## SUGAR MILL ELEMENTARY SCHOOL Title I, Part A Parent and Family Engagement Plan

I, Dr. Mary Ellen Speidel, 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 1118 (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 schoolwide program plan under section 1114(b)(2) [Section 1118(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 1118(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 will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* 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)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** The Sugar Mill Family is a partnership of the home, school, and community, providing a safe, caring environment where every student is challenged to succeed. |

**Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Sugar Mill Elementary includes parents in the development and implementation of the school's Parent and Family Engagement Plan (PFEP) by inviting them to view the plan during Open House when our Title I Contact, or principal 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 and Family Engagement Plan is being presented. During the meeting, any parent input is documented in minutes. During Open House, Sugar Mill Elementary conducts a Title I meeting. We invite all parents to attend and share information regarding the Title I programs that we offer at Sugar Mill Elementary. Parents who attend this meeting are given a Title I parent survey to complete. The surveys are collected and we use them to review the parent involvement needs of our school. For families that cannot attend the Title I meeting or the SAC meeting, we place a DRAFT of our Parent and Family Engagement Plan on our school website. Our principal shares this information with the parents in a Volusia Messenger automated message. In addition, hard copies of the plan are kept in the front office and are provided upon request. In addition, upon request, we will provide a digital copy via email. Sugar Mill's families are encouraged to provide feedback via email. This is documented through flyers, Volusia Messenger messages, emails, newsletters, website announcements, meeting agendas and minutes. |

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Title I, Part A | This year, supplemental tutoring will not be provided after school. |
| 2 | Title II | The district provides ongoing Professional Development in the core subject areas to ensure quality, instruction and student success. |
| 3 | 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 are utilized. Teachers consistently progress monitor ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation. |
| 4 | Title X | Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation. |
| 5 | IDEA | Supplemental instructional support provided by the school will be discussed with parents during the development of the student's IEP. |
| 6 | SAI | Academic Coach provides support and Professional Development to teachers in how to assist students |
| 7 | Title I, Part A | Academic coach supports classroom teachers in modeling effective instruction across the content areas and provide professional development in areas identified through school data chats. |
| 8 | VPK | The Title I office and the VPK office work together to coordinate transition programs for students entering the regular public-school program. Activities may include: coordinated meetings with parents, VPK teachers, and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning and other areas as related to student achievement. |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Meet the Teacher will be posted on the Marquee | Classroom Teachers | August 2018 | Parent Contact, Sign-in |
| 2 | Open House/Title I Annual Meeting advertised utilizing the marquee, flyer, and School Messenger | Media Clerk | September 2018 | Number of Participants/Annual Title I Mtg Parent Survey & Sign-In Sheets |
| 3 | School Newsletter will be sent home with every child and posted on school website | Newsletter Contact | September 2018 | Number of Participants/Annual Title I Mtg Parent Survey & Sign-In Sheets |
| 4 | Connect Ed Messages will be sent to all families to encourage participation | Secretary | Week of Meeting | Number of Participants/Annual Title I Mtg Parent Survey & Sign-in Sheets |
| 5 | Completion of Agenda | Title I Contact | September 2018 | Number of Participants/Completion of Agenda |
| 6 | Prepare and print sign-in sheets | Title I Contact | September 2018 | Number of Participants/Annual Title I Mtg Parent Survey & Sign-in Sheets |
| 7 | Photocopies/Handouts/Title I Handbooks & Brochures | Newsletter Contact | August/September 2018 | Number of Participants/Annual Title I Mtg Parent Survey & Sign-in Sheets |
| 8 | Setup AV equipment for presentation | Media Clerk | September 2018 | Title I Surveys |
| 9 | Send home handouts to any parents unable to attend | Title I Contact and Classroom Teachers | August 2018 | Number of Participants/Annual Title I Mtg Parent Survey & 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 parental involvement [Section 1118(c)(2)].

