## ENGLISH ESTATES ELEM. SCHOOL Title I, Part A Parental Involvement Plan

I, Shannon Akerson , 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 1118 (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 schoolwide program plan under section 1114(b)(2) [Section 1118(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 1118(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 will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* 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**

Parental Involvement Mission Statement (Optional)

|  |
| --- |
| **Response:** English Estates strives to provide ongoing encouragement, information, and opportunity for every family to play a valuable role in the education of their children, and a contributing role toward the betterment of English Estates Elementary. The parents/families, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners.Our Wildly Important Goal (WIG) for the 2015-2016 school year is: ALL parents at English Estates Elementary will attend at least one school event |

**Involvement 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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

|  |
| --- |
| **Response:** In the spring of the year, the Title I Parent Engagement Team and the School Advisory Council meet to discuss the Title I Family Engagement Plan and activities for the coming year. The School Advisory Council also discusses and reviews Student Improvement Plan and Title I funding for the coming year. In the welcome folder, all families receive information (Spanish forms translated) inviting their participation in the Title I Family Engagement Team, Volunteer/become a Dividend, join various family programs, such as 7 Habits Family Book club, Parent & Principal Chats, Room parent, PTA, Mentoring Program, English Adult Learners Night Classes and School Advisory Council. Meetings are held monthly and a Spanish interpreter is available upon request for each meeting. A monthly Parent Newsletter, Roadrunner News, is sent home with event dates along with reminder flyers which are sent home with the students. Specifically, Title 1 Parent Team and School Advisory Council group of volunteers collaborates with school administration and Parent Liaison to develop/review the school policy and to brainstorm its application. All ideas are considered and documented in team minutes.  |

**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 1118(e)(4)].

|  |  |  |
| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | Kindergarten Registration & Orientation | K Teachers provide each incoming student with a packet of ideas & hands on materials (letter & number flash cards, pencils, playdough, activity sheets & book) all received upon registration. |
| 2 | VPK and Pre K VE (Varying Exceptionalities) | Parents & EEE students in the Pre K and Pre K VE (Varying Exceptionalities) programs at EEE are included in all school-wide activities. VPK & Pre K VE teachers meet w/K teachers to coordinate& discuss learner's needs & transitioning, this information is disseminated to parents. VPK and Pre K VE Parents are offered an opportunity to participate during the last week of each school year shadowing K students activities& routines. Additionally, Pre K VE and VPK parent are provided a “Kindergarten Readiness Tips and Strategies” and invited to the beginning of the year Kindergarten Orientation. |
| 3 | SCPS Title 1  | EEE will coordinate and integrate Family Engagement SCPS programs and Family workshops/activities that teach parents how to help their children at home, by disseminating SCPS Family workshop flyers, adding to EEE Roadrunner Principal Newsletter and EEE website in the Family Engagement Resources link. |

**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 (schoolwide or targeted assistance), 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 [Section 1118(c)(1)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal and Assistant Principal | August | Copies of Agendas, PowerPoint presentations and handouts |
| 2 | Develop and disseminate invitations and school newsletter will be sent home with Annual mtg. info.  | Principal and School Administration Manager | September & February | Flyer, food, and childcare, website, Social Media - Facebook |
| 3 | Advertise/publicize event | Principal and School Administration Manager | September & February | Calendar, Newsletter, Marquee, Phone, Social Media- Facebook |
| 4 | Develop sign-in sheets | School Administration Manager | September | Sign-in sheets for meeting |
| 5 | Maintain documentation | School Administration Manager | September | Docs Maintained by Family Liason and Title I district LEA |
| 6 | Develope a Title 1 Brochure providing families with a quick Title 1 info and distributed Annual mtg. | School Administration Manager | September | Title 1 Brochures developed, updated yearly and distributed during Annual meeting and Curriculum Night |
| 7 | Annual presentation, agenda, powerpoint and website of TItle 1 information will be presented to EEE | Administration & School Administration Manager | August/September | Title 1 sign in sheets, powerpoint and TItle 1 Brochure |

