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

I, **Shantell G. Adkins, Sr.**, 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: :** As members of the Ortona educational community, parents, teachers, faculty, and staff will work together as partners in our children's education to accept the responsibility for improved academic achievement. Together we can help our children expand their imagination, encourage them to believe in their potential, and provide them with the resources to achieve their highest goals.

# 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:** Ortona Elementary will include parents in the development and implementation of the school's Parent Involvement Plan. Parent input is documented in the minutes from both the SAC and PTA. Parents will be invited and encouraged to attend our annual Title I Meeting, Open House, PTA, and SAC meetings to inform parents of our school's participation in Title I and to explain the requirements of Title I and the right of parents to be involved. For those families that are unable to attend these meetings, parents will be informed that copies are available for review in the front office. This can be documented through flyers, connect-ed 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 1, Part C |  |
| 2 | Title X, Homeless | Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation. |
| 3 | Title 1, Part D | Supplemental instruction support provided by the school will be discussed with parents during development of the students' IEP. |
| 4 | Title 1, Part A | Supplemental Tutoring before or after school. Supplemental materials and supplies needed to close the achievement gap. Supplemental funds for on-going staff development as determined by the results of FSA data. |
| 5 | Title llSAl  Academic Coaches | Academic Coaches provide support and Professional Development to teachers in how to assist students. |
| 6 | Title lll | Additional support and resources provided by the school will be discussed with parents during LEP committee meeting. District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation. |

# 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 | Open House/Title I Annual Parent Meeting will be posted on the school marque | Classroom Teachers and Principal | Week of and day of the meeting. | Parent survey responses. Sign-in sheets. |
| 2 | Connect Ed message will be sent to all families. Information posted on the school’s Facebook Page | Principal | Week of meeting | Number of participants/Annual Title 1 Parent Meeting Survey/Sign-in Sheets |
| 3 | Agenda and Presentation developed | Principal and Five Star Coordinator | Week of meeting | Number of participants/Annual Title 1 Parent Meeting Survey/Sign-in Sheets |
| 4 | Prepare and print sign in sheets | Five Star Coordinator. and SAC Chair | Sept. 2018 | Number of participants/Annual Title 1 Parent Meeting Survey/Sign-in Sheets |
| 5 | Photocopies (agenda, PIP) | five Star Coordinator. | Sept. 2017 | Number of participants/Annual Title 1 Parent Meeting Survey/Sign-in Sheets |
| 6 | Setup AV equipment and Title 1 Handbooks & Brochures to prepare for presentation | Principal | Sept. 2017 | Number of participants/Annual Title 1 Parent Meeting Survey/Sign-in Sheets |
| 7 | Send home handouts to any parents that were unable to attend | Parent Liaison | Oct./Nov. 2017 | Parent inquiries. |

# 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:** Ortona Parent Programs are designed to build a family support system offered in the mornings and evenings. The school will conduct 2 Title I Annual Meetings. One meeting will be held in the morning and the other one will be held in the evening. The Parents to Kids Family Literacy Program provided. The Title 1 Parent Liaison operates a Parent Center 12:00 pm 1:00 pm to assist families. SAC Meetings and PTA Meetings are offered in the evenings to help parents be involved in school decision making and activities.

# 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 | Title 1 Tutoring | Tutoring Facilitator | Increased Student Achievement and increase parent communication | October 2018-May 2019 | FSA/i-Ready Data/Progress Monitoring | |
| 2 | Parents to Kids | Facilitators | Increased student Reading Comprehension | October 2018February 2019 | Progress Monitoring/i-Ready & SuccessMaker Data/Program Survey |
| 3 | Nature Family Wildlife Night | Parent Liaison | Increase students’ knowledge in Zoology. | November 2018 | Parent Sign In Sheets |
| 4 | FSA Awareness Night | Principal, Teacher on Assignment, Academic Coach | Increased Student Achievement and increased parent communication | January 2019 | Agenda/Sign-In/Parent Survey |
| 5 | Science Fair Planning Night | Parent Liaison and Science Teachers | Increased Science Achievement | February/March 2019 | FCAT scores/Parent Sign-In Sheets |

