**Title I**

**August - October**

**PFEP**

**LANCASTER ELEMENTARY 2018-2019**

## The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

**Assurances**

The above named school agrees to the following assurances:

Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;

Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;

Jointly develop/revise plan with parents and make available to the local community;

 Involve parents and families in planning, reviewing, and improving school wide program plan;

Use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan;

Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom, teachers and paraprofessionals;

Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field;

Provide each family with an individualized student report about the performance of their child(ren) on the State assessments [ESEA Section 1116]

**Mission Statement**

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| **1. Does the mission statement include: How the parent and family engagement** | Our mission is to provide additional opportunities for parents to participate in their child's education and support the vision of the school. |
| **plan is a shared responsibility?** | Parents' input into our Parent and Family Engagement Plan and School Compact is valued. Parents, teachers, and community |
| **How the parent and** | members will be solicited for their input at SAC meetings |
| **family engagement****plan will assist in providing high quality instruction for all learners?** | throughout the school year. Parents will be engaged in activities throughout the year that support high quality instruction needed for all learners to be successful. |

**Involvement of Parents**

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| **2. Does the plan** | Lancaster Elementary will ensure the organized, ongoing and timely manner of involving parents the following methods:* Home-to-school and school-to-home communication in English and/or other languages
* Student planners
* Flyers,
* Newsletters,
* Connect Ed messages School Website
* Email

e And other known best practices as neededAt Lancaster Elementary parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I funds will be used by:Attending* School Advisory Council (SAC) meetings,
* Multilingual Parent Leadership Council (MPLC) meetings
* Annual Title I meeting

Participating In* Parent/Teacher Association (PTA) activities

Reviewing* Academic data for funding decision making
* Previous school year Parent and Family Engagement Plan
 |
| **include:** |
| **How 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 [ESEA** |
| **Section 1116]?** |

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| **3. Does the plan include: How the school will coordinate and integrate parent and family engagement programs and activities?** **How the school coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116] ?** | We will coordinate and integrate parent and family engagement programs and activities through planned events throughout the year. Our goal is to educate parents on ways and best practices to support their child at home. |

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| **Program** | **Coordination** |
| **Pre-K Varying Exceptionalities ESE****- IDEA** | Our Pre K Teacher and administrators will work together to coordinate a parent orientation and student transition program for students entering the regular public school program. This will include meetings with parents and our kindergarten team to discuss policies and procedures for kindergarten as well as the specific learning needs and expectations for kindergarten students. |
| **Title I** | The Principal and Title I Contact will coordinate with the Title I office to provide opportunities for parental involvement at home, at school and in the community. Professional development modules will be presented to train teachers on effective parental involvement practices. LEA staff will provide guidance and support and monitor the effective implementation of training. |
| **Title II** | Higher highly qualified teachers and provide parents information if teachers are out of field. The school will continue to work on informing parents of Florida Standards. Teachers will learn about these standards through Title II funds. |
| **Title Ill** | Provides funding for our ELL students' Imagine Learning to support their oral language development. We also have two paraprofessional paid with this fund. |
| **Title X** | McKinney Vento Program provides support to our homeless students. The Guidance Counselor and school Social Worker will work with these families to assist in providing services and supports for them. |

**Annual Parent Meeting**

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| **4. Does the plan** | Lancaster Elementary will host an annual Title I meeting to inform parents and families of children participating in Title I program at the beginning of the school year. We will host a single meeting to educate parents via the following methods:* Annual Yearly Progress (AYP) via Power Point Presentation and handouts
* School Choice via district handouts and policies
* The right of parents via brochure and other resources

Parents and families are informed of the nature of the Title I Program by the following statement:Title I schools receive services from the largest federal aid to education program in existence. Title I has been in existence |
| **include:** |
| **A description of 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?** |
| **A description of the** |
| **nature of the Title I** |
| **Program that is shared** |
| **with parents** |
| **(school wide or** |
| **Targeted assistance)?** |

