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 parent and make available to the local community;
* Involve parents and families in planning, reviewing, and improving schoolwide program plan;
* Use the findings of 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 plan is a shared responsibility?  How the parent and family engagement plan will assist in providing high quality instruction for all learners? | Our mission is to create partnerships between the school, families and our community, which is a shared responsibility, to help students reach their highest level of academic and social achievement.  Pinar Elementary is committed to working with families and the community to plan and execute family events, curriculum focused activities, and workshops that empower parents with instructional strategies to support students and strengthen the home and school relationship. |

**Involvement of Parents**

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| **2. Does the 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]? | We firmly believe that the SIP and Title 1 PFEP are key to the success of Pinar Elementary School’s Title 1 program. Our School Advisory Council (SAC) serves as the primary forum for parents to become involved with the decision making process that includes the development of the School Improvement Plan (SIP), the Parent and Family Engagement Plan (PFEP), the general budget and the Title I budget. Agendas, minutes, and notes for each SAC meeting include Title 1 parent comments and help us keep track of topics discussed. All meetings are advertised. Flyers are sent home via backpack. Reminder calls are recorded in English and Spanish to ensure we reach out to our community. Parents, extended family, and community members are encouraged to serve on our board.  The school's AdvancED survey is completed annually by parents, teachers, and students. The results are shared and school based decisions are made accordingly. This tool helps us identify the areas of need and the level of parent satisfaction with our school. The information is shared with the committee to brainstorm ideas on how we can problem solve and incorporate new activities that would potentially increase parental involvement, maintain teacher morale, and increase student achievement. After events and trainings, participants are asked to complete an exit slip to provide feedback for future presentations. Our school SAC/PTA/PLC/Title 1 PEL work together toward achieving our school goals. |

**Coordination and Integration with Other Federal Programs**

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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 will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]? | The Title I Parent Engagement Liaison (PEL) position will continue to increase parental involvement opportunities and bridge the school and parent communication gap due to the high ELL population. This will include written and oral translations in Spanish, implementing monthly parent workshops, and providing resources in English and Spanish that will positively impact student academic performance. This will result in ensuring that we have a culturally responsive school. |
| **Program** | **Coordination** |
| VPK | Our staff and the VPK team will work together to ensure appropriate transition to Kindergarten through regular parent conferencing and informational events. |
| Title I Part A | Additional funding received by Title 1 is used to raise academic achievement of all students and instructional support, math, reading, and parent resources, to work with at risk students and provide instructional support on a daily basis at home and at school. |
| Title II | Funds will be used to pay consultants/additional staff needed to plan effective interventions and lessons for our low performing students and provide opportunities for parental involvement at school, home, and in the community. |
| Title III | Services such as materials, resources, and support are provided through the district office for our ELL population to provide equal opportunities to all. |
| Supplemental Academic Instruction | SAI funds (ATS) provide school tutoring services for our lowest twenty percent of students in 4th and 5th grade. Previously retained students in 3rd grade are also invited to tutoring to provide intervention instruction focused on individual student academic needs. |
| Title X | McKinney Vento Program provides support to our homeless students. |

**Annual Parent Meeting**

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| **4. Does the plan 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 (schoolwide or targeted assistance)?  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? | Pinar Elementary will host an annual Title I meeting at the beginning of the school year that will provide parents and the community information about programs that support the academics and social development of our students and that educate parents.  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 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.  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/title1/title_compile.asp>. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Schedule the Meeting on Master Calendar | Principal | By August 1, 2018 | Master Calendar |
| Connect Ed\Marquee | Title 1 | September 2018 | Flyer |
| Meeting Agenda/Translation | Title 1 | September 2018 | Agenda |
| Meeting Power Point/Translation | Title 1 | September 2018 | Power Point |
| Host Meeting | Title 1 | September 2018 | Sign-In Sheet |
| PFEP/Maintain Documents | Principal w/SAC | September 2018 | PI Plan & Parent Survey |
| PFEP/Maintain Documents | Principal w/SAC | November 2018 | PI Plan Final Draft |

**Flexible Parent Meetings**

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| **5. Does the plan include:**  How will the school offer a flexible number of meetings, such as meeting in the morning or evening?  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 Section 1116]? | During our first SAC meeting of the new school year we confirm with attendees that the days and times selected fit the needs of new parents who have registered students at our school. If need be, the meeting calendar can be adjusted. Most of our meetings are held in the evening to allow the majority of our parents an opportunity to attend after work. When feasible, SAC/PTA provide an opportunity for parents to purchase dinner on campus prior to an event for a minimal fee to facilitate attendance. On occasion, a play area is available for students. Most activities are student friendly and pupils are encouraged to attend. In addition, Parent Conference Week is offered twice a year. Teachers are available before school and after school to accommodate our parents' schedules. The teachers’ flexibility and commitment provide many opportunities for parents to attend meetings. The school Social Worker, Staffing Specialist and other members of Leadership are available to assist with home visits when necessary. |

**Building Capacity**

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| **6. Does the plan include:**  How the school will implement activities that will build the capacity for meaningful parent/family involvement?  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]? | Pinar Elementary takes pride in building the capacity of all key stakeholders who play vital role in the academic success of our students. We provide both internal and external workshops and activities that strengthen these relationships throughout the school year. Our doors are open to the community through the implementation of activities during and after school that community members and organizations can volunteer to support through our Partners In Education (PIE) coordinators as well as our ADDitions coordinators.  Our Parent Engagement Liaison (PEL) will be the first point of contact for parents to receive resources, support, and information about activities that improve student achievement.  Below are the specific steps that Pinar Elementary will take to continue building capacity for meaningful parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1. Student data discussed during individual conferences | Classroom Teacher/PEL | Teachers will conduct individual conferences to discuss each child's, data, assessment results, expectations, and goals for the year. | Ongoing | Sign-in Sheets, Conference Notes |
| 2. Curriculum Nights | Classroom Teacher/Staff/PEL | Students who have involved parents have increased achievement. | November-May | Sign-in Sheets |
| 3. Meet the Teacher | School Teachers/Staff/PEL | Students who have involved parents have increased achievement. | August | Sign-in Sheets |
| 4. Open House | School Teachers/Staff/PEL | Students who have involved parents have increased achievement. | September | Sign-in Sheets |
| 5. Conference Week | School Teachers/Staff/PEL | Students who have involved parents have increased achievement. | 2x's a year | Sign-in Sheets |
| 6.Cultural Events | Students/Clubs/Champions/PEL | Sign-in sheets | Oct-May | Sign-in sheets |
| 7.Parent Leadership Council | Title 1 Coordinator/PEL | Increase parent and community involvement | Sep-May | Agenda, Sign in, Photos, and Notes |
| 8.Annual Title 1 Meeting | Title 1 Coordinator/PEL | Inform parents that Pinar’s is a Title 1 school. Explain how funds are used to increase academic. | Aug-Sep | Agenda, Sign-in Sheets and Flyers. |
| 9.School Tour | Guidance Counselor, PEL and or registrar | Welcome students, parents and community members to our school. | Aug-Jun | Sign –in Sheets |
| 10.Grade level special events | Classroom teachers/PEL | Increase parent and community involvement | Aug-May | Agenda, Sign-in Sheets and Flyers. |
| 11. Parent Workshops | Title I PEL | Increase parent and community involvement | July-May | Agenda, Sign-in Sheets and Flyers. |

**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 building ties between parents/families and the school [ESEA Section 1116]? | Pinar Elementary strives to build the capacity of all school staff. Throughout the year, various professional development activities are provided to educate the teachers, specialized instructional support personnel, administrators, other school leaders and other staff to build capacity in parent and family engagement.  Below are the specific activities and tasks that Pinar Elementary will implement to build capacity for meaningful parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Module 1- The Importance of Parental Involvement | Title 1 Coordinator/PEL | Teachers and school personnel will be able to define parental involvement. They will be able to provide reasons why parental involvement matters and how it impacts student achievement and school improvement. The staff will be able to describe the six types of involvement as discussed in the presentation and list examples of how they can be integrated in their classrooms. | September | Agenda, Sign-in Sheets |
| Module 2- Building Ties Between Home and School | Title 1 Coordinator/PEL | Teachers and school personnel will be able to identify how attitudes impact behaviors at school and how students and parents can be motivated to stay engaged. The staff will identify possible barriers for the lack of parental participation and possible solutions. In addition, they will name the components of a welcoming and family friendly schools and use them effectively when they hold parent/teacher conferences and or interact with parents informally. They will create a list of classroom activities that could potentially ensure a positive parent rapport to be implemented in the near future. | December | Agenda, Sign-in Sheets |
| Module 3- Implementation and Coordination of Parental Involvement Programs | Title 1 Coordinator/PEL | Teachers and school staff will be able to describe the parental involvement plans and policies for the LEA and school. They will be able to identify how PIP’s are developed and list ways in which classroom activities can support the implementation of the PIP as well as describe examples of parental involvement beyond participation in school activities. | February | Agenda, Sign-in Sheets |
| Module 4- Communicating and Working with Parents. | Title 1 Coordinator/PEL | Teachers and school staff will be able to identify the components of an effective parent/teacher conference. List the requirements for parent notification letters and create parent-friendly notices for students to take home. Hold teacher/parent conferences in a variety of ways that best fits the needs of our families. |  | Agenda, Sign-in Sheets |

**Other Activities**

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| **8. Does the plan include:**  How other activities, such as the parent 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]? | Pinar Elementary will use various school resources to assist parents and families with their needs. The following are some of the school resources available to parents and families:   * The ESE and Guidance office have a resource center that includes information about but not limited to the following   + Homeless Education   + Retention,   + Counseling Services   + Exceptional Education Services   + Behavioral Support Services   + And other resources outside of the school * The Media Center offers computer access to allow students and parent’s access to district applications and other materials during extended hours weekly. * District Parent Academies and Virtual Academies offered throughout the year.   Below are the specific steps that Pinar Elementary will take for professional development. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
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| Resource Center | Guidance Contact, ESE Contact, Parental Engagement Liaison | Ongoing | Sign-in Sheets |
| Media Center | Media Specialist, Parental Engagement Liaison | Ongoing | Sign-in Sheets |
| Love Pantry | Guidance Contact, Parental Engagement Liaison | Ongoing | Sign-in Sheets |
| Virtual Academy | Parental Engagement Liaison | October 5, 2018 | Parent registration, Sign-in sheet |
| Parent Academy | Parental Engagement Liaison | February 10, 2019 | Pictures, Parent Registration, Flyers |

**Communication**

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| **9. Does the plan 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 decisions relating to the education of their child(ren)/  How the school will submit parents/ families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]? | The student planner is used to keep parents informed of daily events including homework, activities and meetings. In addition, newsletters are sent home with Progress Reports and/or Report Cards informing parents of upcoming events. This letter provides important information about our school events including, Title 1 meetings and programs. Our school website and the Connect Orange telephone messaging system are methods used to communicate events (Title 1 meetings), policies, and procedures with our parents.  Progress Reports and Report Cards are sent home four times a year each for a total of eight reports. Our parents can access ProgressBook online to view their child's grades.  Families are invited to attend meetings and workshops to discuss student data. A copy of the Matrix is available as a tool to share specific information regarding test results (core assessments, MAP, FSA, and Benchmark), grade level performance and interventions.  The Student/Parent/Teacher/Principal Compact reflects the commitment of each stakeholder in the educational process.  Opportunities to generate Academic Needs Improvement plans and/or specific learning plans are developed as needed. The plan defines specific areas of need and possible suggestions/strategies as they relate to the child’s academic needs.  Spanish translation for meeting (other languages can be provided with advance notice) is available as needed both during and after school.  Parents will be included in decision-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 schoolwide plan is not satisfactory to parents feedback will be presented at the SAC meeting for discussion, review, and needed updates to the plan. |

**Accessibility**

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| **10. Does the plan 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 an parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand? | Most of our meetings and events are held in the evenings to allow the majority of our parents the opportunity to attend. When feasible, PTA sponsors meals on campus prior to an event for a minimal fee. Students enrolled in the CHAMPIONS after-school program receive dinner. Parent Conference Week is scheduled twice a year. Teachers are available before and after school to accommodate our parents' schedules. Teachers and staff meet with parents and conduct telephone conferences (home visits are available by appointment) allowing flexibility in scheduling for all parents. By providing flexible time and settings, parents are informed of the valuable information/resources they need to support their child at home. Parents of ELL students are invited to participate and become involved in the PLC as advocates for their children and the community. Translation is provided as needed. We also consider parents and their families with special needs (accommodations for equipment and or space are available). Teachers have access to student data through the Data Matrix, SharePoint, and Performance Matters; where all information is stored and reports can easily be provided to parents upon request. |

**Discretionary Activities**

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| **11. 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.) | Pinar Elementary will utilize Title I, Part A funding for activities that are not required but will support in meeting the mission of the school.  Below are the specific steps that Pinar Elementary will take for activities funded through Title I, Part A. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Title I Contact/ Parental Engagement Liaison | Train the PTA board on how to reach out to the community in order to support our school events. | Ongoing | Sign-in sheets, Exit Slips |
| 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)]; | Title I Contact/ Parental Engagement Liaison | Provide alternate parent meeting times (hosting a meeting in the morning and again at night) or different days of the week. | Ongoing | Sign-in sheets, Exit Slips |
| Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Title I Contact/ Parental Engagement Liaison/Partners in Education Coordinator | Involve organizations in after school events. | Ongoing | Sign-In sheets, Exit Slips |

**Barriers**

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| **12. Does the plan include:**  A description of the barriers that hindered participation by parents during the previous school year?  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]? | After reviewing the previous years’ Parent and Family Engagement Plans and accompanying feedback Pinar Elementary acknowledges the existence of the following barriers to parent and family engagement:   * Transportation * Language * Education * Economically disadvantaged   Below are the specific steps that Pinar Elementary will take address barriers that existed in the previous year. | |
| **Barriers (Including the Specific Subgroup)** | | **Steps the School will Take to Overcome** |
| Communication with ELL parents | | Home language communications, e.g. flyers, newsletters, notes, and Connect Ed. |
| Parents who are economically disadvantaged and disabled lack transportation and/or work schedules conflict with school activities | | Provide opportunities for involvement in school activities before and after school and Saturday school. |
| Education | | Opportunity to attend Virtual Parent Academies, monthly Parent Workshops, Curriculum Nights and SAC meetings. |

**School-Parent Compact**

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| **13. Does the plan include:**  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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement? | **Provide a scanned copy with this document of the School-Parent Compact and evidence of parent input in the development of the compact.** |

**Adoption**

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by

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| **06/01/2018** |

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| **06/01/2019** |

This policy/plan was adopted by the school on and will be in effect for the period of .

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| **12/21/2018** |

The School will distribute this policy to all parents of participating Title I, Part A children on or before .

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| **Signature of Authorized Personnel** | **Joscelyn Harold Gladden Principal**  **Adrian Green CRT** |
| **Date** | **6/1/2018** |

Provide evidence that this policy/plan has been developed with the input from parents based on the review of the previous school years Parent and Family Engagement Plan if applicable.

The following documents can be submitted as evidence:

* Parent survey of previous year’s events and activities
* Any SAC and PTA artifacts where Title I/PFE topics were on the agenda
* Parent Feedback Summary of PFEP Evaluation
* Parent and Family Engagement Activities Tracking Form