**Osceola Elementary School Title I, Part A Parent & Family Engagement Plan (PFEP).**

I, Lynn Bruner, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition:
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community;
* 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 parent and family engagement plan and the joint development of the schoolwide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement plan;
* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
* 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;
* 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; 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.

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

# Mission Statement

Parent & Family Engagement Mission Statement (Optional)

**Response: Where students, teachers, staff, parents, and the community work together to make Osceola Awesome!**

# 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 parent and family engagement will be used.

**Response: Osceola Elementary includes parents in the development and implementation of the school’s Parent Family Engagement Plan by inviting them to review the plan during Open House when our Title 1 contact presents the PFEP to the parents in attendance. In addition, all parents receive a personal invitation to our School Advisory Council Meeting in which the School Improvement Plan and Parent Family Engagement Plan is presented. During the meeting, any parent input is document in the minutes. During Open House, Osceola conducts a Title 1 Meeting. We invite all parents to attend and share information regarding the Title 1 programs that we offer at Osceola. Parents who attend this meeting are given a Title 1 parent survey to complete. The surveys are collected and we see them to review the parent needs for our school. For families that can’t attend the Title 1 Meeting or SAC meeting, we place a DRAFT PFEP on our school website. Our principal shares this information with parents in a school to home message. In addition, hard copies are kept in the front office and are provided upon request. Upon request, we will provide a digital copy via email. Osceola families are encouraged to provide feedback via email. This documentation through flyers, school to home messages, emails, newsletters, website announcements, meeting agendas and minutes.**

# Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement 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.

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| **count** | **Program** | **Coordination** |
| 1 | Title X, Homeless | Title X Coordinator provides services to families to ensure that students have school supplies, community resources and transportation. |
| 2 | Title 1 Part D | Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs. |
| 3 | Title 1 Part A | Supplemental tutoring will be provided after school. Supplemental materials and supplies needed to close the achievement gap will be provided to our instructional tutors. Supplemental funds will be provided for on-going staff development as determined by the results of our school’s FSA data.  |
| 4 | Title II | The District provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.  |
| 5 | Title III | Additional support and resources provided by the school will be discussed with parents during LEP committee meetings. The District ESOL coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices and utilized. Teachers consistently progress monitor to ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation. |
| 6 | IDEA | Supplemental instruction support provided by the school will be discussed with parents during development of the student’s IEP. |
| 7 | Title 1 | Intervention teacher supports classroom teachers in modeling effective instruction across the content areas and provide professional development in areas identified through school data chats. |
| 8 | Academic Coach | Reading/Math coach facilitate remedial instructional resources by staff to students failing to meet performance levels.  |

# 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.

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Meet the Teacher  | Classroom teachers | Day after meeting | Parent contact |
| 2 | Open House/Annual Title 1 Meeting | Title 1 Contact | Day of meeting | Number of participants/Annual Title 1 Meeting Parent Survey and sign in sheets |
| 3 | School newsletter will be sent home with every child and posted on school website | Newsletter contact | Week of meeting | Number or participants/annual title 1 meeting parent survey and sign in sheets |
| 4 | School to home message sent to all families to encourage participation | Principal | Week of meeting | Number of participants/annual title 1 meeting parent survey and sign in sheets |
| 5 | Completion of agenda | Title 1 Contact | September 2018 | Number of participants/completion of agenda |
| 6 | Prepare and print sign in sheets | Title 1 contact | September 2018 | Number of participants/annual title 1 meeting parent survey and sign in sheets |
| 7 | Photocopies/handouts/Title 1 handbooks and brochures | Title 1 contact | August/September 2018 | Number of participants/title 1 parent survey and sign in sheets |
| 8 | Setup AV equipment for presentation | Media Clerk | September 2018 | Title 1 surveys |
| 9 | Send home handouts to any parents unable to attend | Title 1 contact and classroom teachers | September 2018 | Number of participants/Annual Title 1 meeting parent survey and sign in sheets |

