

Lipscomb Elementary Title I, Part A Parental and Family Engagement Plan

Involvement of Parents

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 parental involvement will be used {ESEA Section 1116}.

R.C Lipscomb Elementary School receives TITLE I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE I, Part A programs.

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}.

#	Program	Coordination
1	Head Start	LEA cofunds Head Start for 185 children. These services are provided in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.
2	Voluntary Pre-Kindergarten	Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.
3	Title I, Part C	Migrant families participate in a LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities.
4	Title I, Part D	Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.
5	ESOL-Title III	Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.
6	Title IV, Part A	Provides students with a well-rounded education, supports safe and healthy students, and supports the

		effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.
7	Carl Perkins Career and Technical Education Act	Provides funds to increase the quality of career and technical education.
8	Title IX, Part A	Provides hygiene items, schools supplies, and tutors at area homeless shelters to support families. Assistance for housing, food, and other emergency support are available for families referred under Title IV. Counseling services and shelter based tutoring/parent training is available.
9	IDEA	Provides students with a disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate Yearly Progress, school choice, and the rights of parents are covered at the annual meeting.

#	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop meeting materials	Principal	August 2018	Agenda, handouts, etc.
2	Advertise/publicize event	Principal	August 2018	Flyer/invitation and Sign-In sheet
3	Title I Parent Meeting	Principal	August 2018	Sign-In sheet
4	Maintain documentation	Principal	August 2018	Sign-In sheets/Parent Input/Agenda/Meeting Minutes

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 engagement {ESEA Section 1116}.

PTA meetings; Teacher/Parent meetings/SAC meetings/Title I Parent training; Meetings will be offered during the morning and afternoon depending on the needs of the parent. Parents will be given a choice of convenient times to attend conferences. Home visits are offered as needed. Content of these meetings are documented by agendas, which include assessment, parental involvement, parent portal of FOCUS gradebook, testing timelines, and explanations of school grades. The Principal and Assistant Principal are responsible for these content areas.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, and building relationships with the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents assist parents/families to work with their child. Include information on how the school will provide other reasonable support for parent/family engagement activities under {ESEA Section 1116}.

#	Building Capacity Activity for Families	Person Responsible	Materials/Training Provided to Parents/Families	Timeline	Evidence of Effectiveness
1	Assessments individual students/conferences/progress reports, report cards, RTI process for individual students	Teacher/Admin.	Individual assessment reports, materials to work with student at home, report cards	ongoing	Progress reports, report cards, FSA reports, conference logs
2	Informing parents of FSA Reading, Math, Writing and Science FCAT scores	Principal/Teachers	Individual assessment reports	July - ongoing	Scores in file
3	Science Family Night	PTA/Teachers/Science Lab Tech/Admin.	All materials for hands-on science experiments	Spring 2019	Improved science test scores
4	Lipscomb Leaders Program	Admin.	Certificate, various prizes	August - ongoing	number of students participating, goal at 80% and higher
5	Volunteer Training	Assistant Principal	Volunteer packet	August 2018	sign-in sheet, Golden School award

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 how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents/families, and in how to implement and coordinate parent/family programs, and build ties between parents/families and schools {ESEA Section 1116}.

#	Building Capacity Activity for Staff	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	District training available to school based stakeholders	District/School based Administrators	Increase student achievement w/more parental involvement	ongoing	review of assessments
2	Web-site Information	Technology Coordinator	Increase student achievement w/more parental involvement	ongoing	view website
3	Parent/Volunteer Orientation	Administration /PTA Volunteer Coordinator	Increase student achievement	August, on-going	Volunteer log
4	Whole Brain Training	Principal	Increase student achievement as well as student engagement	October, ongoing	Classroom Walkthroughs
5	Communicating and working with parents	Guidance Counselor, Administration, School Psyc.	Increase student achievement	ongoing	Meeting logs
6	Building ties between home and school	School/ community, Weblink to Title 1	Increase student achievement	ongoing	Parent/school volunteer raptor
7	FOCUS gradebook portal	Teachers	Student grades	ongoing	Parental use
8	Response to Instruction	Guidance Counselor	Increase student achievement	ongoing	RtI records
9	K through 3rd grade parent conferences	Teachers/Admini stration	Increase student achievement	Fall 2018	parent attendance
10	Kindergarten Story Time	Teachers/Admini stration	Increase parental knowledge	May 2019	sign-in sheets

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}.