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| **A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?** | since 1965 and continues to level the academic playing field for children victimized by poverty. Title I funds provide services and educational programs to help students achieve. Title I/Migrant Programs administer in excess of $500 million in federal funds to school districts and agencies in Florida for high quality supplemental instruction and support services for educationally disadvantaged children. Our mission is to provide leadership and |
|  | technical assistance to local education agencies (LEAs) and local |
|  | operating agencies (LOAs) to implement programs and services |
|  | that ensure that all children have a fair, equal and significant |
|  | opportunity to obtain a high-quality education and reach, at a |
|  | minimum, proficiency on challenging state academic achievement |
|  | standards and state academic assessments. We provide service |
|  | to local school districts, agencies, private schools and local |
|  | neglected and delinquent institutions for Title I, Migrant, and |
|  | Homeless Programs. |
| **1:** | For more information please visit the Florida Department of Education, Office of Title I Programs and Academic Intervention |
|  | Services at <http://www.fldoe.org/bsa/tit1e1/title_compile.asp>. |
|  | Below are the specific steps that Lancaster Elementary will take to |
|  |  conduct annual Title I meeting. |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Notices sent home to parents in English and Spanish** | Title I Coordinator | August 30, 2018 | Copy of notice |
| **Annual meeting date posted on the marquee** | PEL | August 30, 2018 | Picture |
| **Agenda and presentation materials developed** | Title I Coordinator and School Administrator | August 31, 2018 | Copies of agenda |
| **Connect Orange messaqe sent** | School Administrator | September 04, 2018 | Copy of message |
| **Conduct Title I meeting** | School Administrator | September 06, 2018 | Sign-in sheets |

**Flexible Parent Meetings**

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| **5. Does the plan** | Lancaster Elementary will provide monthly meetings and events with alternating times to include morning and evening attendance opportunities. Morning meetings will be held at 9:00 a.m. and evening meetings will be held at 5:00 p.m. prior to school book fairs, programs, and other school wide activities for convenience. |
| **include:** |
| **How will the school** |
| **offer a flexible number** |
| **of meetings, such as** |
| **meeting in the morning** |
| **or evening?** |

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| **How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Sectio n 1116]?** | Parents will be encouraged to share transportation needs, childcare needs, and any needed accommodations for disabilities prior to all meetings so that we can efficiently provide support. We will also provide ongoing home visits as needed by our school social worker.The school will provide transportation to parents to one Parent Academy. |

**Building Capacity**

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| **6. Does the plan include:****How the school will implement activities** | At Lancaster working as a team is essential and a priority to guarantee academic success of our students. We plan activities which help us build a positive and strong relationship with parentsand the community.Our Parent Engagement Liaison will be in constant communication with parents via email, phone calls, and letters to make sure theyreceive resources, support, and other information. |
| **that will build the capacity for meaningful parent/family** |
| **engagement?** |
| **How will the school** |
| **implement activities** |
| **that will build** |
| **relationships with the** |  |
| **community to improve** |  |
| **student achievement?** |  |
| **How the school will** |  |
| **provide material and** |  |
| **training to assist** |  |
| **parents/families to** |  |
| **work with their** |  |
| **child(ren)?** |  |
| **How the school will** |  |
| **provide other** |  |
| **reasonable support for** |  |
| **parent/family** |  |
| **engagement activities** |  |
| **[ESEA Section 1116]?** |  |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
|  | Instructional Staff | Teachers willintroduce classroom expectations, routines, and establish rapport | August 09, 2018 | Connect Orange Marquee |
| **Meet the Teacher** |
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| **Open House** | Classroom Teachers | Teachers will explain to parents grade level curriculum expectations.  | September06, 2018 | FlyersConnect Orange |

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|  |  | Teachers will |  | Letters |
|  |  | conduct individual |  |  |
|  |  | conference to |  |  |
| **Conference Night** | Classroom Teachers | discuss child' s test results,expectations , | October2018 |  |
|  |  | progress toward |  |  |
|  |  | benchmarks, and |  |  |
|  |  | individual needs. |  |  |
|  |  | Parents and |  | Flyer |
| **Science Night** | Instructional Staff | students will interact with science standards through | October2018 | Connect Orange |
|  |  | hands on activities. |  |  |
| **SAC/PTO meetings** | Principal | Parents will actively participate in decision-making process for school | Ongoing | Meeting Minutes |