# 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 parent and family engagement.

**Response: Osceola Elementary offers Parent to Kids Early Reading program. Parent/Teacher conference are offered before, during, and after school. SAC Meetings are scheduled after school. PTA meetings are offered. Osceola offers several parent involvement opportunities in the evenings: Bingo for Books, Publix Math Night, Family Literacy Night, Family Science Night, Family Math Night, and other parent informational nights.**

# Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parents to kids | Parent to Kids Facilitators | Increased student reading comprehension | November 2018 | Teacher progress monitoring/program survey |
| 2 | Publix Math Night | Math committee | Increase math scores | April 2019 | FSA data/progress monitoring/event sign in sheet/parent survey |
| 3 | Dr. Seuss Family Literacy Night | Reading/writing committee | Increase reading scores | March 2019 | FSA data/progress monitoring/event sign in sheet/parent survey |
| 4 | Family Science Night | Science Committee | Increase math/science scores | January 2019 | FSA data/progress monitoring/event sign in sheet/parent survey |
| 5 | After school tutoring | Tutors | Increased student achievement | September 2018 to April 2019 | FSA data/progress monitoring/event sign in sheet/parent survey |
| 6 | Bingo for Books | Reading committee | Increased student achievement | October 2018 | FSA data/progress monitoring/event sign in sheet/parent survey |
| 7 | Math game night | Math committee | Increased math scores | November 2018 | FSA data/progress monitoring/event sign in sheet/parent survey |
| 8 | Open house | Principal, Title 1 contact, academic coach | Increase student achievement | September 2018 | FSA data/progress monitoring/event sign in sheet/parent survey |

# 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 and family engagement programs, and build ties between parents and schools.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent contact meetings | School parent contact | Increase student achievement | October 2018, February 2019, May 2019 | Agenda/sign in sheets/exit surveys/FSA data/progress monitoring |
| 2 | Volunteer training | Volunteer coordinator | Increased student achievement | September 2018 | Agenda/sign in sheets/exit surveys/FSA data/progress monitoring |
| 3 | Business partner training | Business partner coordinator/Title 1 Contact | Increased student achievement | August 2018 | Agenda/sign in sheets/exit surveys/FSA data/progress monitoring |
| 4 | Tutoring training | Tutoring coordinator | Increased student achievement and increase parent communication | September 2018/October 2018/January 2019 | Agenda/sign in sheets/exit surveys/FSA data/progress monitoring |
| 5 | VIMS/PIV training | VIMS Coordinators | Increased student achievement and increase parent communication | September 2018 | Agenda/sign in sheets/exit surveys/FSA data/progress monitoring |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more fully participating in the education of their children.

**Response: Our school’s media center, guidance department, academic coach, and intervention teacher provide parent resources when requested. All for mentioned departments have materials available for check out to enrich their child’s learning in reading, and science. In addition, our media center is open for additional times before and after school to ease parent’s accessibility to resources and technology. Once a month, Osceola hosts an evening parent event in which school’s media center is open for extended hours. Parents are encouraged to bring their child and utilize the various technology that is available to enhance learning in all subjects areas.**

  **Communication**

Describe how the school will provide parents and families of participating children the following:

* Timely information about the Title I programs;
* 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;
* 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; and
* If the schoolwide program plan 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.

