## HARNS MARSH ELEMENTARY Title I, Part A 2018-2019 Parent and Family Engagement Plan

I, Tracey Zenoniani, 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 8101, 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 1116)];
* 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)];
* 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 1116
* 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)];
* If the plan for Title I, Part A, developed, 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 1116];
* 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 1116)];
* 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 [Section 1116)
* 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 1116)].

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** N/A |

**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)].

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| **Response:** Harns Marsh Elementary will involve parents by having monthly Title I/SAC meetings on designated days. Parents will have the opportunity to review, discuss and provide input regarding Title I programs, plans, funds and ways to increase school-wide parent participation. Administration, school staff, SAC, PTO, and parents will review, discuss and make recommendations concerning Title I programs at Harns Marsh Elementary. The school administration will present the School Improvement Plan during the first meeting Title1/SAC meeting of the year. Parents and school staff are invited to participate in SAC through the Parent Guide, newsletters and personal invitation.  During the SAC meeting, the committee will discuss and decide with the input from parents how the parental involvement funds will be used. During the Annual Title I meeting, parents will be asked for their input on the School Compact and the School Parent Involvement Plan.  All flyers, newsletters, agendas, sign-in sheets, handouts, and minutes for SAC meetings will be maintained in the front office binder and/or Title 1 Toolkit. This binder is available during the school day for parents to review at their request. |

**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)].

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| **count** | **Program** | **Coordination** |
| 1 | Head Start | All Head Start parents are invited to all activities at Harns Marsh Elementary. |
| 2 | Head Start | Harns Marsh Elementary Head Start teachers have two parent conferences at school and two home visits for parent input. |
| 3 | ESOL | ESOL parents are invited through Parent Link, fliers, newsletters, and are involved in parent involvement/information workshops. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title I Meeting after curriculum night, Develop SAC agendas/handouts, presentation materials | Administration, SAC Chair, Parent Involvement Specialist | August/September | Fliers, agenda, sign-in, completed surveys |
| 2 | Create and deliver invitations, parent link | SAC Chair, PI Specialist, Teachers | August | Copy of flier |
| 3 | Advertise Event (Twitter, Newsletter, School Sign) | Administrative Team/Parent Involvement Specialist | August/September | Postings |
| 4 | Develop sign-in sheets | Parent Involvement Specialist | September | Copy of sheets |
| 5 | Present to parents, staff, and community | Administrative Team/ Parent Involvement Specialist | September | Meeting Minutes |

