

Title I Parent and Family Engagement Plan

I, Dave Bordenkircher, 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 LEA shall ensure that the LEA and each Title I school has a written PFEP that (a) was jointly developed and agreed upon with parents; (b) is updated periodically; and (c) is distributed to parents of Title I students and made available to the local community. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall include the components as described in section 1116. The LEA must ensure that Title I, Part A funds reserved are used to carry out the activities and strategies in the PFEP as outlined in section 1116(3)(D)(i - v).

The LEA shall ensure that Title I schools convene an annual parent meeting; offer a flexible number of meetings; involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the programs; and provide parents with timely information about programs, a description of curriculum, forms of the academic assessment used to measure student progress, the expected proficiency students are expected to meet, opportunities to provide input on their child's education and ensure that parents are involved in the decisions regarding how the set-aside is allotted for parent and family engagement.

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

The LEA shall, provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject level in which the teacher has been assigned. Additionally, all LEAs are required to notify parents at the beginning of each school year (or at the time of enrollment of the student) of their right to know the professional qualifications of their student's classroom teachers and paraprofessionals.

ESEA Sections 1116(a)(2)(D), 1116(b), 1116(c), 1116(d), 1116(f), 1112(e)(3)(C), 1112(e)(4), 1116(a)(2)(B), 1116(h), 1112(e)(3), 1112 (e)(1)(B)(ii).


Signature of Principal or Designee

5/24/19
Date Signed

APPROVED

Title I Parent and Family Engagement Plan

Mission Statement

Parent and family engagement Mission Statement (Optional)
Response:

Parents/families play an integral role in assisting their child's learning. Therefore, the Villages Elementary school's faculty and staff will encourage parents/families to be actively involved in their child's education through the following: participation in decision making and on advisory committees, timely invitations to parent/family workshops, opportunities for volunteering, opportunities for learning at home and collaboration with the community. Together We Can!

Involvement of Parents and Families

Describe how the school will involve parents and families 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:

The Villages Elementary of Lady Lake believes in parent and family engagement in all aspects of its Title I programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and the PFEP. More than 50% of the SAC members are parent/family (non-employee) representatives. In addition, all parents/families are given the opportunity to review the plan and offer their input prior to approval. For the PFEP, all parents/families are given opportunities to complete surveys throughout the school year seeking input on activities, training, and materials they need to help their child. During the spring SAC meeting, the PFEP is revised and decisions on how to use the PFEP funds are discussed. Minutes, agendas, sign-in sheets and parent communication means are documented. All parent/family meetings will have translators, childcare, food (if applicable) and accommodations are made for other barriers on a case by case basis.

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.

| count | Program | Coordination |
|-------|-------------------------------------|--|
| 1 | VPK | The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents/families, VPK teachers and the Kindergarten teachers to discuss the specific learning needs of students and joint parent/family meetings to discuss transitioning. Our school hosts one class of VPK students under the Florida statewide VPK program. |
| 2 | Title III - E.L.L. | An ELL assistant is provided during school hours for meetings to assist parents/families in helping students to achieve academic success. This ELL assistant also provides support by communicating school/classroom needs and acts as the liaison between teachers and ELL families. Also, the Rosetta Stone and the Sed de Saber language programs are available through the Family Resource Center at the school. |
| 3 | Title X - Homeless Students | The Homeless Liaison at the district level, the homeless contact at the school level and the Family School Liaison collaborate to ensure that students and families receive the necessary services and resources. |
| 4 | Title I Part C and D - Migrant, N&D | Title I Migrant, Neglected and Delinquent programs will collaborate with the FSL and guidance counselors to provide services necessary for these students to achieve academic success. |
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Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents about the school's Title I program, the nature of the Title I program, 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.

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|--|--------------------------|--------------------------|---|
| 1 | Develop agenda, handouts, and power point presentation that addresses all the required components of Title I | CRT and FSL | Beginning of school year | Copies of agendas, Power Point presentation and handouts. |
| 2 | Develop and disseminate invitations | FSL | Beginning of school year | Flyer with date of dissemination. |
| 3 | Advertise / Publicize event | School Webmaster and FSL | Beginning of school year | Posting on school web site and through email to parents/families. |
| 4 | Develop sign-in sheets | FSL | Beginning of school year | Sign in sheets for meeting. |
| 5 | Maintain and share documentation | FSL | October | Enter evidence in Good Image software of Title I documentation. |
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Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening and different days of the week. The school may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement.