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| **Response:** Sugar Mill Elementary offers Parents to Kids Early Reading Program and provides childcare during this event. Parent/teacher conferences are offered before, during or after school. SAC meetings are scheduled in the evening and PTA meetings are offered after school. Sugar Mill offers several parent involvement opportunities in the evenings: Bingo for Books, Publix Math Night, Family Literacy Night, Family Science Night, Family Math Night, Donuts with Dads, PTA and teacher-sponsored Family Events, Young Author's Breakfast and other Parent Information Nights. |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e) (14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parents to Kids | Parents to Kids Facilitators | Increased reading comprehension | November 2018 | Teacher Progress Monitoring/Success Maker Data/Program Survey/Pre-Post Test for Parents |
| 2 | Publix Math Night | Math Committee | Increased math scores | April 2019 | FSA Data/Progress Monitoring/Event Sign-in Sheet/Event Parent Survey |
| 3 | Family Literacy Night | Reading Committee Chair | Increased reading scores | March 2019 | FSA Data/Progress Monitoring/Event Sign-in Sheet/Event Parent Survey |
| 4 | Family Science Night | Science Committee Chair | Increased math achievement | February 2019 | FSA Data/Progress Monitoring/Event Sign-in Sheet/Event Parent Survey |
| 5 | FSA Awareness Night | Principal, Assistant Principal, Academic Coach | Increased student achievement | January 2019 | FSA Data/Progress Monitoring/Event Sign-in Sheet/Event Parent Survey |
| 6 | Bingo for Books | Reading Committee/PTA | Increased student achievement | October 2018 | FSA Data/Progress Monitoring/Event Sign-in Sheet/Event Parent Survey |
| 7 | VPK Parenting | District VPK Specialists | Increased support at home to increase student development | October through December, 2018 | VPK/Event Sign-in Sheet/Event 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 programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent Contact Meetings | School Parent Contact | Increased 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 | Throughout the school year 2018-2019 | Agenda/Sign-in Sheets/Exit Surveys/FSA Data/Progress Monitoring |
| 3 | Business Partner Training | Business Partner Coordinator | Increased student achievement | Throughout the school year 2018-2019 | 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 in more fully participating in the education of their children [Section 1118 (e)(4)].

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| **Response:** Our school's Media Center, Guidance Department, and Academic Coach provide Parent Resources when requested. All three departments have materials available for check out to enrich their child's learning in reading, math, 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. Approximately, monthly, Sugar Mill Elementary hosts an evening parent event in which our 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 subject areas. |

**Communication**

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:** During the first few weeks of school, Sugar Mill hosts an Open House/Title I meeting where information is presented to parents about our Title I programs. during the presentation the parents receive a Title I 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 presented with other school related opportunities for participation in decisions related to the education of their child. Parent guides are disseminated. Parents have the opportunity to visit their child's classrooms and meet 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 Volusia Messenger messages, newsletters, social media, flyers and on our school marquee. |

**Accessibility**

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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| **Response:** The Parent and Family Engagement Plan 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/conferences 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. Sugar Mill Elementary is handicapped accessible. |

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | 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 | Parent to Kid (K-5) | Parent to Kid Facilitators | Provide information on how parents can improve their child's reading achievement. | October 2018 and February 2019 |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Volunteer Coordinator Training, Business Partner Training | Volunteer Coordinator, Business Partner | Improve and increase student’s 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 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, during, and after school, as well as evenings | Curriculum Leadership Team, SAC Chair, PTA President | Improve and increase parent involvement in school activities | July 2018 - June 2019 |
| 4 | 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/Academic Coach | Improve and increase student achievement | September 2018- May 2019 |

## 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 | Parents to Kids Workshop  K-5 | 2 | 20 | Increased reading comprehension |
| 2 | Family Science Night | 1 | 120 | Increased science achievement |
| 3 | After School Tutoring | 1 | 50 | Increased student achievement |
| 4 | Bingo For Books | 1 | 150 | Increased student achievement |

# 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 | 52 | Increased student achievement |
| 2 | Volunteer Training | 1 | 10 | Increased student achievement |
| 3 | Business Partner Training | 1 | 5 | Increased student achievement |
| 4 | VIMS/PIV Training | 2 | 53 | 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 | Working during the school day | Have meetings and activities at different times of the day to accommodate the parents work schedule. |
| 2 | Knowledge of curriculum | More parent workshops with information on FL standards. |
| 3 |  |  |
| 4 |  |  |

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

**Upload Evidence of Input from Parents**

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

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**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact.

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**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

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