


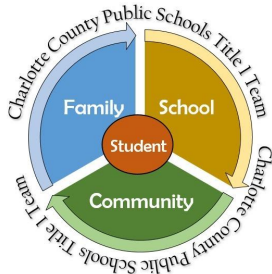
# SCHOOL IMPROVEMENT AND PARENT & FAMILY ENGAGEMENT PLAN

2020-2021

## EAST ELEMENTARY SCHOOL

APPROVAL DATE: 10-01-2020	MID YEAR REVIEW DATE:	END OF YEAR REVIEW DATE:
		

----- TITLE I TEAM USE ONLY -----



## INSTRUCTIONS

Many Family Engagement plans will have to be adjusted during this school year due to COVID-19 procedures and social distancing. These changes will most likely rely heavily on virtual presentations. This will not eliminate the need for documentation (flyers, sign-in sheets, presentation evaluations, agenda and minutes). Please remember this when planning and implementing your meetings, presentations, and events.

1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Upload to Google Doc .



## DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Explain how your school PFEP and Compact will be shared with families, staff, and community. Remember to include electronic sharing and hard copy sharing strategies.

The East Elementary School PFEP will be available for families, staff, and community on our EES website, and in the Title I binders, located in the Family Center and front office. The Compact will be disseminated to all students; a copy will be posted on the school website and in the Title I binders.

## OUR SCHOOL DEFINITION OF FAMILY ENGAGEMENT

How does your school define Family Engagement?

Family engagement is the process used to build genuine relationships with families. Relationships with families support overall family well-being and children's healthy development. When families are engaged, partnerships are created that have a common focus helping children grow and thrive.

## INVOLVEMENT OF PARENTS

- ☐ The school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

**Evidence** of involving parents and families in planning, reviewing and improvement of Title I programs, including involvement in *decision making* of how funds for Title I will be used.

We will meet virtually with parents and staff to discuss how the Title I funds will be used. These meetings will be held quarterly for the 20-21 school year. Sign in sheets and minutes will be recorded with parents, teachers, and other staff members.

## COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

- A. The school will coordinate and integrate parent and family engagement programs and activities.
- B. The school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

Program	Coordination
Girls on the Run/5K	Club Sponsors (Teachers), Community Partners, Parents and “buddies”
AR Reading Prizes	Administration, Media Specialist, Literacy Committee
Read Across America/Dr. Seuss Celebration	Administration, Media Specialist, Teachers, Literacy Committee, AFA Para III, Community Readers
Virtual SAC Meetings	SAC Chair, Administration, SAC Members (Parents/Teachers)
Virtual Kindergarten Round Up/Red Day	Reading Coach, Lead Teacher, Administration, Community Partners (Keller Williams)
Family Reading & Resource Center	AFA/Para III when families are allowed back in the school

Title III	School Counselor
Title IX	Homeless Liaison, Social Worker

ANNUAL PARENT MEETING (this is NO LONGER just Open House) and COMMUNICATION

The school will provide timely information about the Title I programs.

- A. Describe 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.
- B. Description and explanation of
  - a. Curriculum used at the school
  - b. Forms of academic assessment used to measure student progress
  - c. Achievement levels of the Florida State Standards
- C. Description of the nature of the Title I program that is shared with parents.
- D. Description of how the meeting will cover school choice, and the rights of parents at the annual meeting.
- E. If parents request, 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).
- F. The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]
- G. Could be grade level meetings, SIP meetings, SAC meetings

Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A:Website and Virtual Meeting available on school website	Principal and webmaster	Sept. 2020	Online sign in sheet
B: a. Curriculum available on teacher webpages.  b. Star progress monitoring, writing district assessment, science district assessment  C. District Website pacing guide and standards to be taught at each grade level	Teachers  classroom Teacher  Parents	20-21 School year	Progress monitoring results  Student score
C: Annual Title I Meeting Power Point available on EES website	Webmaster	20-21 SY	Number of parents accessing website.