**Staff Development**

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| **7. Does the plan include: A description of the professional****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 parents/families, in the value and utility of contributions of****parents/families?****- in how to reach out****to, communicate with, and work with****parents/families as****equal partners?****- in implementing and coordinating****parent/family****programs, and in****buildinq ties between parents/families, and the school [ESEA Section 1116]?** | Building the capacity of all school staff is important at Lancaster. In a monthly basis, professional development are provided to educate the teachers. |
| Teachers are also encourage to participate in professional developments outside our school.Our school is also doing a Ruby Payne book study with the whole |
| staff so we can all provide adequate support to our students. |
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| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **Parent and Family Engagement Professional** | Title I Coordinator | Improved school staff resources to create a welcoming | **August,2018** | Sign-in sheets, exitslips |
| **Development** |  | school environment, |  |  |
| **Module 1 - Building Strong Partnerships** |  | Understand and value the |  |  |
| **with Parents and** |  | Importance of parent |  |  |
| **Families** |  | and family |  |  |
|  |  | engagement, and |  |  |
|  |  | maintain strong |  |  |
|  |  | school to home |  |  |
|  |  | partnerships |  |  |
| **Parent and Family** | Title I Coordinator | Improved ability of | December | Sign-in sheets, |
| **Engagement Professional** |  | staff to work with parents and families | 20 18 | exit slips |
| **Development** |  |  |  |  |
| **Module 2:** |  |  |  |  |
| **Building Ties** |  |  |  |  |
| **Between Home and** |  |  |  |  |
| **School** |  |  |  |  |
| **Parent and Family Engagement Professional** | Title I Coordinator | Increased parent and family participation in | January,2019 | Sign-in sheets, exitslips |
| **Development** |  | school activities |  |  |
| **Module 3:** |  | which support |  |  |
| **Implementation and** |  | student achievement |  |  |
| **Coordination of** |  |  |  |  |
| **Parent and Family** |  |  |  |  |
| **Engagement** |  |  |  |  |
| **Proqrams** |  |  |  |  |
| **Parent and Family Engagement Professional** | Title I Coordinator | Improved relationship, communication and | March, 2019 | Sign-in sheets, exitslips |
| **Development** |  | collaboration |  |  |
| **Module 4:****Communicating** |  | betweenparents and school |  |  |
| **and Working with** |  |  |  |  |
| **Parents as Equal** |  |  |  |  |
| **Partners** |  |  |  |  |

**Other Activities**

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| **8. Does the plan include:****How other activities, such as the parent** | Lancaster Elementary will use various school resources to assist parents and families with their needs. Our school guidance counselor provides guidance, food, and cloth to our students inneed. In addition she help parents get counseling services when needed.Our media center offer extended hour so students can use thecomputers and enjoy a comfortable place to read or do homework. We have a partnership with the community center and a counselor works with our fourth grade students. |
| **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]?** |  |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Resource Center** | Guidance Counselor, ESE contact, PEL | Ongoing | Sign-in sheets |
| **Media Center** | Media specialist | Ongoing | Sign-in sheets |
| **Love Pantry** | Guidance Counselor | Ongoing | Sign-in-sheets |
| **Virtual Parent Academy** | PEL | October 4th, 2018 | Pictures |
|  **Face to Face Parent**  **Academy** | PEL |  January 12, 2019 |  Pictures |

**Communication**

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| **9. Does the plan** | Lancaster Elementary in order to maintain timely communication about Title I programs though the following:* Hosting the Title I Annual Meeting
* Conducting monthly New Parent Orientation for parents new to the school to cover Title I Programs

