

Title I Parent and Family Engagement Plan

SCHOOL Leesburg Elementary YEAR 2019-2020

I, (Susan W. Jordan), 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.

Assurance

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 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

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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 Date Signed

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SCHOOL _____ YEAR _____

APPROVED

Mission Statement - Parent and Family Engagement Mission Statement (Optional)

Response:

Leesburg Elementary School, in combination with our families, community, faculty and staff will provide a collaboration of support to ensure that we will provide every opportunity to ensure that we all are "Empowering Students to become Tomorrow's Leaders!"

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:** Leesburg Elementary School involves families and parents in all aspects of its Title I programs. We seek family input through our School Advisory Council, which is comprised of over 50% parents. The families on this committee, nominated by their peers, comprise a group who are

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representative of our school demographics. These families have the responsibility of helping to develop, implement, and evaluate the various programs placed in our school that are written into our School Improvement Plan and our Family Engagement Plan. The families continuously receive updates on our school data throughout the school year to help them provide input into our school-based decisions, and will also be involved in reviewing data that is gathered at the end of the year with regards to the District Climate Survey.

Families are given the opportunity to attend our Title I Breakfast and our Title I Parent Nights to receive updates on school data, and our school's Title I Budget. At these events, families learn about the Title I Budget, and how it is spent, our School Compact, and our events held during the year. Families have an opportunity to provide input at this time into our plan as well. The Academic Nights Out keep families informed of our Title 1 Plan and input is gathered from the families of any ideas that would help improve our plan. Our ESOL Para Pro is in constant communication with our non-English speaking parents and informs them of school activities, as well as, ensuring that their input is also collected.

Our Family/School Liaison operates our school's Family Engagement Center and solicits input from Families regarding resources that would serve them more effectively. School activities and functions are posted on our Community Bulletin Boards, the school Marquee, student newsletters and the school website. The Family Engagement Plan is visible to all parents in the main office and the School website

Coordination and Integration 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 | Programs | 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, VPK teachers, and the kindergarten teacher. |
| 2 | Individuals with Disabilities Education Act (IDEA) | Any supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. |
| 3 | Migrant | To provide assistance for the families of Migrant students, the school Migrant coordinator will work to provide needed and available resources. |
| 4 | PTO | PTO Meetings will be held monthly on the last Monday of each month except during December. |
| 5 | Homeless | To provide assistance for the families of homeless students, the school Homeless coordinator will work to provide needed and available resources. |
| 6 | Title III | Family Engagement Center is open during all evening events, in which resources, such as ipads, laptops and academic games are provided to parents. Teacher prescription pads are also provided to parents which informs parents of strategies they can employ at home to help their children with academics. |

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, Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timelines, persons responsible, and evidence the school will use to demonstrate the

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effectiveness of the activity.

| Count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|---|--------------------------|-----------|---|
| 1 | Develop agenda, handouts, and presentation materials that address the required components | Administration, FSL, CRT | August | Copies of agendas, PowerPoint presentation, and handouts |
| 2 | Develop and disseminate invitations | FSL and CRT | August | Flyer with date of dissemination |
| 3 | Advertise/publicize event | FSL and CRT | August | Posting on school Website, Notices sent with students, school Marquee, Newsletter, Peachjar, School Messenger, School Email |
| 4 | Develop Sign-In Sheets | Family/School Liaison | September | Sign-In Sheets |
| 5 | Maintain Documentation | Administration, FSL, CRT | September | Title I documentation box housed in the FSL's office. |

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 related to parent and family involvement:

Response:

Meet the Teacher Night is our first opportunity to meet with families in the evening of August 7, 2019. Teachers will be able to discuss the curriculum and expectations during this time. The first Title I Family Night in September will be an informational night where the Principal, School Support Team, and the FSL will present the budget, the School Compact, and the Resource Center. Report Card Conferences are held afternoon hours and extending into the evenings where teachers will discuss the School Compacts with the families. Parents who cannot attend at the designated time may be

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scheduled at an alternate time: morning, evening, or a home visit. Parents with any questions regarding the school or Title I can meet with the Principal, Assistant Principal or the FSL at a time scheduled before, during and after school. The Family/School Liaison works flexible hours in the Family Engagement Center to offer options for parents. Transportation, childcare, food, and a translator will be provided through Title 1 funds. Home visits can be made to accommodate parents with disabilities or special needs about school related meetings and training sessions.