**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)].

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| **Response:** Harns Marsh Elementary is committed to ensuring that parents are involved and have input into the Title I process. With this commitment, the administration at Harns Marsh Elementary has arranged for SAC and Title I meetings to begin after 5 PM to meet the needs of our working families. The start times for our SAC meetings are flexible to meet the needs of the SAC Committee and parents of HME. In order to encourage parents to attend these meetings, translators and babysitting are provided at each meeting. Several other incentives are used to encourage parent participation: homework passes for students whose parents attend, snacks provided by PTO for families, and free reading books from Title I resources.   In order to build a strong parental network that supports the vision of the administration of Harns Marsh Elementary, the Family Learning Center is open daily from 9:30-3:30 during the school day, by appointment at night, and during any school-wide sponsored activities. The Harns Marsh Elementary Parent Involvement Specialist ensures families have access to the Family Learning Center for the following reasons: parenting classes, learning a new language, homework assistance, filling out documents pertaining to their child's education, and curriculum guidance.  The Parent Involvement Specialist maintains a phone log, parent sign-in sheet and any additional records required to document parent involvement through the Family Learning Center or during the school day. |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent/Family Curriculum Nights are designed to help Harns Marsh Elementary parents develop and learn strategies for improving their students reading skills. | Teachers, Administration, Parent Involvement Specialist, Reading Specialist, Teachers, ESOL Translator | Increased student proficiency on STAR and FSA assessments | September | Notice in parent newsletter, advertised on website, morning and afternoon announcements, workshop comments |
| 2 | Florida Standards for College and Career Readiness; | Teachers | Increased student proficiency on FSA assessments | September | Notices in newsletters, parent sign-in sheets, PowerPoint if provided, Hard copy of materials distributed, workshop comments |
| 3 | Family Reading Night | Parent Involvement Specialist/Reading Committee, Curriculum Specialist | Increased student scores on STAR reading assessment, ELA FSA, and literacy concept assessments. | November | Notice in parent newsletter, advertised on website, afternoon announcements, workshop comments |
| 4 | Family Math Night | Parent Involvement Specialist/Math Committee, Teacher Leaders | Increased student scores on Math concept assessments and Math FSA | January | Notice in parent newsletter, advertised on website, afternoon announcements, workshop comments |
| 5 | Imaginarium Night | Parent Involvement Specialist/Science Committee | Increased student proficiency on Science FSA | March | Notice in parent newsletter, advertised on website, afternoon announcements, workshop comments |
| 6 | Student Led Conferences | Teachers, Parent Involvement Specialist, Administration | Increased awareness of student performance and goal setting to increase proficiency | October and April | Notice in parent newsletter, advertised on website, afternoon announcements, Sign in sheets, flyers, handouts workshop comments |
| 7 | SAC Meetings | Administration, Parent Involvement Specialist | Increased awareness of student achievement and plan to increase academic achievement at HME | Monthly, August-May | Notice in parent newsletter, advertised on website, afternoon announcements, Sign in sheets, flyers, handouts, workshop comments |
| 8 | Family Night at the Library | Parent Involvement Specialist/Admin/Teachers | Decrease in reading skill loss over summer break | May | Notice in parent newsletter, advertised on website, afternoon announcements, sign in sheets, flyers, handouts, workshop comments |
| 9 | Open House | All staff | Understanding of School Expectations for success | August | Letter sent home, advertised on school website, workshop comments |
| 10 | Kindergarten Orientation | K Teacher, Administration, Parent Involvement Specialist | Increased student proficiency for kindergarten. | May | Letters sent home, advertised on the website, workshop comments |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Goals and Initiatives | Principal, Assistant Principals | Teachers will gain knowledge of schoolwide goals and initiatives for the school year, which will include valuable information regarding parent trainings, parent engagement, and the expectations for communicating with parents regularly. | August | Increased parent communication documented in Castle |
| 2 | Restorative Practices | Restorative team | Teachers and staff will gain knowledge about how to use restorative practices to increase appropriate behaviors and to increase positive home-school interaction. | August | The Restorative team will offer support and trainings as needed for staff and parents. SAC Agenda/ Parent signature logs/Agendas |
| 3 | Reading Curriculum Trainings | Cadre members, curriculum vendors | Teachers will gain knowledge of new Reading curriculum that is properly matched with the students’ reading performance. | August, throughout year as needed | Teachers will be able to explain to parents how to help their children be better readers and give useful ideas for parents to support their children in reading at home. |
| 4 | Origo Math Refresher | ESE teachers | Teachers will gain an understanding of a specialized way of teaching math for students who are having difficulty in the subject. | August | Teachers will be able to explain to parents how to help their children be more successful in Math and give useful ideas for parents to support their children in math at home. |
| 5 | Newsletter | Principal, ESOL Translators | Parents gain valuable knowledge, tips, strategies about Harns Marsh Elementary, curriculum, events, staff, parent involvement opportunities, and general school information. | August-May | It is expected that parents read the newsletter each month. |
| 6 | Teacher Leader Training | TIF Team | Teachers will gain valuable knowledge on being a teacher leader and how they can effectively support teachers and parents at HME. Teachers will then be able to help educate parents on specific curriculum needs. | Summer/School Year | The TIF Leaders will offer support and trainings as needed for staff and parents. SAC Agenda/ Parent signature logs/Agendas |
| 7 | Volunteer Usage Training | Parent Involvement Specialist | Parent involvement Specialist will train parents and staff on proper volunteer usage within the classroom to increase students achievement. | August | Volunteer input |

**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)].

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| **Response:** Enhance the parent information centers/resources available to parents;  Parent Involvement Specialist  August-May Inventory of Materials    Increase the hours of usage at the Parent Involvement Center by Harns Marsh Elementary Parents  Parent Involvement Specialist  August-May  Document hours used with sign-in logs indicating use by parents outside normal operating hours.    Increase parent and community involvement in unloading, sorting, and packaging food for families at Harns Marsh Elementary  Parent Involvement Specialist  September-May  Volunteer sign-in log, indicating those who help serve the families of Harns Marsh Elementary    Provide English Classes to parents and community members at no cost to those who attend the classes. Volunteers from the Literacy Council are the instructors for the program  Parent Involvement Specialist  Sept-May  Sign-in log indicating those who attend the classes. |

**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)].

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| **Response:** Harns Marsh Elementary is committed to timely and regular communication and believes it is the true foundation for quality parental involvement. Harns Marsh believes that by providing parents information in a concise and understandable format, including alternate formats upon request, that parents will be more involved, have a deeper understanding of the decision making process, and will have more meaningful access to their child's educational experience.  Harns Marsh will provide timely information regarding Title I programs and funding, curriculum, academic assessments and other vital school information during regular monthly Title I meetings. Parents will also have opportunities to provide feedback and ask questions at Title I, SAC and PTO meetings to ensure that their suggestions and concerns are being heard as it relates to their child's education.  If for any reason a parent feels the school-wide plan is not effective, is not being implemented as written, or their concerns are not being addressed; Harns Marsh Elementary will direct their concerns to The School District of Lee County Title I Program office. |

