy pamphlet. | September 25, 2020 | Parent sign-in forms |

**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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Promethean Board Training | Michelle Brown | Presenting Material using Technology to aid in learning. | August 3, 2020 | Sign in Sheets |
| 2 | iReady Training | Ansley Cockram, Jeremy Greaves | Increase achievement in reading, math, and science (3-5). Use in after school programs. | August 5, 2020 | Increased FSA reading and math scores and FCAT science scores. |
| 3 | Academic Training | Ansley Cockram, Jeremy Greaves | Increase achievement in all academic areas through planning,implementation, and assessments. | August 7, 2020 | i-Ready Reading Diagnostic, iReady Math Diagnostic, and other District & State Assessments. |
| 4 | TeachTown | Teachtown Webinar | To improve the academic, behavioral, and adaptive functioning of students with disabilities. | August 17, 2020 | Students make adequate progress towards IEP goals |
| 5 | EL/CKLA Curriculum Planning and Coaching | District Reading Coaches | Increase students’ reading proficiency. | August 2020-May 2021 Weekly | Increased reading proficiency as measured by i-Ready Reading Diagnostic and STAR (KG-5) and FSA Reading (3-5). |
| 6 | Data PLC’s | Ansley Cockram, Jeremy Greaves | Prepare for proper planning an implementation of curriculum for academic achievement in all academic areas | 3x per year After each Diagnostic | Sign in sheets |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**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 1116 (e)(4)].

LaBelle Elementary School has a Parent Resource Center located in the school's library. This center contains books and other materials available to parents concerning parenting skills, helping children to improve their academic achievement, social issues, etc. In addition, a night lab will be open weekly to help parents learn how to read with their students as well as help them successfully assist their children with their homework. Information about any upcoming events is regularly sent home and the school calendar is shared with the community center.

**Communication**

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(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 1116(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 1116(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 and submit the parents’ comments with the plan that will be made available to the local education agency [Section 1116(c)(5)].
  + Response:

Information about the Title I programs will be made available at the annual Title I parents' meeting at the beginning of the school year. This information will also be placed on the school's website. Parents will be informed about curriculum during the Curriculum Night meetings by grade level. Additionally, parents will be provided with parent reports regarding student i-Ready diagnostic information three times each year.  
  
A description of the school's curriculum, instructional materials, assessments, etc. is available on the school's website. This is also available from each classroom teacher. This information is given to parents when they have conferences with their child's teacher.  
  
LaBelle Elementary School has regularly scheduled Parent-Teacher conferences. However, a parent may request a conference with his/her child's teacher at any time.  
  
Parents are provided opportunities to participate in SAC Meetings to work with the school to influence decision-making and provide input into increasing student achievement.   
  
Parents are given a survey annually to provide their perspective to several school-related issues and make comments for improvement.

School calendar is sent home monthly for parents so they can know upcoming events and important dates.

**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 LEA 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 1116(e)(5) and 1116(f)].

Response: At the beginning of the school year, parents are provided an opportunity to meet their child's teacher before school begins. Usually within the first two weeks of school, LES has an open house and spaghetti dinner where parents are invited to further meet with teachers and to have an opportunity to ask questions and give input. Due to COVID-19 and restrictions open house and spaghetti dinner will be rescheduled and happen in the Spring of 2021. Throughout the year, L.E.S. will provide scheduled conferences with teachers for parents to attend. One of these conferences will be held in the evening so that parents may have the opportunity to attend after work. L.E.S. also has several events during the year that occur in the evening. Some of these are Family Reading Night, the annual Title 1 meeting, the annual meeting for migrant parents, and Open House. Translators are provided at these events so that parents who do not speak English can obtain the information being presented. Information about the Parent Information and Resource Centers (PIRC) is provided to parents. Information from various agencies and programs that are beneficial to parents and their children is on display in the school's office and is available for parents to take home.  
  
All school-wide communication is translated into Spanish for parents to be informed of school events and information. Call outs for special events are done in English and Spanish. The school marquee provides important dates and events in English and Spanish.

**Discretionary Activity**

**Barriers**

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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 1116(a)(2)(D(i)].

|  |  |  |
| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Poor parent participation because of language barrier. | Everything is translated into Spanish. |
| 2 | Poor parent participation because of long work hours. | Offer events later in the evening. Offer food when possible. |
| 3 | Poor parent participation because of lack of child care. | Offer babysitting services at events, such as SAC meetings, literacy night, Night Lab, etc. |
| 4 | Poor parent participation because of lack of interest in events. | Involve the SAC committee and ELL Teacher and Para in providing community events for the whole family. Make the events culturally relevant. |

|  |  |  |
| --- | --- | --- |
| 5 | COVID-19 unable to have visitors on campus. | Follow CDC Guidelines until we are able to get back to full capacity and normal operations. |