Building Capacity

Describe how the school will implement parent and family involvement activities 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 | Literacy, Technology, and Building Academic Skills, and I-Pad trainings for parents, typically 1:1, are held to accommodate parent schedules. | FSL | Parents will become better informed and be able to assist their children in achieving their academic goals. | On-Going | Increased Parent Involvement; Sign-In Sheets, Agendas, Flyers Handouts |

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|---|-------------------------------|------------------------------------|--|-------------------------------|---|
| 2 | Academic Nights | Coaches/ FSL | Parents will receive information on FSA content and state expectations of their children resulting in more parent support for their students' work. | Quarterly | Increase in student participation in the read at home program and Student Achievement; Sign-In Sheets, Agendas Flyers |
| 3 | Meet the Teacher Night | Administration, Faculty and Staff. | Parents can meet the teachers and see their child's progress resulting in an increased awareness of the students' needs. | 1st nine weeks | Invitations, Sign-In Sheets, Agendas, Handouts Advertisement |
| 4 | Report Card Night Out | Administration, Faculty and Staff | Parents can discuss their child's progress with teachers in a one-on-one meeting and go over the Parent/School Compact resulting in parents begin more informed, aware, and supportive of their students' education. | 1st nine weeks/3rd nine weeks | Invitations, Sign-In Sheets, Agendas, Handouts |
| 5 | Scholastic Book Fair | Media Specialist | Strategies parents can use at home. | Semi-Annually | Increase of students participating in the read at home program. Reading logs |
| 6 | Title 1 Annual Parent Meeting | Administration | Parents will become better informed and be able to assist their children in achieving their academic goals. | September | Agenda, Sign-In Sheets, Handouts Advertisement |
| 7 | Open House | FSL and Faculty | Parents will tour classrooms and learn about what is happening in their child's classroom. | September | Sign in sheets |

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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 | Faculty training about the importance of family engagement and writing the Academic Prescriptions. | FSL | By providing resources to support the academic growth of our students | August - May | Presentation Agenda, Sign-In Sheets, Prescriptions written and filled counts Handouts |
| 2 | Faculty and Staff training in "Bully-Proofing Your School" | Dean and Faculty | Teachers will communicate skills to students to use to help reduce or eliminate bullying conflicts on campus. | October | Survey results and bullying reports |

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:

The Family Engagement Center is located in the back of campus in a portable at the Family/School Liaison's office. The hours are flexible and the center is open to all of our parents. Parent visitation sign-in sheets will assist in tracking parent utilization of this resource. Materials are available for check out and training for the use of the materials is provided. This school utilizes a district call out system, School Messenger, to inform parents of activities. Additionally, a school-wide newsletter is created monthly to communicate information about each grade level, school club, and all school-wide activities. Teachers create grade level newsletters to inform parents of weekly skills being taught,

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homework assignments, test criteria, and other pertinent homeroom information serving as an effective communication between school and home. The school will post announcements on the school website, school Marquee, the lobby, and billboards in the community.

Family Academic Nights including Science, Math, and Literacy, are held throughout the school year with the goal of bringing students, parents, and teachers together to create projects.

The on-going Volunteer Mentoring Program focuses on addressing the individual academic needs of students and providing support for the classroom in both Reading and Mathematics.

Take home technology will be offered through the Family Engagement Center to parents of students who are at risk of academic failure. The FSL will retain Sign-In Sheets, Handouts, Agendas, and Prescription Pad Materials as evidence.