Teachers and other staff members will support parents understanding of curriculum, forms and assessments used to measure progress and expected achievement the following:* School Compact
* Report Card Nights
* Progress Book
* Planners
* Parent Conferences
* Connect Ed Messages
* And other school communication methods
 |
| **include:** |
| **How the school will** |
| **provide timely** |
| **information about the** |
| **Title I programs?** |
| **How 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?** |
| **How, if requested by** |
| **parents, the school** |
| **provides opportunities** |
| **for regular meetings to** |
| **formulate suggestions** |
| **and to participate, as** |
| **appropriate, in** |

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| **decisions relating to** | Parents will be included in the formulation of suggestions and decisions making through the following:* One-on-One meetings with Teacher and or other needed support personnel
* Parent Surveys
* Participation in the SAC to review School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP) and School Compact

If the school wide plan is not satisfactory to parents feedback will be presented at the SAC meeting for discussion, review, and needed updates to the plan.All our meetings are translated in Spanish and Haitian-Creole. |
| **the education of their** |
| **child(ren)?** |
| **How the school will** |
| **submit parents/** |
| **families comments if** |
| **the school wide plan is** |
| **not satisfactory to** |
| **them [ESEA Section** |
| **1116]?** |

**Accessibility**

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| **10. Does the plan** | Lancaster Elementary will establish a host of opportunities for parents and families to participate in school activities through ensuring multiple levels of access. We provide Spanish and Haitian-Creole translation in all meetings and events. Our activities and events are held at different times during the day to ensure more parents are able to participate.Information is share in many different ways: FlyersNewslettersConnect Ed messages School Website InstagramFacebook |
| **include:** |
| **A description of how** |
| **the school will provide** |
| **full opportunities for** |
| **Participation in** |
| **parent/family** |
| **engagement activities** |
| **for all** |
| **parents/families?** |
| **A description of how** |
| **the school will share** |
| **information related to** |
| **school and** |
| **parenUfamily** |
| **programs, meetings,** |
| **school reports, and** |
| **other activities in an** |
| **understandable,** |
| **uniform format, and in** |
| **languages that the** |
| **parents/families can** |
| **understand?** |

**Discretionary Activities (optional)**

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| **Does the plan include: Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)** |  |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
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**Barriers**

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| **12. Does the plan include:****A description of the barriers that hindered** | **Based on previous year feedback our barriers that hindered participation by parents is transportation and work. Many of our families come are homeless living in hotels without a way of** |
| **participation by parents/families during the previous school year?** | **transportation to come to school. Also many parents have two jobs which make it very difficult to have time to come to school events.** |
| **A description of the** |  |
| **steps the school will** |  |
| **take during the** |  |
| **upcoming school year** |  |
| **to overcome the** |  |
| **barriers (with particular** |  |
| **attention paid to** |  |
| **parents/families who** |  |
| **are disabled, have** |  |
| **limited English** |  |
| **proficiency, and** |  |
| **parents/families of** |  |
| **migratory children** |  |
| **[ESEA Section 1116]?** |  |
| **Barriers (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| **Transportation for Parents (FRL)** | We will look into an alternate site closer to the hotels to celebrate an event. |
| **Work Hours** | We will continue to schedule our events at different times (morning, afternoon, and evening) to accommodate parents who work at different times. |

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 **School-Parent Compact**

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**Adoption**

## **The Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SAC meeting minutes.**

## **This policy was adopted by the school on \_\_\_\_\_\_\_\_\_; and will be in effect for the period of 2018-2019.**

## **The school will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_\_\_2018.**

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| **Signature of Authorized Personnel** |  |
| **Date** |  |

**Provide evidence that this policy has been developed with input from parents based on the review of the previous school year's Parent and Family Engagement Plan, if applicable. *(Previously referred to as the Parent Involvement Plan* - *PIP)***

## **The following documents can be scanned with this document and submitted as evidence:**

 **Parent surveys of previous year's events and activities.**

 **Any SAC and/or PTA artifacts with Title 1/PFE topics on the agenda.**

 **Parent Feedback Summary of PFEP Evaluation.**

 **Parent and Family Engagement Activities Tracking Form.**