# 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 | i-Ready Training | i-Ready personnel | Improvement in ELA and Math | September 17, 2018 | Teacher sign in sheets |
| 2 | Sanford Harmony | Judge Roach | Decrease in discipline referrals | Sept. 5, 2018 | Teacher Sign In Sheets |
| 3 | Science Resource Training | Jodi Alligood | Increase teacher productivity in using the new science materials. | Sept 19, 2018 | Teacher Sign In Sheets |
| 4 | Math: Dive into the Standards. | District Personnel | Increase student achievement in math. | Oct. 17, 2018 | Teacher Sign in Sheets |
| 5 | Science Common Experiments 5 E Method. | District Personnel | Increased student achievement. | Oct. 31, 2018 | Teacher Sign in Sheets. |
| 6 | ELA Standards Progression | District Personnel | District Personnel | Nov. 28,2018 | Teacher Sign in Sheets. |

# 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:** We provide a Parent Resource Center and create a family friendly school environment. We utilize several methods to communicate with parents: The School Messenger system, school website, newsletters, Facebook, and flyers. The Parent Resource Center provides materials to improve academic success for all Ortona families to borrow, offers positive rewards for students for academic and behavioral successes, , collects and delivers Thanksgiving food baskets for needy families, as well as collects and provides holiday gifts for needy families, in addition to providing limited clothing for families in need. They also point families in the appropriate direction for assistance in the surrounding community. This will be ongoing from July - June. The effectiveness of this assistance will be assessed via a parent survey.

**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 month of September, we hold an Open House meeting and Annual Title I meeting where information is presented about the Title I programs via presentation and the Title I booklet, the curriculum, and academic assessments. Parents learn about the school program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Parent Guides are disseminated. Parents visit their child's classrooms and meet staff. During the classroom visits, teachers provide additional information on the subjects they teach, assessment plans, and how parents can help at home. The same information is provided in a paper format sent home and/or posted on the school's website for parents who cannot attend. The school communicates information to parents with multiple sources such as the school marque, School Messenger system, school website, flyers and Facebook. The effectiveness of parent communication is assessed through parent conferences and parental attendance at events.

**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 PIP will be summarized and shared with the parents via our school newsletter and school website. It will outline the major components of the plan and a hard copy can be provided upon request. The complete PIP will be posted on our school's website as well as a copy kept in the main office and parent center. Written communication will be provided for parents in English, Spanish and other languages upon request. Translators are available to assist with parent meetings/conferences upon request to ensure full participation of all parents. We will use the results of our English Language survey to determine our school's translation needs other than English. Parents with special needs are accommodated. Ortona 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 I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Parents to Kids Literacy Program provides literacy training for parents to help their children learn to read. | Parent to Kid Facilitators | Provide information on how parents can help their children with literacy skills. | October 2018 February 2019 |  |
| 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)]; | Meetings for various parent activities will be available before and after school, as well as evenings. | Teachers, Curriculum Cadre SAC and PTA Chairs | Improve and increase parent involvement in school activities. | Sept. 2018/ May 2019 |  |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Great Kids after school tutoring | Guidance Counselor | Increase Student Achievement | Sept. 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 | Publix Math Night | 1 |  | Students and parents were very engaged in the real-world mathematical problems. |
| 2 | Parents to Kids | 5 |  | Parents who participated learned literacy strategies to help their child at home. |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

# 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 | Curriculum Map Training | Administration/Curriculum Cadre Members | Increased Achievement | Student achievement improved in 6/7 reporting categories based on the states accountability system. |
| 2 | Problem Solving Team Training | District Facilitators | Increased Achievement | Student achievement improved in 6/7 reporting categories based on the states accountability system |
| 3 | Cultural Sensitivity Training | Teachers | Increased Rapport with Students and Parents | Student achievement improved in 6/7 reporting categories based on the states accountability system |
| 4 | VIMS/PIV Training | VIMS Facilitators | Increased Student Achievement and Increase Parent Communication | Student achievement improved in 6/7 reporting categories based on the states accountability system |

# 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 | Economic | Provide free events to families. |
| 2 | Work Schedules | Provide various times. |
| 3 | Lack of Tutors | Offer tutoring opportunities to teacher from other schools |

# 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.