Response:

The leadership and staff of The Villages Elementary of Lady Lake have a strong belief in the importance of family engagement and have put measures in place to offer parent/family meetings at times that are convenient for parents/families. For example, our annual Title I parent/family meeting will be held twice; once on a weekday evening and the second will be offered on the following morning as parents/families are bringing their children to school. Family Workshops are held at varying times and child care is provided for the convenience of any parents/families if needed. The Family Resource Center will be open every school day at varying times for parents/families to check out materials and/or meet with the Family School Liaison. The Family Resource Center is also open Tuesday evenings during "Bookshelf" and during other special events that are held at the school. The principal will work with the Family/School Liaison to create a flexible schedule to ensure that the center is open at times that are convenient for the parents/families. The liaison will maintain records of parent/family participation. The schedule may be modified as needed based on parent/family participation. If necessary, home visits can be arranged through the Guidance Department and FSL. Currently, transportation is not provided to Title I events.

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Building Capacity

Describe how the school will implement parent and family involvement activities that that are designed to improve student academic achievement and school performance. Describe how the activities will support a partnership among the school, 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.

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|---|---|--|---|---|
| 1 | Orientation | Leadership Team, Teachers | Parents/families will have an opportunity to learn about academic expectations and school procedures. Involvement of community partners during this event helps to improve student achievement. | Prior to the start of the school year | Flyer, sign-in sheets, handouts, agendas and presentation material. |
| 2 | Open House | Principal, Classroom Teachers | Parents/families will be provided pertinent academic information through specific grade level breakout sessions with teachers. Compacts may be discussed at this event. Community partners assist with donations of supplies to assist students in achieving academic success. | August | Flyer, sign-in sheets, handouts, and school paperwork. |
| 3 | Annual Title I Parent/Family Meeting | Principal, CRT and Family/School Liaison | Parents/families are given the opportunity to discuss and offer suggestions to improve upon the PFEP, the school compact and the Title I budget. | Sept | Increased parent/family input. Sign in sheets, agenda, flyer and handouts |
| 4 | Book S.H.E.L.F. (Library After Hours) | Media Specialist | Parents/families work with students and media specialist to choose appropriate books and take reading tests. | Throughout the school year (including summer) | Increase in academic progress will be shown as year progresses. Sign in sheets. |
| 5 | Parent/Family Workshops: may include Reading, Writing, Math/Science (STEAM), or School Readiness skills | CRT, Family School Liaison, Leadership Team and Classroom Teachers. | Content specific sessions will be provided for parents/families. Information will include grade level proficiency, strategies parents/families can use at home, and assessment methods. Community relationships are built through these events. | Throughout the school year | Flyer, sign-in sheets, handouts, agendas, and presentation material. |
| 6 | Take Home Technology Training | Family School Liaison | Family School Liaison will offer Take Home Technology training to parents/families of students at risk of academic failure. | Throughout the school year | Sign-in sheets, increased academic progress as year progresses. |
| 7 | Report Card Nights - to be held at the discretion of the Principal to discuss academic progress | Classroom teachers | Academic progress will increase as parents/families, school staff and community partners' work together to improve student achievement. Compacts may be discussed at this event. | Throughout the school year | Increase in academic progress will be shown as year progresses. Sign in sheets. |
| 8 | Assessment discussed during individual conferences. | Classroom Teachers, Guidance Counselors | Teachers will conduct individual conferences to discuss each child's assessment results and goals for the school year. | Throughout the school year | Conference logs; completed parent conference forms |
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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)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|--|-------------------------------|---|--------------------------|-----------------------------------|
| 1 | Staff training on the value of family engagement | CRT and Family School Liaison | Improve the ability of staff to work effectively with parents/families by providing examples of best practices for family engagement. | Beginning of school year | Number of parent contacts logged. |
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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)].

Response:

VELL will work to expand and enhance the inventory in the school's Family Resource Center. The Family School Liaison will be responsible and will monitor the ongoing timeline. This will include showing evidence of effectiveness through reviewing the inventory and documenting hours and parent/family use of materials. The Family Resource Center is open every school day and evenings upon request. It is also open during "Bookshelf" and during other school events. There are numerous math, language arts, writing, and science manipulatives available for parents/families to check out. We also have iPads and laptops with preloaded educational software available for parents/families to check out. The FSL will continue to schedule parent/family trainings and workshops as needed. Documentation will be the building capacity data base, agendas, handouts, sign-in sheets and copies of how parents/families were notified of these activities.

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)];

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- 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 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 1118(c)(5)].

Response:

At the Annual Title I Parent/Family Meeting, The Villages Elementary of Lady Lake will hold a general meeting where information will be presented about the Title I Programs, the curriculum, and academic assessments. Parents/families will learn about the schoolwide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. All parent input will be reviewed and implemented if feasible. During conferences, teachers will provide additional information on the subjects they teach, assessment plans, and how parents/families can help at home. Teachers will maintain sign-in sheets and provide a copy to the Family School Liaison who will maintain documentation. Additionally, all information regarding Title I programs is available on the school website under the Parent tab. In addition, ongoing communications are sent digitally and by traditional means to parents/families regarding academic issues.