**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 1118(c)(2)].

|  |
| --- |
| **Response:** The leadership, faculty, and staff of English Estates Elementary have a strong belief in the importance of parent/family engagement. Three Title I Annual School meetings will be held two different dates at 7:15 AM to accommodate the work schedules of parents. Breakfast, refreshments and childcare will be provided. In addition, a power-point and Title 1 brochure of the meeting will be posted on the school website for parents to review and the power-point of the meeting will be available, as well as translated into Spanish, per parent requests. |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(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 1118(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 1118(e)(14)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Florida Standards and Grade Level Specific Parent/Child Activity Nights (Common Core) | Grade Level Teachers and Administration | Parents will gain knowledge of hands-on activities specifically correlated to the curriculum and standards for their child’s grade level. | August-February | Copies of Agendas, PowerPoint presentations and handouts, parent evaluation |
| 2 | Family Literacy and Small Group Classes | English Language Learner (ELL)Teacher | English for Speakers of Other Languages course provided for parents. | Throughout the year | Copies of registration information, parent evaluation |
| 3 | Individual Conferences (MTSS) | Relevant Teachers, Guidance, Administration | Specific information about student strengths and weaknesses with specific strategies to improve achievement for parents and teachers. | Throughout the year | Agendas |
| 4 | Student Led Conferences and Conferences with parents/students/teachers | Teachers, Administration | Review of student progress and goals | Fall and Spring | Sign In Sheets, parent evaluation |
| 5 | Family Engagement in all academic areas and All Pro Dad & I-Mom Breakfast | School Administration Manager | Giving parents specific information about curriculum and how to work with their children. | Three times a year, so 6 total so both parents receive opportunities to participate.. | Sign in Sheets, Parent evaluation |
| 6 | Classroom Organization, procedures and grade level expectations | Grade Level Teachers and Administration | Parents will gain knowledge of the routines & expectations for their child in the new grade level. | August/September | Copies of Agendas, PowerPoint presentations and handouts, parent evaluation |
| 7 | Assessments and curriculum Parent Nights | Grade Level Teachers and Administration | Parents will gain knowledge of the grade level curriculum and assessments used to monitor student progress. | September/October | Copies of Agendas, PowerPoint presentations and handouts, parent evaluation |
| 8 | Deliberate Practice Training | Administration | Teacher will gain knowledge to improve student achievement | Throughout the year | i-Observation Reports & sign-in sheets |
| 9 | Diverse group of parents with input from teachers, staff and community leaders to create Parent Advisory Team | School Administration Manager | Parents will be provided reasonable access to academic coaches, dividend opportunities, Room Parents and join various Parent teams on campus. | Throughout the year | Increased Family Engagement, increased student grades, attendance and standard tests. |
| 10 | Specific Parent workshops, English Learners Adult literacy(ELL), 7 Habits for Families Workshops and Musical presentations.  | Administration and support staff | Families receive the tool, resource guides and websites, including student's skills practiced.  | Throughout the year | Agendas, sign in sheets and powerpoints |
| 11 | Professional Learning Communities | Administration, Instructional Coaches, Teachers | Teachers will gain knowledge of best practices for instruction  | Throughout the year | Agendas & sign in sheets |

