**Pinellas Park Elementary**

**Parent and Family Engagement Plan (PFEP)**

**2019-2020**

I, Wendy Bryan, 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)].

Wendy S. Bryan 05-22-19

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

**Involvement of Parents**

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| Pinellas Park Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parental Involvement Plan (PIP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.  Our Title One School Compact and Parent Involvement Plan is jointly developed by parents and other stake holders. To build the capacity of our parents we will offer Meet the Teacher, Open House, Teacher Parent Conference Day, Scouting Sign-up, Title One Compact Pledge success, Quarterly Report Card Reviews with ESOL and ESE parents, Thanksgiving Lunch, Two Content Family Nights, Winter Holiday Reading Event, two musical concerts, Field Day, Pastries with Parents and Science Night. We will also coordinate with other federal programs such as VPK, IDEA, Kindergarten Open House, ESOL and ESE parent meetings.  Each year we review our Title One Compact and Parent Family Engagement Plan with parent input being essential to this process. Parents will be notified of the review date by May 1, 2020. We offer flexible meeting times, by scheduling morning, afternoon, evening times in an effort to reach am many parents as possible.  Our Title One Annual Parent meeting was held on September 12, 2018. During the meeting we discussed the Parent’s Right to Know, What is Title One, the Budget and the importance of parent involvement, curriculum and assessments.  We will communicate with parents via Newsletters, Parent Connect Messages and Teacher/School Website and Class Dojo. We will make every reasonable effort to provide our parents with information with an understandable language and format.  Our Parent Family Engagement Plan (PFEP) is located on our website: <https://www.pcsb.org/pp-es>, at our Title One Parent Station in the front office, and you may request a complete copy by contacting Principal Wendy Bryan. |

**Coordination and Integration**

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| **count** | **Program** | **Coordination** |
| 1 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP. |
| 2 | VPK | Pinellas Park Elementary and the VPK office will work together to coordinate transition programs for students entering the regular public-school program. Activities may include meetings with parents, VPK teachers and the Kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc. |
| 3 | Kindergarten Open House | The school will provide families information important to help their children transition from Pre-K to Kindergarten |
| 4 | ESOL Parent Meetings | ESOL Ambassadors will meet quarterly with ESOL parents to review their child’s report card and MAP scores. Ambassadors will answer questions and give specific feedback to parents on how they can support their child’s learning progress for grade level proficiency. |
| 5 | ESE Parent Meetings | ESE Ambassadors will meet quarterly with ESE parents to review their child’s report card and MAP scores. Ambassadors will answer questions and give specific feedback to parents on how they can support their child’s learning progress for grade level proficiency. |

**Annual Parent Meeting**

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | MTSS Coach | September, 2019 | Title I audit box documentation will be uploaded to electronic audit box |
| 2 | Annual Title I Parent Meeting | MTSS Coach | September, 2019 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | MTSS Coach | August, 2019 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal  Website Manager | August, 2019 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal, Teachers Assistant Principal | August, 2019 | Flyer with date of dissemination and posting on school website |
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal Assistant Principal and MTSS Coach | August, 2019 | Copies of agendas, PowerPoint presentation, and handouts |

**Flexible Parent Meetings**

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| Pinellas Park Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. Pinellas Park Elementary will provide a variety of meetings/trainings/family activities in the mornings prior to school, during the school day and in the evenings to accommodate the different schedules of our parents. Childcare offered based upon need. The schedule will be modified as needed based upon family/parent participation. |

**Building Capacity**

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title One Annual Meeting/Meet the Teacher | Principal Assistant Principal and MTSS Coach | MTSS Coach will provide Title One specific information and classroom teachers will provide general information for use throughout the school year | September 2019 | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Open House Pre-K-5th grades | Principal and Assistant Principal | Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by FSA gains. | September 2019 | Sign-in sheets, handouts, agendas, and presentation materials |
| 3 | Parent Nights | Principal  Assistant Principal  School Counselor  Teachers | Parents will attend etwo Parent Academies throughout the school year to learn how to successfully support their child’s grade level learning proficiency or beyond utilizing the Title One Compact Pledge as the standard | September-April, 2020 | Sign-in sheets and Parent Academy Training minutes |
| 4 | Parent Event School Nights | Principal and Assistant Principal | Parents will be offered training on how to assist their child with schoolwork, learn content standards, read holiday books and work with their child to complete a science project. | 2 times during the school year, 2019-2020 | Sign-in sheets |
| 5 | Transition to Kindergarten, Ready, Set, Go | Principal Assistant Principal and Kindergarten Lead Teacher | Teachers will provide parents with information and supplies to better prepare their child academically for kindergarten | January, 2020 | Sign-in sheets, handouts, agendas, and presentation materials |
| 6 | SAC Meetings | Principal and Assistant Principal | Parents will have the opportunity to review and discuss the SIP and to meet monthly to review and analyze SIP Goal progress giving input on how to improve school-wide Eagle student grade level proficiency or beyond. | August-May, 2020 | Sign-in sheets, handouts, agendas, and presentation materials |
| 7 | Parent Teacher Conference Days | Principal | Parents will meet with their child’s teacher for a conference (throughout the day from 7:45-3:15pm) using the Title One Compact Pledge as the standard for student to achieve grade level proficiency or beyond. | August, 2019-March 2020 | Sign-in sheets and handouts |
| 8 | Conferences | Principal and Assistant Principal | Parents whose Report Card grade is a D or F in a core content subject or N or U in Specials will meet with their child’s teacher to discuss how to support their child’s improvement | Quarterly  2019-2020 | Sign-in sheets and conference notes |
| 9 | ESOL and ESE Parent Meetings | Principal and ESOL/ESE Teachers | ESOL and ESE Teachers will meet quarterly with parents of ESOL and ESE students to discuss how to support their child’s grade level proficiency or beyond. | Twice per year October 2019-March 2020 | Sign-in sheets |
| 10 | Musical Concerts | Principal  Teachers and Special teachers | Students will present winter and spring musicals for students and parents to attend | Winter, 2019 and Spring 2020 | Sign-in sheets |
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**Staff Training**