School Climate Survey; District Parent Survey; Parent-School Compact; Local and District Workshops; PTA Meetings; School Newsletters; Test results; Report cards sent home every nine weeks; Transition meetings; District and School websites; SAC meetings, FOCUS gradebook portal, PTA parent workshops. Lipscomb allows parents to participate in classroom activities designed to have parents interact with their children at school; Grandparents' Luncheons, Field Day, Art Night, Family Nights, Science Night, Relay for Life activities, and other activities as previously noted. Parents are allowed to go on Field Trips with students as space is available. Parents are notified of the above activities by newsletters, flyers, school website, and school phone messenger service. The school will monitor feedback via our annual climate survey.

Communication

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

- 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 achievement levels students are expected to obtain;
- If requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and
- If the school wide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency {ESEA Section 1116}.

Conference, phone calls, emails, written correspondence. Timely information will be sent home, posted on the school's web site, and monthly newsletters. Before the end of October, classroom teachers will have completed necessary parent/teacher conference. During the parent/teacher conference, student academic progress is discussed with suggestions to help students at home and school. RtI meetings will be conducted for struggling students with invitations to parents. Parents can schedule teacher conferences as needed throughout the school year. As other activities become available, parents will be notified by monthly newsletter, website, teacher's written communication or phone contacts. If a language or disability barrier exists, then the school and the District will provide the support needed to communicate effectively with parents.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents. Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable, uniform format and in a language that parents/families can understand.

Teachers of children with disabilities will provide a copy of the IEP plan to each parent after conferencing. All necessary accommodations are made for parents of children with disabilities. Interpreters are available for translating documents for parental involvement activities as needed. An ESOL itinerant teacher is available to students with english language needs.

Discretionary Activities

Activities that are not required, but will be paid for through Title I. Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

#	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;and	Climate survey results	Admin	FSA scores/STAR scores/Student grades	End of year
2	Training parents to enhance the involvement of other parents;	PTA parent training	PTA/ Admin	FSA scores/STAR scores/Student grades	Fall 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;	Parent /teacher conferences/P TA meetings/SAC meetings/Paren t opportunities to volunteer/Pare nt FSA training	Teachers/ Admin/ PTA	FSA scores/STAR scores/Student grades	ongoing
4	Adopting and implementing model approaches to improving parental involvement	Enhance current activities and provide new ones based on	Admin/ PTA	FSA scores/STAR scores/Student grades	ongoing

		parent/teacher input.			
5	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.	Include these organizations in SAC membership, provide the school for use by these organizations.	Admin/PTA/SAC	FSA scores/STAR scores/Student grades	ongoing

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are disabled, have limited English proficiency, and parents/families of migratory children) {ESEA Section 1116}.

#	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	work schedules	offer many evening activities, parent conferences
2	limited English	offer translators and/or translated documents

Assurances about the Parent and Family Engagement Plan

I, Susan Sanders , 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

- Describe how the school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent;
- Plan was jointly developed/revised with parents and distributed to our families and the local community;
- Involve parents and families in the planning, review, and improvement of the school wide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to review, if necessary, the school's parent and family engagement plan;
- Provide to each parent an individual student report about the performance of their child on the state assessment {ESEA Section 1116};
- 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;
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal or Designee
Susan Sanders

Date Signed (2018/19)
September 27, 2018

(typed signature denotes approval of PFEP)