## Title I, Part A 2019-2020 Parent and Family Engagement Plan

## Harns Marsh Elementary SCHOOL

## I, \_Tracey Zenoniani, 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 8101, 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 1116)];
* 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 1116)];
* 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 1116
* 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 1116)];
* If the plan for Title I, Part A, developed, 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 1116];
* 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 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 not highly qualified [Section 1116)
* 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 1116)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

|  |
| --- |
|  |

**Involvement of Parents**

Describe how the school will involve parents 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 [Sections1116)].

**Response: Harns Marsh Elementary** will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I programs. All parents will be invited through the school newsletter, invitations, parentlink, and personal phone calls to attend the SAC/Title I meetings. The procedures for selecting this group will include the input of parents, staff members and the SAC committee. Input from parents will be collected through surveys and quality tools like parking lots, affinity surveys and open discussions. These communications will be flexible in format such as online, in person or on paper; allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to create a plan. The plan will be created and reviewed during SAC/Title I quarterly meetings. During a scheduled SAC meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement will be used. Ideas and input from parents will be documented in the SAC Meeting Minutes. In order to provide additional support for parental involvement transportation or flexible meeting times will be available. Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title I Toolkit.

|  |
| --- |
|  |

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement 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 [Section 1116].

|  |  |  |
| --- | --- | --- |
| **count** | **Program** |  |
| |  |  | | --- | --- | | Head Start | Head Start teachers will conduct 2 individual personal conferences and 2 home visits each year with each child’s parent. | | ESOL/ELL (Title III) | All programs and activities will be available to all parents. All invitations, flyers, and Parent Link messages are translated into Spanish. | |  |  |

**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, 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 [Section 1116)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | |  |  |  |  | | --- | --- | --- | --- | | Annual Title 1 meeting | Administrators, teachers, parent involvement specialist and support personnel | August | \* Proof of Advertisement of the meeting \* Agenda and minutes from the Title I meeting with the specific discussion on compact and expenditure of funds \* Hard copy of the Title I Power Point presented to parents explaining what it means to be a Title I school. \* Sign-In Sheets from Title I Meeting \* % of compacts returned and signed samples | | A. Kane, M. Cruz, K. Hill | August 2019 | Fliers, agenda, sign-in, completed surveys |
|  |  |  |  |  |

|  |
| --- |
| **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 involvement [Section 1116)]. |

**Response: Harns Marsh Elementary** will provide flexible dates and times for meetings and workshops when possible. We will conduct a survey of all parents to determine the dates, times and subject matter for parental programs. Spanish and English translators will be available during all parent and family engagement opportunities including parent workshop trainings, PTO meetings, SAC meetings, and conferences.   
  
Teachers schedule parent/teacher meetings at flexible times during the day, throughout the year.

**Building Capacity**  
  
Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1116)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 |  |  |  |  |  |
| 2 | |  |  | | --- | --- | | Parent/Family Curriculum Nights. |  | | Teachers, Administration, Parent Involvement Specialist, Reading Specialist, Teachers, ESOL translator | Increased student proficiency on STAR and FSA assessments  As a result of Harns Marsh Elementary parents attending activities to develop and learn strategies for improving their students reading skills. | August-May | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, |
| 3 | Florida Standards for College and Career Readiness | Teachers/Resource Teachers/PCT’s | Increased student proficiency on FSA assessments | September | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, |
| 4 | Celebrate Literacy Week Family AR Night | Parent Involvemetn Specialst/Reading Committee, Curriculum Specialist | Increased student scores on STAR reading assessment, ELA FSA, and literacy concept assessments | January | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, |
| 5 | Family Math Games Night | Parent Involvement Specialsit/Math Committee/PCT’s | Increased student scores on Math Concept assessments and Math FSA | February | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, |
| 6 | Science Night | Parent Involvement Specialist/Science Committee | Increased student proficiency on Science FSA | March | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, |
| 7 | Student Led Conferences | Teachers, Parent Involvement Specialist/Administration | Increased awareness of student performance and goal setting to increase proficiency. | October and March | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, announcements, workshop comments |
| 8 | SAC Meetings | Adminstration, Parent Involvement Specialist/Teaachers | Increased awareness of student achievement and plan to increase academic achievement at HME | Monthly August-May | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, |
| 9 | Pastries with Parents/Family Library Literacy | Parent Involvement Specialist/Admin/Teachers | Decrease in reading skill loss over the summer break | May | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, |
| 10 | Open House | All Staff | Understanind of School Expectations for Success | August | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, |
| 11 | Kindergarten Orientation | K Teachers/Administration/Parent Involvement Specialist | Increased student proficiency for Kindergarten | May | Flyer, agenda, handouts and/or meeting minutes, sign in sheets, workshop comments, |

**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 on School messenger | Administration | Increased communication with parents regarding student achievement | School Year | School messenger reports |
| 2 | Training for teachers on Student Led Conferences | Administration | Providing teachers with the resources and tools to instruct students on leading a student led conference | November | In-Service Records |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**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 1116)].

|  |
| --- |
| **Response: Response:**  Documentation of parent hours spent at school will be filed in toolkit. The Parent Resource Center will be open to provide resources to students and families in grades  K-5.  **Enhance the parent information centers/resources available to parents.** |
| **Parent Involvement Specialist**  **August-May Inventory of Materials**  **Increase the hours of usage at the Parent Involvement space.** |

**Communication**  
  
Describe how the school will provide parents of participating children the following [Section 1116]:

* Timely information about the Title I programs [Section 1116];
* 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;
* 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
* If the schoolwide program plan 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 1116].

|  |
| --- |
|  |

**Accessibility**

Describe how the school will provide full opportunities for participation in parental involvement 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 1116)].