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Ongoing PLC | Principal, Assistant Principal, Team Leaders, Teachers | Improve the ability of staff to collaborate effectively with parents. | August 2019- May 2020 | PLC minutes and other appropriate documentation as required |
| 2 | Ongoing Collaborative Planning | Principal, Assistant Principals, Team Leaders, Teachers | Grade level teams collaboratively plan student instruction utilizing district curriculum to embed Culturally Responsive teaching and learning with equity for all students. Teachers will collaborate with parents to learn how their child BEST learns and their child’s learning interests. | August 2019- May 2020 | Lesson Plans |
| 3 | Grade Level Data Chats | Principal, Assistant Principal, Lit, Math, Science Coaches, MTSS C0ach | Work within grade level teams to identify students’ strengths and areas of support. Collaborate with parents to work with them to support their child’s grade level proficiency or beyond throughout the school year | September 2019-May 2020 | Teacher/Parent/Administration observations and meeting |
| 4 | Content Focused grade level PLCs | Principal  Assistant Principal  Team Leaders | Increase teacher instructional pedagogy to improve student grade level proficiency or beyond through student- centered work with rigor aligned to FL Standards | August 2019-May 2020 | PLC minutes |
| 5 | Restorative Practice Training | Restorative Practice Certified School Leader | Staff will understand how to develop a positive learning culture and climate where all students have high academic and behavior expectations in an inclusive learning community collaborating with parents how to support Restorative Practices at home through monthly school Newsletters, class newsletters and conferences | August 2019-May 2020 | Sign-in sheets  Lesson Plans |
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**Other Activities**

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| Pinellas Park Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email and Class DOJO. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication and Connect-to-Success computer program will provide home computers to students who are in need of grade level acceleration using on-line programs to practice and review reading and math content and skills to reach grade level proficiency or beyond by the end of the school year. |

**Communication**

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| Pinellas Park Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website, Open House/Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. |

**Accessibility**

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| Pinellas Park Elementary School will make the Parental Involvement Plan (PIP) available to parents in English and Spanish on the school's website. A hard copy of the PIP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. |

**Discretionary Activities**

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

X Not Applicable

**Upload Evidence of Input from Parents (into the Audit Box KIA Folder)**

**Upload Parent-School Compact** **(into the Audit Box KIA Folder)**

**Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)**  
  
**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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title One Annual Meeting and Meet the Teacher Night | 1 | 300 | Provide families with needed information regarding Title 1 services and resources available |
| 2 | Title One Compact Parent Teacher Conferences | 1 | 300 | Parents will meet with their child’s teacher for parent teacher conferences using the Title One Compact Pledge as the standard for student to achieve grade level proficiency or beyond. |
| 3 | Parent Nights | 1 | 100 | Parents will attend two Parent Nights throughout the school year to learn how to successfully support their child’s grade level learning proficiency or beyond utilizing the Title One Compact Pledge as the standard |
| 4 | Holiday Reading Night | 1 | 100 | Read Holiday books with their child. |
| 5 | Family Science Night | 1 | 125 | Science showcase and science activities |

**Staff Training Summary**

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Ongoing PLC's | 36 | 60 | Increase teacher instructional pedagogy to improve student grade level proficiency or beyond through student- centered work with rigor aligned to FL Standards |
| 2 | Ongoing Collaborative Planning | 36 | 60 | Grade level teams collaboratively plan student instruction utilizing district curriculum Gateway lesson plan as a template to embed Culturally Responsive teaching and learning with equity for all students. Teachers will collaborate with parents to learn how their child BEST learns and their child’s learning interests as well as asking students to fill out interest and learning style surveys for all students to achieve grade level proficiency or beyond |
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| 4 | Restorative Practice Training | 8 | 60 | Staff will understand how to develop a positive learning culture and climate where all students have high academic and behavior expectations in an inclusive learning community collaborating with parents how to support Restorative Practices at home through monthly school Newsletters, class newsletters and conferences |

**Barriers**

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parents need support to be successful implementing the Title One Compact Pledge commitment to help their child achieve grade level proficiency or beyond | Parents will attend two Parent Nights throughout the school year to learn how to successfully support their child’s grade level learning proficiency or beyond utilizing the Title One Compact Pledge as the standard |
| 2 | Parents of ESE and ESOL children need support to understand how to support their child to achieve grade level proficiency or beyond | ESOL and ESE Teachers will meet quarterly with parents of ESOL and ESE students to discuss how to support their child’s grade level proficiency or beyond |
| 3 | Parents need a variety of times during the day and evening to attend trainings and their children’s activities | Provide flexible and varied times for activities, events and parent trainings |