

GOCIO ELEMENTARY SCHOOL Title I, Part A Parent and Family Engagement Plan (PFEP) 2018-2019

I, Steve Royce, principal of Gocio, 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 outlined in ESEA Section 8101;
- Involve the parents/families 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/families 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/families, in an organized, ongoing, and timely way, in the planning, review, and improvement of the schoolwide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective parent/family engagement, and to revise, if necessary, the school's parent and family engagement plan;
- Provide to each family 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 out of field; 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. [ESEA Section 1116].



Signature of Principal or Designee

4-10-18

Date Signed

Mission Statement

Our primary goal is to ensure that all students are learning and achieving. Gocio is a safe, respectful learning community of students, staff and parents encouraging consistent attendance, positive attitudes, and high expectations for academic achievement.

Involvement of Parents

Describe how the school will engage parents and families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs including engagement in the decisions regarding how funds for Title I will be used.

Parents are involved as follows: Parents are invited to attend all SAC meetings, informational meetings are held to keep parents informed and involved, a state-of-the-school address was delivered at the annual Open House via the school's news station, a bilingual family leadership development coordinator hosts parent workshops, the principal hosts coffee chats, and the school has a parent involvement committee. In addition, three events for positive role models are held annually to encourage fathers to be involved. All of the above are conducted in dual languages.

Coordination and Integration with Other Federal Programs

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.
[ESEA Section 1116]

count	Program	Coordination
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1	Parent Training	The school counselors will host trainings to address student and family needs.
2	Grade Level Parent Nights	Parents are invited to attend informational academic meetings addressing curriculum needs.
3	Partners in Print	Parent training that focuses on enhancing reading instruction in the home.

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, and the rights of parents.

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	State-of-the-School Address	Administrators	September 2018	Copies of the agenda of the address
2	Advertise the annual meeting via the ConnectEd, Marquee, school newsletter and on-hold message.	Administrators	September 2018	Copies of the school newsletter, ConnectEd log, copies of marquee and on-hold messages
3	Develop an Open House sign-in sheet	Classroom Teachers	September 2018	copies of sign-in sheets
4	Maintain documentation	Administrative Assistant	Ongoing 2018-2019	Title 1 documentation online

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, child care, or home visits, as such services are related to parent and family engagement.

[ESEA Section 1116]

A minimum of six SAC meetings are held each year with translation services provided. Parent information and workshops are held in the evening with translation available. The bilingual family leadership development coordinator will conduct parent trainings during the day focusing on literacy. Three workshops for fathers/positive male role models are provided three times throughout the school year on Saturdays. Each teacher conducts parent conferences within the first quarter. Translation is available.

Building Capacity

Describe how the school will implement activities that:

- Will build the capacity for strong parent/family engagement;
- Will build relationships with the community to improve student achievement;
- Provide materials and trainings to assist parents/families to work with their child(ren);
- Provide other reasonable support for parent/family engagement activities.

[ESEA Section 1116]

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	SAC Meetings	Principal/SAC Chair	Addresses student support from the school community	Monthly	Ongoing evaluation and meeting minutes
2	ESOL Services/Translation	ESOL Liaison and Teacher	Direct support for students	Ongoing	Parent feedback
3	Curriculum Parent Nights	Grade Level Teams	Connects parents with curriculum and student learning	Annually	Parent feedback
4	FSA Training	Administration	Introduces parents to Spring common core	Spring 2019	Parent feedback

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families in the following areas:

- How to reach out to, communicate with, and work with parents/families as equal partners;
- The value and utility of contributions of parents;
- How to implement and coordinate parent programs; and
- Build ties between parents and schools.

[ESEA Section 1116]

Gocio Elementary will provide professional development in the area of parent engagement and student led conferences for parents at a fall faculty meeting. This creates student accountability, family partnerships, and clear communication for families. Staff will partner with our parent education programs offered through our summer learning academy, partners in play and Unidos Now.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children.[ESEA Section 1116]

A Parent Resource Center is available in the school's Media Center and updated regularly. Parent workshops are held regularly to assist parents in helping their children at home.

Communication

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

- 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 obtain;
- If requested by parents/families, 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/families of participating children, the school will include submit the parents/families' comments with the plan that will be made available to the local education agency. [ESEA Section 1116]

A state-of-the-school address will be offered on open house/curriculum night. An open house is offered for all parents to come meet teachers and learn about curriculum and Title I. The agenda book includes information on procedures and routines expected at school. A Title I pamphlet (bilingual) is sent home with students explaining the program. A Home School Compact is established and signed by all students and parents. Teachers also host flexible parent conferences to accommodate parents' busy schedules.

Accessibility

1. Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (including parents/families with limited English proficiency, disabilities, and migratory children).

The school consistently provides for all learners and their families. Communication sent home is in both English and Spanish. Workshops presented to families include translators to assist ESOL families. The school facility meets standards for Americans with Disabilities Act. All ESE students and their families are included in school-wide programs by grade level. The Connect-Ed message system, including electronic mailings, is utilized to provide important messages to parents in dual languages.

2. Describe how the school plans to share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent feasible, in a language parents/families can understand.

Communication sent home is in both English and Spanish. Workshops presented to families include translators to assist ESOL families. The school facility meets standards for Americans with Disabilities Act. All ESE students and their families are included in school-wide programs by grade level. The new COPE communication system, sends messages in families preferred language. Electronic mailings, is utilized to provide important messages to parents in dual languages.

Discretionary Activities

Describe any activities that are not required, but will be paid for through Title 1, Part A funding, such as home visits, transportation for meetings, activities related to parent/family engagement, etc.

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	Partners in Print - Parent Component	Reading Teacher and Team	Directly related to literacy development	Quarterly
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 are held in the morning as well as afternoon and evening allowing all parents access.	All Stakeholders	Creates a bridge between home and school	Ongoing

Barriers

1. Describe any barriers that hindered participation by parents during the previous school year.

Barriers that hindered participation were parents work schedule and language barriers

2. Describe the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children).

The steps we will continue to take include flexible scheduling for parents and having translators available for meetings.

Best Practices

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.

Response:

- 1) Unidos Now provides weekly classes on parent involvement in the school and teacher's non-English speaking parents.
- 2) Partners in Play is a partnership with 40 carrots that teaches parents how to engage with their children from Birth to age 5.
- 3) Vanwezel Nights – students attend a field trip during the day and then families come in the evening to participate in a hands on engaging experience that extends the learning during the day.

PLEASE NOTE THE FOLLOWING DOCUMENTS ARE TO BE UPLOADED

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents/families for all children served under this part, a parent-school compact that outlines how parents/families, the entire school staff, and students will share the responsibility for improved student academic achievement.

[ESEA Section 1116]

Upload Evidence of Input from Parents/Families

Upload evidence of parent/family input in the development of the parent and family engagement plan. Include the meeting agenda, the meeting minutes and the sign-in sheet.

Upload Parent-School Compact

Upload an electronic version of the Parent-School Compact for 2018-19.

Upload Evidence of Parent/Family Input in Development of Parent-School Compact

Upload evidence of parent/family input in the development of the compact. Include the meeting agenda, the meeting minutes and the sign-in sheet.