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 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:

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At the Annual Title 1 meeting of parents, Leesburg Elementary School will present information about the Title 1 programs, curriculum, and assessment. Parents will learn about the school-wide programs, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Invitations will be sent out through classroom newsletters, School Messenger, marquee, email and community bulletin boards. It will also be promoted on our website as well as Facebook. A copy of the Flyer, Agenda and Sign-In Sheets will be retained and scanned, and then documented in the Title I electronic filing system.

School Advisory Council meetings are open to the public. These meetings are held every month and are advertised in the weekly school newsletters.

Families will be notified as to the dates and times of our parent and family events in a timely manner through a variety of mediums such as monthly school newsletters, flyers, website, telephone calls, parent-teacher conferences, office communication board, and home visits. Should parents request, options can be available through weekly emails from the FSL and placed in the mail for students who do not take the communication home to their parents.

Communication with our ELL families will be supported by utilizing our translators during school hours and at conferences, events, and workshops. The Family Engagement Center also has laptops and I-Pads with Rosetta Stone for parents to check out. Information of local area classes offering assistance with language proficiency will be provided to parents as well.

Some events and workshops will be offered on varying days and at different times. Upon request, the Family Engagement Center will be open flexible hours to accommodate parents' personal schedules.

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

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practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)]. **Response:**

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 | Maximizing family engagement 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)]; | Meeting times are varied to provide opportunities for families to be involved in their child's education. | Teachers, and FSL | Family Engagement assists in making a connection between school and home providing students with a unified support system to help them increase student achievement. | August-May |

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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 /

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English and Spanish

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.

| | Math Night October 23, 2018 | 1 | 164 | Parents participate with their children in Math activities with the grade level teachers in hopes to increase student engagement with their family and increase math achievement. |
|---|--|---|-----|---|
| 2 | Reading Night activities January 24, 2019 | 1 | 143 | Modeling reading strategies for parents, parents then practiced what was modeled. |
| 3 | Meet the Teacher Night August 9, 2018 | 1 | 727 | Parents can meet the teachers and see their child's progress. |

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| 4 | Report Card Night Out October 22, 2018 April 11, 2019 | 2 | ? | Parents can discuss their child's progress with teachers in a one-on-one meeting and go over the Parent/School Compact. |
| 5 | Scholastic Book Fair Fall 2018 and Spring 2019 | 2 | Combined students – estimate 750 combined families – estimate 150. | Increase of students participating in the read at home |
| 6 | Science Fair/STEM December 13, 2018 | 1 | 308 | <u>Family Engagement</u> Youth, parents, and teacher become involved together to create projects in Science, Technology, Engineering, and Math. |
| 7 | Title 1 Annual Parent Meeting October 8, 2018 and April 21, 2018 | 2 | 20 | Parents will become better informed and be able to assist their children in achieving their academic goals. |

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)].

Anticipated Impact on Student Achievement

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)].

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| Count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|---|--|
| 1 | English Language Proficiency of Parents | The Family Engagement Center has laptops and I-Pads with Rosetta Stone for parents to check out. Information of local area classes offering assistance with language proficiency will be provided to parents. Translators are provided at every meeting to accommodate parents who have limited English proficiency. |
| 2 | Parents unable to attend scheduled meetings | The schedule of school events will be posted in the students' agendas providing time for parents to schedule a way to attend and participate. Events will be offered on varying days and at different times. |
| 3 | Meeting Times | Flexible times will be offered for morning, afternoon, and evening meetings. |
| 4 | Communication with ELL families | Translators will be provided during school hours and at events and workshops. All correspondence is sent in parents' native language to accommodate for their limited English proficiency. |
| 5 | Communication does not always get home to parents | Important communications can be mailed upon request. School messenger and Peachjar will be used in both English and Spanish to help inform families of upcoming events. |
| 7 | Child Care | |

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)

Content/Purpose Description of the Activity