**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 and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent Involvement Strategies | Administration | Improve the ability of the staff to work effectively with parents by providing examples of best practices for parental involvement. | Monthly Staff Meetings | Professional Development Calendar |
| 2 | Student Led Conferences | Teachers | Improve the ability of staff to work effectively with parents. | September | Professional Development Calendar |
| 3 | Cultural Relevance | Adrministration & Title 1 Cultural Relevance Liason | Improve the ability of staff to differentiate culturual norms between ethnicities | Throughout the year | Professional Development & PLC's |
| 4 | SCPS and EEE Bullying procedures | Administration & Behavior Support Teacher | Improve the ability of the staff to identify, provide support, create a safe and learning conducive classroom as well as intervene and refer bullying to administration  | October-December | Professional Development |
| 5 | Family In Transition Guidelines/homeless students | Administration | Improve the ability for staff to identify, refer family to FIT coordinator, provide resources and understanding/support for students during stressful situations | September-October | Professional Development |
| 6 | Covey Habits of Highly Effective Students | Administration | Improve the ability of the staff to merge the habits along with character building and school wide expectations with their core instructional classes and curriculum. | August-May | Professional Development |
| 7 | Best Practices Strategies | EEE Title 1 Parent Team | Improve the ability of the staff to reflect and implement “Best Practices” strategies from the researched based materials being presented to increase positive parent-teacher relationships as well as increase parental involvement. | January-March | Professional Development |
| 8 | Deliberate Practice Training  | Administration | Teacher will gain knowledge to improve student achievement | Throughout the year | Professional Development, Sign-in & iObservation |
| 9 | TItle 1 Expectations for Classroom teachers and staff at EEE | Administration | Teachers will gain knowledge about Title 1 requirements and opportunities to increase parent collaboration. | August-September | Sign in sheets, power point and agenda |
| 10 | Mindset book study | Administration | Teachers will gain knowledge about changing their mindset about student success and student achievement.  | Throughout the year | Sign in sheets, power point and agenda |
| 11 | High Yield Strategies | Administration, district specialists, Instructional Coaces | Teachers will gain knowledge of high yield strategies for enhancing instruction  | Throughout the year | Sign in sheets, power point and agenda |

**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:** EEE is committed and believes in encouraging and supporting parents to fully participate in the education of their children by making sure that front office staff, teachers, administration and general staff (both main building and primary learning center offices) make the initial positive connection towards creating a family friendly school. English Estates and the Title 1 EEE Parent Team will continue assuring our stakeholders, staff and community feel welcomed and their needs met. This expectation is monitored through our Title 1 Parent Survey, sent home via Tuesday folder in the beginning of the year. EEE families and teacher responses and results are tallied, organized and released to parents 30 days after return date of the survey. Corrective steps are taken by administration when needed and stated by the Title 1 Parent Survey and SCPS Parental Involvement Survey. Ideas are implemented for "Caring School Community" by the Principal, assistant principal, behavior support teacher, guidance counselor, and school administration manager. All corrective or complimentary actions are conducted from August-May of that school year. |

**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 schoolwide 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:** The Annual Title I school meeting is held in September. The Roadrunner Newsletter, sent home monthly, highlights Family Activity/trainings dates for parent/family participation. The Parent Engagement activities are posted on the EEE marquee in front of school a week before the activity/event. Students are notified of activities/events via morning announcements and utilization of their student planners. Grades K-5 received a Title 1 Meeting flyer and reminder labels for student planners. In addition, Title 1 brochures highlighting facts about the Title 1 plan, contacts at school and Title 1 requirements were distributed school wide in September prior to the annual meeting. In addition, the Title 1 Annual Meeting was presented at 8:00 am following parent activity breakfasts, and informally via EEE Title 1 notebook located in front office for easy parental access (translated into Spanish due to highest ESOL population requested). Increasing the opportunity for all families to be engaged, each grade level (K-5) plans a Curriculum Night where teachers provide information about the subjects they teach, Florida Standards, K-5 curriculum and assessments, examples of lesson plans and how parents can help at home. The same information will be provided in an informational packet distributed the following day to parents unable to attend the Curriculum Night. Parents will be given a copy of the parent SCPS handbook that includes more detailed information on these topics. During all EEE parent/family engagement nights, parents will learn about the school-wide program and opportunities for participation in decisions related to their child. Per Title 1 documentation, teachers will maintain sign-in sheets and provide a copy to administration who will maintain documentation on the dissemination of information-agendas, distribution methods- powerpoints, and timelines and suggestions/tips for parent home practice. Per parent request and or during scheduled (dates posted on master calendar & posted in PTA calendar for members) each grade level (K-5) plan "Student Led Data conferences" to encourage family engagement and student empowerment using student data to demonstrate student progress. Additional Parent-Teacher conferences are also scheduled as needed per parent/family request or teacher to discuss academic assessments and input for parent comments.All documents can be translated into Spanish or in family's native language upon parental formal request to the front office. A disclaimer and resource statement (contact name & phone number) printed at the bottom of each school-wide parent flyers, on the EEE Family Needs Assessment form and in the EEE Title 1 Brochure (English & Spanish) stating if family accommodations for disabilities or interpreters are needed to please contact EEE staff. Plus, Families in Transition (FIT/homeless) families are provided with a contact person and phone number, resources to facilitate their participation, and any school materials needed for their child to have an equal opportunity for success at school. We also provide uniforms, school supplies, food program, agency for support and personal hygiene products as needed per family or teacher request.Moreover regular and consistent communication includes: 1. Tuesday Folders sent home for all school-home communications (flyers, newsletters, notices, student made invitations),2. Phone Notification System phone calls about school events, 3. posting events on school marquee, 4. student homework folders, 5. student planners, 6. Title 1 brochure, 7. Title 1 Parent/Family Engagement Access Notebook located in front office, 8. EEE school website, 9. skyward email/texting distribution list and 10. Sticker reminders posted on individual students reminding families about our Family Engagement activities. |