**Response: During the first few weeks of school, Osceola holds an Open House/Annual Title 1 meeting where information is present to parents about our Title 1 programs. During the presentation, the parents receive a Title 1 booklet, an overview of their child’s curriculum expectations, and an understanding of upcoming academic assessments. Parents are given the opportunity to schedule a parent/teacher conference and are present with other school related opportunities for participation in decision related to the education of their child. Parent guides are disseminated. Parents have the opportunity to visit their child’s classrooms and meet with the staff. During the classroom visits, teachers provide additional information on the subjects they teach, assessment plans, and how parents can help at home. Much of this information is shared via Connect-ed messages, newsletters, flyers and on our school marquee. Additional academic information as well as Title 1 information, is shared monthly during each parent involvement events hosted by our SAC committee.**

 **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 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.

**Response: The PEFP is summarized and shared with the parents via our school newsletter and school website. It outlines the major components of the plan and a hard copy is provided upon request. The complete PEFP is posted on our school’s website as well as a copy kept in the main office. Written communication is provided for parents in English, Spanish and other languages upon request. Translators are available to assist with parent meetings/conference upon request to ensure full participation of all parents. We use the results of our English Language survey to determine our school’s translation needs other than English. Parents with special needs are accommodated. Osceola Elementary is handicapped accessible.**

 **Discretionary Activities**

Discretionary School Level parent and family engagement plan Components Check if the school does not plan to implement discretionary parent and family engagement 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 | Providing necessary literacy training for parents from Title 1, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training (Section 1118(e)(7) | Parents to Kids | Parent to Kids Facilitators | Provide information on how parents can help improve their child’s reading achievement  | November 2018 |  |
| 2 | Training parents to enhance the involvement of other parents (Section 1118(e)(9) | Volunteer Coordinator, Business Partner Training | Volunteer coordinator, business partner  | Improve and increase student achievement | September 2018 |  |
| 3 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times or conducting in home conference between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school (Section 1118(e)(10) | Meetings for various parent activities will be available before, during and after school as well as evenings | Curriculum Leadership Team, SAC Chair, PTA president | Improve and increase parent involvement school activities  | July 2018-June 2019 |  |
| 4 | Developing appropriate roles for community based organizations and businesses, including faith based organizations, in parental involvement activites (section 1118(e)(13) | Great Kids after school tutoring | Guidance department, Academic Coach | Improvement and increase student achievement  | September 2018-May 2019 |  |

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan.

Please upload into SharePoint and keep copies for our records.

# Upload Parent-School Compact

Note: As a component of the school-level parent and family engagement 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.

Please upload into SharePoint and keep copies for your records.

# Upload Evidence of Parent and family engagement in Development of Parent-School Compact

Note: As a component of the school-level parent and family engagement 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.

Please upload into SharePoint and keep copies for your records.

## Evaluation of the previous year's Parental & Family Engagement 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. 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 to Kids | 1 | 12 | Increased student FAIR data |
| 2 | Publix math night | 1  | 130 | Increase in math data |
| 3 | Dr. Seuss Family Literacy Night | 1 | 230 | Increase in reading data |
| 4 | Family Science STEM Night | 1 | 185 | Increase in science data |
| 5 | STAR tutoring | 24 | 11 | Increase in student achievement |
| 6 | Osceola Gets it Write Night | 1 | 150 | Increase in writing data |
| 7 | Bingo for Books | 1 | 200 | Increase in reading data |
| 8 | Family Math Game Night | 1 | 175 | Increase math data |

# 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.

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent contact meetings | 3 | 1 | Increased student achievement |
| 2 | Volunteer training | 1 | 37 | Increased student achievement |
| 3 | Business partner training | 1 | 37 | Increased student achievement |
| 4 | Tutor training | 3 | 4 | Increased student achievement and increase parent communication |

# Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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).

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| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Students at multiple schools | Provide trainings at various times |
| 2 | Sports Schedules | Provide trainings at various times |
| 3 | Work schedule | Provide trainings at various times |
| 4 | Language | District and school translators  |
| 5 | Religious obligations (youth group, weeknight church functions) | Provide trainings at various times |
| 6 | Economic | Provide free opportunities to families |
| 7 | Transportation | Provide trainings prior to or at the end of the school day so that they do not have to return to campus |

# Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school 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 |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

Please return completed Parent & Family Engagement Plan to your Parent & Family Engagement Facilitator.