Response:

Provide all communication sent home to families in English,Spanish and Creole as necessary and if possible  
  
\* Translators will be provided for all school wide events and available for all conferences   
  
and meetings through the use of our parent involvement specialist.  
  
\* Events will be advertised with flyers, on the website, in the newsletter in English, Spanish and Creole if possible  
  
\* Transportation can be provided to families with the use of the Title I Parent Involvement van.  
  
\* Business partners will donate food for some functions to accommodate our busy families  
  
\* Child Care will be provided for some events   
  
\* School Messenger may give parents the opportunity to choose to hear the message in English ,Spanish or Creole  
  
\* We will make every effort to provide full opportunities for parents with disabilities and those with special needs.

|  |
| --- |
|  |

**Discretionary Activities**

Each month Harns Marsh Elementary holds a SAC meeting for parents as well as a parent involvement activity. The following activities will be implemented during the 2019-2020 school year:

Sept – Curriculum Night

Oct – Donuts with Dad, Student Led Conferences

Nov – Thanksgiving Luncheon

Dec – Winter Concert

Jan – Celebrate Literacy

Feb – Family Math Game Night

Mar – Science Fair Night

Apr – Spring Concert, Spring Fling Family Festival

May – Pastries with Parents

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.to the Title 1 Crate for the school year

|  |
| --- |
|  |

**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116].  
  
Upload an electronic version of the Parent-School Compact.to the Title 1 Crate for the school year

|  |
| --- |
|  |

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116)].  
  
Upload evidence of parent input in the development of the compact to the Title 1 Crate for the **2018-2019** school year

## In this section you are reviewing the 2018-2019 parent involvement activities. You will need to put in the number of times you offered the events and how many participated

**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 1116)]. 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 | Parent/Family Curriculum Nights are designed to help Harns Marsh Elementary parents develop and learn strategies for improving their students reading skills. | 1 | K-2 – 109  3-5 - 115 | Increased student proficiency on STAR and FSA assessments |  |
| 2 | Florida Standards for College and Career Readiness; | 1 | 28 | Increased student proficiency on FSA assessments |  |
| 3 | Family Reading Night | 1 | K-2 33  3-5 44 | Increased student scores on STAR reading assessment, ELA FSA, and literacy concept |  |
| 4 | Family Math Night | 1 | 20 | Increased student scores on Math concept assessments and Math FSA |  |
| 5 | Imaginarium Night | 0 |  | Increased student proficiency on Science FSA |  |
| 6 | Student Led Conferences | 2 | 203 | Increased awareness of student performance and goal setting to increase proficiency |  |
| 7 | SAC Meetings | 8 | 283 | Increased awareness of student achievement and plan to increase academic achievement at HME |  |
| 8 | Family Night at the Library/Literacy Night | 1 | 150 | Decrease in reading skill loss over summer break |  |
| 9 | Open House | 1 | 896 | Understanding of School Expectations for success |  |
| 10 | Kindergarten Orientation | 1 | 120 | Increased student proficiency for kindergarten. |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  | Total 16 | Total 1924 |  |

**Please submit total number of Parent Involvement activities and total number of parent involvement participants to Annette Tartaglia by May 8,2019**.

## In this section you are reviewing the 2018-2019 staff training activities. You will need to put in the number of times you offered the events and how many participated

**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 1116)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | School Messenger | 1 | 70 | Staff will know and understand the use of Messenger to contact parents regarding various events at school to help them stay involved in their childs school life. |
| 2 | Responsive Classroom | 2 | 70 | Staff were trained on using the Responsive Classroom approach to student behaviors, particularly with students who have suffered from social and emotional traumas outside of school. |
| 3 | Peer Collaborative Teacher Training | 5 | 3 | Teachers will gain valuable knowledge on being a Peer Collaborative Teacher and how they can effectively support parents and teachers at Harns Marsh Elementary. |
| 4 | Goals and Initiatives | 1 | 70 | Teaches acquired knowledge of schoolwide goals and initiatives for the school year, which invluded valuable information regarding parent trainings, parent engagement, and the expectations for communicating with parents regularly. |

**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 economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116)].

|  |  |  |
| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Time | Vary the times of the day |
| 2 | Limited English Proficiency | Additional translators as well as translator headsets for parents at all workshops and conferences. |
| 3 | Parents with limited literacy skills | Strategies for parents to use at home to support student learning |
| 4 | Economically Disadvantaged | Provide transportation if needed as possible, schedule phone conferences if needed, provide trainings for parents both during the day and evenings to provide flexible times as needed to accommodate work schedules. |

**Best Practices (Optional)**

Describe the parental involvement 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** |

Student Led Conferences provided the parents with the opportunity to share in their childs work, as well as know and understand the expectations and requirements for their grade level as well as their classroom. Parents could sit and ask students questions about their work, as well as help them to set goals.