D: Description in the Title I presentation	Renee Wiley	Fall 20-21	
E. Reading with their child for 20 mins each night.	Parent/Teacher	20-21 SY	Child's grades
F. The School website contains the admin's email, parents can email concerns to admin.	Parent	20-21 SY	
G. Virtual Parent conferences	Classroom teachers	Each quarter	Conference record

## FLEXIBLE PARENT MEETINGS

- ☐ How the school offers a flexible number of meetings, such as meetings in the morning or evening.
- ☐ How the school provides, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116]

All virtual. Parents provide feedback on scheduling through the annual parent meeting and annual parent survey. To be flexible, the PTO meets monthly with meetings scheduled on a rotating basis. Children are allowed to attend with their parents. Virtual SAC meetings are held six times a year at various times to accommodate parents' schedules, and children may come with their parents. Parent-teacher conferences are held before school, during teacher planning times, and after school.

## BUILDING PARENT AND FAMILY CAPACITY for 2020-2021

- ☐ The school will implement activities that will build the capacity for meaningful parent/family engagement.
- ☐ The school will implement activities that will build relationships with the community to

improve student achievement.

- ☐ The school will provide materials and trainings to assist parents/families to work with their child(ren).
- ☐ The school will provide other reasonable support for parent/family engagement activities.
- ☐ Identify the Type of Family Engagement your activity is and identify that as part of the 1st



column. This will help you be aware of the types of activities you are offering.

- |                     |                           |
|---------------------|---------------------------|
| 1. Parenting        | 5. Decision Making        |
| 2. Communication    | 6. Collaborating with the |
| 3. Volunteering     | Community                 |
| 4. Learning at Home |                           |

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness	Number of Attendees
Virtual Family Reading & Resource Center (Parenting and Learning at home)	AF/Para III	Increased interest and motivation for reading	School Website 20-21 SY	Sign-in sheets Parent/Family	
Virtual Title I Annual Meeting/Eagle Extravaganza (Communication)	Family Engagement committee members	Preparedness for school and increased family engagement	Available online all year 20-21	Sign-in sheets	
Virtual TST Meetings w/ parents (Communication and Decision Making)	School counselor, RtI Case managers, teachers, parents	Increased achievement through specific learning strategies/interventions	One day per week, all year	Graphs and forms with student data	
TBD Read Across America/Dr. Seuss Celebration (Collaborating with the Community)	Literacy Committee	Increased interest in reading	March 2021	Sign-in sheets Parent/Family Evaluation slips	

AR Reading Prizes (Learning at home) By reading with families	Literacy Committee	Increased achievement in reading	All year/TBA	AR Data, record of prizes	
PreK Home Visits (Parenting and Communication)	PreK Teacher, Headstart Director	Increased family engagement	Beginning and middle of year	Home visit form	
Virtual School PFEP Meetings (Communication)	Administration, PFEP Committee	Increased family engagement	3x per year	Sign-in sheet, agenda, minutes, Parent/Family Evaluation slips	



## BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

- ☐ How is your school nurturing the staff's skills with Family Engagement?
- ☐ Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contributions of parents/families. [ESEA Section 1116]
- ☐ Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
- ☐ Describe the STAFF development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Building Staff Development for Family Engagement: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
District PFEP Training	District Title I Personnel	Increased family engagement	TBD	Sign-in sheets, PFEP Plan
AFA/Para III Meetings	District Title I Personnel	Capacity building for families	Monthly	Increased family engagement
Faculty Meetings	Administration , Lead Teacher, Reading Coach, School Counselor, School Psychologist, SRO	Increased awareness of family engagement opportunities	Select Tuesdays	Increased family engagement

## FAMILY SURVEY

Using your school survey results, choose a minimum of one (1) question from each topic listed below to address this coming school year.