**Accessibility**

Describe how the school will provide full opportunities for participation in parental involvement 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)].

|  |
| --- |
| **Response:** In the beginning of the year, all parent receive the following EEE literature in English and Spanish (which is the 2nd most spoken language at EEE) Roadrunner newsletter, visual reminder on marquee, variety of flyers, teacher grade level newsletters,PTA newsletter, Parent/Student Handbook, Family Needs Assessment Survey, FIT Residency Survey/homeless, plus flyers which encourage our EEE parent to sign up to be a dividend, participate in our Reading programs RAP or Backpack Readers, volunteer for any school-wide functions through PTA, join our Title 1 EEE Parent/Family Team, School Advisory Team or become a room parent. Our EEE ESOL/ELL teacher provides, adult English classes one time a week for 10 weeks to assist parents in learning basic English language, strategies to help their children with homework tasks and self help skills, includes a reading program called Parents as Reading Partners. In addition, we provide child care during curriculum nights and other parent training when the activities are not designed for parent/child interaction, encouraging all parents (ESOL & Parents with disabilities or FIT) to fully participate with the security of their children being cared for on site by a hired EEE staff member. The Family Engagement Title 1 team will be established representing ELL, Special Needs, Latin American, Low-Socio-Ecnomic, Homeless and our general EEE population of parents/families. All documents can be translated into Spanish or other languages and interpreters are available upon parent/family request (all EEE school wide flyer documentation states a phone number and name of contact person to notify for special accommodations or assistance a week prior to activity or event). Moreover, the Title 1 Annual is held in September and February to increase the opportunities to reach all our EEE families. In the annual meetings information is provided about Title 1 programs, curriculum, assessment and Student led Conferences which is our Parent Conference nights. Most activities are listed in the PTA calendar, this calendar is a tool provided to all FIT/homeless families for free as a support and encouragement to feel welcomed. Teachers will maintain sign in sheets, power points, flyers and title 1 packet of information is completed and sent to Parent liaison. Parent Liaison will maintain a record of dissemination of information, distribution of methods and timelines.  |

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Parent to Kid and ELL Parents as Reading Partners and English/Spanish take home parent literarcy program | ESOL teacher and Reading Coach | Increased ESOL parent participation in reading strategies at home with ESOL students. | September-May |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Dissemination of information and flyers about SCPS Parent Workshop | LEA Title 1 and Community Liaison | Increased parent networking, communicating of local resources and parent participation in SCPS workshops for Math, Reading, Science and Writing strategies. | September-May |
| 3 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Conferences and meetings will be offered at various times of the day to accommodate parent schedules | Administration, Teachers | Flexible scheduling will allow for increased parental involvement  | September-May |

**Upload Evidence of Input from Parents**

Upload 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)].

Upload an electronic version of the Parent-School Compact.

|  |
| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5Cfarbstjl%5CDownloads%5CfileUploads%5C590041_2015-2016_uploadCompact.pdf) |

**Upload Evidence of Parent Involvement in Development of 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)].

Upload evidence of parent input in the development of the compact.

|  |
| --- |
|  |

## 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 to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on 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 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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement 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 (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |