North Wauchula Elementary Parent and Family Engagement Plan (PFEP) 2018-2019

I, Jessica Gray, 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 1116 (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 school-wide program plan under section 1114(b)(2) [Section 1116(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 1116(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 shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
* 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**

**Engagement 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 [Sections1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

**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 1116(a)(2)(D) and 1116(e)(4)].

|  |  |  |
| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | Title I Part C and Title VI | Title I part A, Title VI and Title I part C staff will meet with migrant parents to build capacity: literacy strategies will be provided to parents at meetings held after school hour |
| 2 | Title III and Title VI | Title I part A, Title VI and Title III staff will meet with ELL parents to build capacity: literacy strategies will be provided to parents at meetings held after school hours. |
| 3 | IDEA | Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP. |
| 4 | Hardee Federal Programs | The directors of the federal programs will meet quarterly to collaborate and coordinate events to eliminate duplication. Directors share schedules of events to encourage joint participation. |
| 5 | Migrant Parent Advisory | The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs. |
| 6 | Homeless-Title IX Part C & Title 1 Part A | Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title I, Part A also funds a homeless advocate for homeless students. |
| 7 | VPK | These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector. |
| 8 | Adult Education | Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available. |
| 9 | Nutrition Programs | LEA participates in the Community Eligibility Program and provides free breakfast and lunch for all Hardee County school district students. Summer food programs are provided at various school sites and community locations.  |
| 10 | Title I Part A | Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers administrators, and parent involvement activities.. |
| 11 | Title II | Provides for teachers and administrators professional development and supports all teachers to be highly qualified. |
| 12 | Title I, Part C, Migrant  | Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program. |

**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 (school-wide), 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 1116(c)(1)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Count  | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
| 1 | Develop agenda, print handouts, collect data, prepare PowerPoint | Jessica Gray, Principal and Tamara Taylor, Assistant Principal | August, 2018 | Copies of agenda, PowerPoint used, Sign-ins,and handouts |
| 2 | Flyer released inviting parents to the Annual Title I Meeting | Tamara Taylor, Assistant Principal | September, 2018 | Copies of the flyer. |
| 3 | Advertise the event- Website, Marquee Display, & Invitations | Jessica Gray, Principal and Tamara Taylor, Assistant Principal, SAC, PTO | August - September, 2018 | Website, Copy of released flyer. Day of event stickers home, and Display in front of school |
| 4 | Print sign-in sheets | Tamara Taylor, Assistant Principal | September, 2018 | Copies of the sign-in sheets. |
| 5 | Hold Annual Meeting | Jessica Gray, Principal and Tamara Taylor, Assistant Principal | September 2018 | Calendar of Events, Sign-in Sheets |
| 6 | Maintain documentation | Tamara Taylor, Assistant Principal | September, 2018 | Title I documentation file |
| 7 | Repeat steps 1-6 but target those families who were not enrolled with us in September | Jessica Gray, Principal and Tamara Taylor, Assistant Principal | January, 2018 | Same evidence as above |

**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 1116(c)(2)].

**Response**: Many schools offer an additional meeting timein the morning as well as the evening. Parent-teacher conferences are also scheduled during the first nine weeks grading period with every parent at flexible times. Throughout the year, parents and teachers will meet both in person and by phone to discuss student progress, assessments, and academic achievement standards as needed.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(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 1116(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 1116(e)(14)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
| 1 | Meet Your Teacher | Jessica Gray, Tamara Taylor, Jessie Brown, Megan Christian | Understanding what is needed to get the school year started with the supplies the children need, transportation and school-wide procedures. | August 8, 2018 | Parent Sign-in sheets. Checklists. |
| 2 | Title I Annual Meeting | Jessica Gray, Tamara Taylor, Jessie Brown | How parents may get involved, what Title I funding provides, what information parents have the right to ask for, assessments used to track achievement, reports parents will receive. Teachers provide grade level expectations. | September 13, 2018 | Sign-in sheets. End of year Title I survey. |
| 3 | Individual Parent/Teacher Conferences | Jessica Gray, Tamara Taylor, Jessie Brown | Review of student assessment data, new curriculum requirements for K-5 in reading, math, science, and writing. | September-November, 2018 | Sign-in sheets and End of year Title I survey. |
| 4 | Parent Portal Training | Jessica Gray, Tamara Taylor, Jessie Brown, Megan Christian, K-5 Teachers, Students | Provide parents with personal access to the Parent Portal allowing them to access their child's grades | March 2019 | Materials and distribution list End of year Title I survey |
| 5 | Wildcat Pride Newsletters | Jessica Gray, Becky Clark, Newsletter Committee  | Communicate current information, calendar of special events or updates, provide parent helps, connections and tips to improve student academic progress | Bi-Monthly | Copies of distribution |
| 6 | 4 Cool Cat/PAW Awards Assemblies | Melanie Nuccio, Awards Committee Chair | Celebrations of student achievement directly correlated to sustaining student achievement. | October, December 2018 & March, May of 2019  | List of awards and award recipients, newspaper releases. |
| 7 | Family Literacy Night | Tamara Taylor, Melissa Hartley, Community Business Volunteers, K-5 Teachers, SAC Leadership | Parents and students will participate in a themed book read for six weeks and attend this event as a culminating activity for students and parents to develop and participate in literacy activities at every grade level. Materials will be created to assist families with future reading strategies at home. Each student will receive a book to take home. | December 2018 | Sign-in sheets of parent participation, quality activities and strategies used and shared. |
| 8 | STEM Family Night | Tamara Taylor, Assistant Principal, Family Outreach Comm, Jessie Brown, Literacy Coach, SAC | Increase parent involvement and student enrichment in Science, Technology, Engineering, and Math activities schoolwide and participating in STEM activities in each grade level which support the Florida Standards | March 2019 | Sign-in sheets, Agenda, Handouts, Activities |
| 9 | Celebration of Success- End of Year Awards | Jessica Gray, Tamara Taylor, Jessie Brown, Leadership Team | An end of year celebration of families for student success | May 2019 | Sign-in sheets, Participation, Awards ordered |
| 10 | Preschool Parent Night at East Coast Migrant Head Start | Melanie Nuccio, Kg. Teachers | Review of readiness requirements for parents of incoming Kg. students helps parents prepare their children for school. | May 2019 | Handouts, and Presentation |
| 11 | Kindergarten Round-up | Admin: Jessica Gray, Tamara Taylor, Jessie Brown, Megan Christian, Kg. Teachers | Parent Information and student registration | May 2019 | Sign-in sheets, Handouts |
| 12 | Preschool Orientation | Tamara Taylor, K-5 Teachers | Orient parents of local preschool children of Kindergarten expectations | April 2019 | Handouts, letters |
| 13 | Summer Library Hours | Tamara Taylor, Pamela Justice | Provide opportunities for students and parents to check out books, participate in book talks and a variety of literacy activities each week in the school's media center | June/July 2019 | Participation, Sign-ins |

**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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Just Take 20 Training | Jessie Brown | Gives parents an awareness of their essential role as well as the knowledge and skills to deliver daily activities to promote literacy. | Monthly PLC meetings | Feedback from end of year parent surveys |
| 2 | Parent Portal Training | Jessica Gray, Tamara Taylor, Jessie Brown, Megan Christian, K-5 Teachers, Students | Provide parents with personal access to the Parent Portal allowing them to access their child's grades | March 2019 | Materials and distribution list End of year Title I survey |
| 3 | Preschool Parent Night at East Coast Migrant Head Start | Melanie Nuccio, Kg. Teachers | Review of readiness requirements for parents of incoming Kg. students helps parents prepare their children for school. | May 2019 | Handouts, and Presentation |
| 4 | Preschool Orientation | Tamara Taylor, K-5 Teachers | Orient parents of local preschool children of Kindergarten  | April 2019 | Handouts, letters |

**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 1116 (e)(4)].

**Response:** Parent Resource Roomresources are provided at schools and can be accessed through the guidance department.

**Communication**

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(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 1116(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 1116(c)(4)(C)]; and
* If the school-wide 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 1116(c)(5)].

**Response**:The Annual Title I meeting is held in August outlining the programs, curriculum, assessment data, the expectations of teachers, students and parents, and conferencing information for parents outlining how they may get involved in all aspects of the school. Notices from the school are advertised in advance through flyers, planners, sign boards, phone calls, the school webpage and reminders. Notifications are provided in both English and Spanish. Parents are notified how to contact the school, what information they have the right to request and information about the members of the staff. Any written feedback received regarding the quality of the school's program is recorded and submitted to the district. The Parent Portal is also available to parents. The portal can be accessed through the internet and provides current grades, emails, notices, and helpful tips on how to work with children to enhance student achievement. The school webpage provides a variety of up-to-date school information.

**Barriers:** Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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 1116(a)(2)(D(i)].

|  |  |  |
| --- | --- | --- |
| Count | Barrier( Including the specific subgroup) | Steps the School will Take to Overcome |
| 1 | Working Parents - economically disadvantaged | Vary the meeting times to reach more parents |
| 2 | Parent Engagement/Interest- economically disadvantaged | Include student performance and participation to encourage more parent involvement. |
| 3 | Native language | Provide a translator at every parent event |

**Accessibility:** Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA 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 1116(e)(5) and 1116(f)].

**Response:** The school provides a newsletter that lists all upcoming dates of events. The school maintains a website with all pertinent information and utilizes a roadside sign board for upcoming events. Notices are published in both English and Spanish. At each event, Spanish translation is made available through bilingual staff members. The school also uses a phone notification system called Edulink. Messages can be delivered in both Spanish and English. The school building meets the requirements of the ADA and is physically accessible to all people.