**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)].

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| **Response:** Harns Marsh Elementary believes that our school has a responsibility to ensure meaningful and open access to all programs and activities that relate to students at our school. We believe that all parents including limited English, parents with disabilities and migratory parents play a vital role in helping Harns Marsh Elementary students reach their highest potential. The school will make every effort to provide special accommodations (when requested) for parents with disabilities and/or special needs.  All students who attend Harns Marsh Elementary are provided a welcome packet that provides information about the school, Title 1 information, and many other pieces of information that will encourage parent involvement. Even with a fluctuating student population, we ensure that all new students to the school are provided this packet. A copy of this informational packet is kept intact in the school Title 1 Toolkit.  As a school we ensure all parents are invited and are active participants in all school related functions. Some of these functions include, SAC, PTO, Title I meetings, student led conferences, and parent workshops.   To ensure our parents with limited English skills can be active participants, we always provide translation of meeting conversations and printed materials in their native language as available. Harns Marsh Elementary believes that with equal access and a positive structure to school meetings, all parents will participate and receive proficient help, instruction, and translation into the language they understand. |

**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:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Fresh Fruits and Vegetable Grant (FFVP) | Migdalia Cruz | Through this grant, students are learning about fruits and vegetables. Classes are provided information on the fruits and vegetables that they are eating that week. Teachers share this information with students. Classes have used this information to create webs, discuss flavor, textures, likes, dislikes and other educational activities. According to our SAC meeting, children are coming home and sharing with their parents things they have learned about the fruits, and vegetables. | 3 times per week for 10 months. |
| 2 | 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)]; | Two times per year, Harns Marsh Elementary Head Start teachers visit families in their homes. The visit allows teachers and families to work together to help their children do well in school. | PreK HeadStart/Paraprofessionals | Teachers and parents work collaboratively to ensure that students are making the necessary learning gains. By meeting in the home, it allows for teachers to interact with parents on a more personal level. | 2x' per year |

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C:\Users\angelamda\Downloads\fileUploads\360231_2016-2017_uploadEvidenceParentInput.pdf) |

**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.

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| [Uploaded Document](file:///C:\Users\angelamda\Downloads\fileUploads\360231_2016-2017_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.

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| [Uploaded Document](file:///C:\Users\angelamda\Downloads\fileUploads\360231_2016-2017_uploadCompactEvidence.docx) |

## 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent/Family Curriculum Nights are designed to help Harns Marsh Elementary parents develop and learn strategies for improving their students reading skills. | 1 | 121 | Increased student proficiency on STAR and FSA assessments |
| 2 | Florida Standards for College and Career Readiness; | 1 | 7 | Increased student proficiency on FSA assessments |
| 3 | Family Reading Night | 1 | 50 | Increased student scores on STAR reading assessment, ELA FSA, and literacy concept assessments. |
| 4 | Family Math Night | 1 | 70 | Increased student scores on Math concept assessments and Math FSA |
| 5 | Imaginarium Night | 1 | 201 | Increased student proficiency on Science FSA |
| 6 | Student Led Conferences | 1 | 652 | Increased awareness of student performance and goal setting to increase proficiency |
| 7 | SAC Meetings | 7 | 21 | Increased awareness of student achievement and plan to increase academic achievement at HME |
| 8 | Family Night at the Library | 0 | 0 | Decrease in reading skill loss over summer break  \*Due to time constraints, this parent night will not be held this school year. |
| 9 | Open House | 1 | 350 | Understanding of School Expectations for success |
| 10 | Kindergarten Orientation | 1 | 86 | Increased student proficiency for kindergarten. |

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent Link | 1 | 6 | Parents gain valuable tips and strategies to help their child with homework, learning strategies, and personal development. |
| 2 | Newsletter | 10 | 1023 | Parents gain valuable knowledge, tips, and strategies about Harns Marsh Elementary, curriculum, events, staff, parent involvement opportunities, and general school information. |
| 3 | Positive Behavioral Support (PBS) | 1 | 70 | Staff gain valuable knowledge, tips, and strategies on how to effectively implement a positive behavioral support for students school-wide. Second Step was also included with this training. |
| 4 | Teacher Leader Training | 5 | 3 | Teachers will gain valuable knowledge on being a teacher leader and how they can effectively support teachers and parents at HME. Teachers will then be able to help educate parents on specific curriculum needs. |
| 5 | Volunteer Usage Training | 1 | 120 | Parent involvement Specialist will train parents and staff on proper volunteer usage within the classroom to increase students’ achievement. |
| 6 | Classroom DOJO | 1 | 29 | Teachers will gain valuable knowledge and tips on using classroom dojo in the classroom for communicating with parents. Parents will receive training at Curriculum Nights for signing up and using DOJO. |
| 7 | Goals and Initiatives | 1 | 70 | Teachers gained knowledge of schoolwide goals and initiatives for the school year, which included valuable information regarding parent trainings, parent engagement, and the expectations for communicating with parents regularly. |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Time | flexible meeting dates |
| 2 | Parent Involvement at meetings | flexible meeting dates, times, childcare supervision |
| 3 | Economically Disadvantaged | Provide transportation if needed by parents as possible, schedule phone conferences if needed, provide trainings for parents during day and evenings. |
| 4 | Limited English Proficiency | Provide translator at all conferences, meetings etc. Provide translation headsets for parents, parent workshops for learning English, transportation if needed as possible, trainings during day and evening for parents |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous schoool year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |