School Name: Edward A. Upthegrove Elementary

Parent and Family Engagement Plan (PFEP) 2020-2021

I, Karra Rivas, 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)].

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**Parent and Family Engagement Statement**

**Engagement of Parents**

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 parental involvement will be used [Sections1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** Upthegrove Elementary will take the following actions to:

* Convene an annual meeting at a time convenient for parents of participating children: All parents shall be invited and encouraged to attend, the school will provide information and explain the requirements of Title I and the rights of parents.
* Provide workshops/trainings/family nights
* Offer flexibility for scheduling meetings involving parents
* Offer translation services for meetings involving parents
* Give newsletters and other written communications in understandable format
* Use of phone system where parents can call and reach a teacher’s voice mailbox
* Use of the call out system (Connect-Ed) to keep parents informed of upcoming events

**Coordination and Integration**

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)].

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| **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. |
| 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)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title I Meeting | Karra Rivas | Sept. 22, 2020 | Sign in sheets and feedback |
| 2 |  School Advisory Meetings | Cathy McVay | quarterly | Sign in sheets and feedback |
| 3 | PTO Meetings | Cece Estrada | Quarterly | Sign in sheets and feedback |
| 4 | Family STEAM Night | Nan Akin | Spring | Sign in sheets and feedback |

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

**Response:**

* Conduct a meet and greet prior to the beginning of school, with available translators
* Conduct an evening Open House during the first 9 weeks of school, with available translators
* Allow parents to meet with teachers in the mornings prior to start of school day
* Allow parents to meet with teachers during teachers’ planning periods and after school
* Encourage parents to participate in phone conferences

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Conferences with teachers | classroom teachers | Teachers will conduct individual conferences to discuss expectations and goals for the school year | August through May | Sign in sheets |
| 2 | Open Houses | Admin and classroom teachers | Parents acquire knowledge of school activities and school culture and curriculum | August | Sign in sheets |
| 3 | Family STEAM and Information Night  | Pam Cooper | Content specific sessions | Spring | Sign in sheets and feedback |
| 4 | 3rd Grade Curriculum Night | Sara Vicas | Content specific session |  | Sign in sheets and feedback |
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**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Communicating with Parents using Remind | IT Dept./Michelle Brown | Student achievement will increase due to parent involvement | Aug. 21, 2020 | Parent involvement will increase |
| 2 | Curriculum Technology Training | IT Dept./Michelle Brown  | Utilization of strategies that can be used at home | August 11-14, 2020 | Students grades will improve |
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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 1116 (e)(4)].

**Response:**

* Provide parent advisory council to provide advice on all matters related to parental involvement
* Develop involvement roles for community based organizations and businesses in parental involvement activities, including Kiwanis, Boy Scouts and Girl Scouts
* Establish and participate in a parent-teacher organization

**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 submit the parents’ comments with the plan that will be made available to the local education agency [Section 1116(c)(5)].

**Response:**

* Weekly information in agendas sent home
* Quarterly newsletters
* Automated phone call-outs for school announcements in English and Spanish
* School website information dissemination
* Announcement and reminder notes home
* Local newspaper
* Open Houses, parent conferences, parent reading and/or math and/or STEAM nights
* ~~Annual fun event: Fall Festival~~ Cancelled Due to Covid
* Parent-teacher organization
* Individual letters to parents
* Individual phone calls to parents

**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:**

* Provide monthly information agendas in both English and Spanish
* Provide interpreters for parent nights for Spanish speakers
* Provide full access to rooms and facilities for parents with disabilities
* Provide automated phone “call-outs” in English and Spanish

**Evidence of Input from parents-**have evidence of parent input in the development of the plan.

**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

**Evaluation of the previous year's Parental Involvement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents and families to help their children’s academic achievement [Section 1116 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Meet and Greet Open House Aug, 8 | 27 | 368 | Communication between parent and teacher will set a positive outcome for the year. |
| 2 | Open House/Title I Meeting/Spaghetti Dinner Sept. 5 | 31 | 183 | Reinforcing open communication between staff and family to produce higher achievement |
| 3 | Dads Take Your Child to School Sept. 25 | 1 | 118 | Building relationships with teacher and fathers |
| 4 | Family Reading Night Feb. 18 | 1 | 68 | Increase reading scores on the state assessments  |
| 5 | Parent/Teacher Conferences Nov. 19 | 27 | 49 | Communication between parent and teacher to help increase student achievement  |
| 6 | STEAM Night | 12 | Cancelled due to Covid | Increase science and math scores on the state assessments  |
| 7 | Parent/Teacher Conferences Feb. 18 | 27 | 68 | Communication between parent and teacher to help increase student achievement  |
| 8 | 3rd Grade Curriculum Night Nov. 29 | 1 | 20 | Communication between parent and teacher to help increase student achievement  |

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff 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 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Remind Communication Program  | 1 | 32 | Building relationships with students to achieve higher academic scores |
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**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Limited English Proficiency ELL | ELL tutor; Migrant Adult Education; translators for Open Houses, parent/teacher conferences, and reading/STEAM night; after school for students  |
| 2 |  |  |