### Family Efficacy

<b>TOPIC: School Belonging</b>
<b>QUESTION: How well does the school value diverse backgrounds?</b>

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Character Development lessons	Teachers and staff	Getting information to teachers	monthly	Parent/student survey EOY

### Learning Behaviors

<b>TOPIC: Learning Strategies</b>
<b>Question: How well do students work independently at home?</b>

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Virtual gardening class (possibly a virtual cooking class)	Teachers	Get information out to teachers and families; supplies needed	Throughout the year	Participation and Parent survey EOY


#### OTHER TOPICS TO ADDRESS (optional)

<b>TOPIC:</b>
<b>Question:</b>

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness

#### OTHER ACTIVITIES

- ☐ Other activities, such as the Family Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]

On Mondays, and Tuesdays our school social worker provides information to students, staff, and parents about community resources that support education. Documentation is maintained in the Title I monitoring box and FOCUS/EDIS portal.

## COMMUNICATION

- ☐ The school will provide timely information about the Title I programs.
- ☐ 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.
- ☐ If parents request, 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).
- ☐ The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]



Describe how the school will provide regular, **two-way**, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Monthly newsletters, website (includes teacher webpages), parent conferences, phone calls, midterm progress reports, and iReady reports, IEP meetings, Rti/TST meetings, LEP meetings, and attendance meetings.

## ACCESSIBILITY

- ☐ Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
- ☐ Describe 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.

*“to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.” [ESEA Section 1116]*

A translator will be provided for ELL parents during virtual meetings/parent conferences upon request, office staff have a book of common Spanish words/phrases to assist families. and as is practical; utilize TransAct to translate written documents in a desired language.

Provide information to families of homeless children regarding the school board's Homeless Advocate.

A copy of the Parent Guide is located on the school and district website. Parent Institute weblink is available in English and Spanish on our school and district website. School information is sent home to families with disabilities who are unable to attend events or get to school to receive information. Welcome packets are given to new families as they enroll, as well as a tour of the school and the Family Reading & Resource Center. Title I Documentation is maintained in Crate.

## BARRIERS

- ☐ Describe the barriers that hindered participation by parents during the previous school year.
- ☐ Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Parent Work Schedules	Provide access to meetings/events during various times of day and/or weekend or via recording	PFEP Committee and Admin	2020-2021
Access to resources	Communicate with community business partners and district services to provide information and resources to families	Social Worker, School Counselor, AFA Para III, Administration, Community partners	2020-2021

2020-2021

## SCHOOL IMPROVEMENT PLAN GOALS

GOALS (anticipated in your 20-21 SIP)	How will this goal be communicated to families?	How will the skills necessary to support this goal be provided to Families?
ELA & Math Lowest 25% gains	Teacher conferences	Teacher conferences
ELA & Math SWD achievement	Teacher conferences	Teacher conferences

# PFEP & Parent/School Compact

## MID YEAR REVIEW 2020-2021

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TO BE COMPLETED IN DECEMBER or JANUARY [MARK IT ON YOUR CALENDAR ;\)](#)

**DATE:**

## ATTENDEES & ROLES

TAMI TECH: TEACHER

PAPA PAUL: PARENT

ABBY ACTION: ADMIN

**AGENDA** (remember to take notes and to label P for parent/family, T for teacher, & A for Admin, C for community partner))

### 2020-2021 PFEP REVIEW

1. UPDATES
  - Successes
    -
  - Challenges
    -
  - Add data to PFEP tables
2. NEW IDEAS
3. THOUGHTS FOR 2021-2022 PFEP
  -

### COMPACT NOTES

#### 4. UPDATES

- Successes
  -
- Challenges
  -

#### 5. NEW IDEAS

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#### 6. THOUGHTS FOR 2019-2020 PFEP

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**NOTES** (remember to take notes and to label P for parent/family, T for teacher & staff, & A for Admin, C for community partner, S for student)

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### ACTION ITEMS

- 1.