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 [Section 1118(e)(5) and 1118(f)].

Response:

Communication such as the Student Handbook is available on-line and will be provided for parents/families in English and Spanish (as needed). Interpreters will be available at parent/family meetings and in school offices to provide translation services to ensure that parents/families are able to fully participate in parent/family meetings. The Home Language Survey results will be used to determine the number and specific needs for translations into a language other than English. Parents/families with migrant/ELL students will be provided accommodations on a case-by-case basis so they can participate.

Title I Parent and Family Engagement Plan**Discretionary Activities**

Discretionary School Level Parent and family engagement Policy Components: Check if the school does not plan to implement discretionary parent and family engagement activities. Check all activities the school plans to implement:

| count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|--|---|---------------------------------------|--|-----------------------------|
| 1 | School meeting at various times or in home conferences | Conferences with parents/families at various times or at home for those who are unable to attend conferences at school. | Entire staff and school social worker | Provide information to parents/families. Help parents/families understand the importance of family engagement. | Throughout the school year. |
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Please make sure to upload in Good Image the following documents as evidence:

- Flyer/Invitation for family and parent input
- Meeting Agenda
- Meeting minutes – showing input in the development of your PFEP and compact.
- Meeting sign-in sheet
- Copy of Family-School Compact

Evaluation of the previous year's Parent and 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 [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|---|----------------------|------------------------|---|
| 1 | Orientation | 1 | 1087 | Families will meet their child's teacher and receive basic academic information to prepare students for class. |
| 2 | Open House/Meet the Teacher | 1 | 356 | Teachers will provide grade level specific breakout sessions to update parents/families on pertinent academic information. |
| 3 | Annual Title I Parent/Family Meeting | 1 | 11 | Parents/families are given the opportunity to discuss and offer suggestions to improve upon the PFEP plan, the school compact and the Title 1 budget. |
| 4 | Book S.H.E.L.F. (Library after hours) | 16 | 358 | Parents/families work with students and media specialist to choose appropriate books and take reading tests. |
| 5 | Report Card Nights | 1 | 443 | Academic progress will increase as parents/families and the school work together. |
| 6 | Parent/Family Workshops: Literacy, STEAM and School Readiness | 3 | 460 | Content specific sessions will be provided for parents/families. Information will include grade level proficiency, strategies parents/families can use at home and assessment methods. |
| 7 | Individual trainings for take home technology. | 17 | 17 | Family School Liaison will provide individual help to parents/families with iPads and other take home technology software. |
| 8 | Assessments discussed during individual conferences | 209 | 209 | Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the school year. |
| 9 | Parent/Family E-mails | 660 | 23155 | Weekly informational e-mail bursts sent out by our Family School Liaison detailing upcoming school events and individual emails to parents/families regarding academic/attendance concerns. |
| 10 | Resources checked out by parents from FRC | 22 | 22 | Family School Liaison assists parents in checking out educational resources to use at home with their child for academic growth. |
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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 [Section 1118 (e)(3)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|--|----------------------|------------------------|---|
| 1 | Staff training on the value of parent and family engagement. | 1 | 56 | Improve the ability of the staff to work effectively with parents/families by providing examples of best practices for family engagement. |
| 2 | Newsletter for staff on the value of parent and family engagement. | 1 | 112 | Improve the ability of staff to work effectively with parents/families by providing examples of best practices for family engagement. |
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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) [Section 1118(a)(E)].

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|--|--|
| 1 | Limited English language proficiency of some parents/families deterring them from attending meetings/events. | The Family Resource Center has laptops with Rosetta Stone and Sed de Saber available for parent/family checkout. Information of local area classes offering assistance with language proficiency will be provided to parents/families. The school's ESOL Assistant will help identify and notify parents/families of these resources making this less and less of a barrier. |
| 2 | Communication with ELL families. | The school will continue to provide interpreters during school hours and at events to assist parents/families making this less and less of a barrier. |
| 3 | Parents/families unable to attend scheduled meetings or events due to conflicts with personal schedules. | Events and workshops will be offered on varying days, at different times and child care will be provided to accommodate parents/families if needed. Upon request, the Family Resource Center will be open flexible hours to accommodate parent/families personal schedules. |
| 4 | Communication does not always get home to parents/families. | Important communications will be mailed. Other communication options available are through the school website, marquee, flyers sent home, call out system, weekly email from FSL, Remind text messages, social media and information posted in the front office and in the Family Resource Center. |
| 5 | Parents/families unable to attend events if they have younger children to care for. | The school will continue to provide childcare at events to assist parents/families, making this less and less of a barrier. |

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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)

| count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
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