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## CLERMONT ELEMENTARY SCHOOL

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

I, Mr. Jeffrey Williams, 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 school-wide 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)].

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

Mission Statement
Parental Involvement Mission Statement (Optional)

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| **Response:** The combination of dedicated faculty and staff, active parents, hardworking students and a supportive community, enhances our school's motto, "Cooperation Equals Success". |

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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Clermont Elementary School involves parents/families in all aspects of its Title I programs. Clermont Elementary, School Advisory Committee (SAC) and parents have the responsibility of developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent Involvement Plan (PIP). The SAC invites membership for all parents, community members, faculty and staff in the school newsletter. Also, parents are given surveys at the end of the school year seeking their input on activities, training and materials that they need to help their child(ren). Results of parent surveys are reviewed by the SAC to determine needed changes in family engagement needs. The annual Title I meeting will be held on October 25, 2019. The budget, as well as school programs will be discussed. Families unable to attend will be invited through the school newsletter to make an appointment or view the school website to learn more about Title I programs at Clermont Elementary.  |

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 1118(e)(4)].

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| Count | Program | Coordination |
| 1 | Quarterly iMom/ALLProDad Meetings (Title I, Part A) | Clermont Elementary will host four breakfast meetings for parents/children through Family First. Topics covered will build and increase family engagement. |
| 2 | Title I, Part A | Title 1, Part A funds will be used to host many of the family events for the 2018-2019 school year at Clermont Elementary. (iMom/ProDad breakfasts, STEAM family night, Reading family night)  |
| 3 | VPK | Local daycare organizations are provided with the expectations of incoming kindergarten students. This information will be used to plan instruction and share with parents. |
| 4 | Head Start | The local Head Start center has been provided with the expectations of Kindergarten. Head Start students/teachers/parents are invited to visit Clermont Elementary School in the spring to prepare for the kindergarten school year. |
| 5 | Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. Parents will be made aware of the resources available for check out in the Clermont Elementary School & South End Title I Parent Resource Centers. |
| 6 | Kindergarten Readiness (Title I, Part A) | Kindergarten Readiness meetings will be held in the Spring. The Family School Liaison, kindergarten teachers, Title I Contact will plan and host an event for upcoming kindergarten students and parents. The soon to be kindergarten students will receive readiness materials funded by Title 1 while participating in a classroom experience. The FSL will provide resources for the parents to help them begin to support the transition into kindergarten.  |
| 7 | PTO | PTO meetings will be held monthly on the second Thursday of the month.  |
| 8 | Title 111 - ESOL | A translator is provided during and after school for meetings to assist parents in helping their students to achieve academic success. Also, the Rosetta Stone is available at the school. |

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 (school-wide 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 1118(c)(1)].

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| Count | Activity/Tasks | Person Responsible  | Timeline | Evidence of Effectiveness |
| 1 | Develop agenda, handouts, and presentation materials. | Principal/ Title I Contact | August/ September | Copies of agenda, handouts, presentation |
| 2 | Develop and Disseminate Invitations | Family School Liaison/ Title I Contact | August/ September | Flyer with date of dissemination |
| 3 | Advertise/Publicize Event | Family School Liaison / Title I Contact | August/ September | Posting on School Web Site, Notices Sent with Students, School Marquee, Newsletter, and Peachjar |
| 4 | Develop Sign-In Sheets | Family School Liaison | October  | Sign-In Sheets |
| 5 | Maintain Documentation | Principal/Family School Liaison | October  | Title I Documentation Box/Electronic File |

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 1118(c)(2)].

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| **Response:** Grade levels will host evenings to discuss the curriculum and expectations on August 30th, 2018. Parents who cannot attend will be provided the information at an alternate time or via phone/handouts. The CES family engagement center is open for parents on weekdays from 8:30-2:30. The schedule of events will be shared in advance. Events will be offered on various days and times. The Title I Contact, Michelle Sorrells, will present the Title I Plan during the Annual Title I Meeting and iMom/ ALLProDad Breakfast event on October 25, 2018. The Principal, Assistant Principal, and/ or Title I Contact will be available by parent request to review the Title I Plan for parents who are unable to attend the October Meeting. During the 2018-19 school year, Clermont Elementary School (CES) will be hosting 2 breakfast meetings of iMOM/ALLProDAD through Family First. CES will also host a STEAM Night for students and their families December 13, 2018.  |

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 1118(e)]. 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 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| Count | Content and Type of Activity | Person Responsible  | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
| 1 | FSA Nights | 3rd-5th Teachers | Families will receive information on FCAT content and expectations. Increased Student Achievement | TBA  | Invitations, Agendas, Increased Student Achievement |
| 2 | Data Driven Conference Nights  | Title I Contact, Classroom Teachers | Teachers will discuss each child's assessment results, expectations and goals for the school year. Increased student achievement | Concluding 1st semester and again in 3rd semester for all borderline students | Conference Logs/Forms, Increased Student Achievement |
| 3 | Family Engagement Center Conferences/ Prescription Pad | Family School Liaison/Classroom Teachers | Classroom teachers will identify skills that parents can help with at home. The FSL will help parents choose appropriate materials. Increased family engagement and improved test scores. | August-May | Check Out Sheets. Sign-In Sheets, Raised Student Achievement |
| 4 | iMOM/ ALLProDAD | Family School Liaison, Title I Contact | Increased family engagement and improved student achievement. | October-TBAMarch-TBA | Sign In Sheets, Participation |
| 5 | STEAM Night/ Science Fair  | Title I Contact, STEAM Members, Teachers | STEAM Night: Increased family engagement in math, science, technology and engineering and student achievement in curriculum areas. Science Fair: Increased academic awareness of science processes, vocabulary and outcomes | December 13 | Sign In Sheets, Pictures, Agenda, Participation |
| 6 | Take home technology workshop | Family School Liaison | Parents working with students on academic websites. Family/ School Liaison will offer Take Home Technology workshops to parents of students at risk of academic failure | September-May | Sign-in, Sign-out sheets |
| 7 | Title 1 Annual Meeting | Principal/ Title I Contact | Parents will receive information on Title 1 program and expectations.  | October 25 | Sign in sheets, agendas, presentation materials, increased parent participation, increased student achievement |
| 8 | Open Library | Media Specialist | Parents work with students and media specialist to choose appropriate books and take reading tests. | Throughout the year | Sign in sheets. Increase in reading skills.  |

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)].

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| Count | Content and Type of Activity | Person Responsible  | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
| 1 | Staff Training to increase family engagement and parent/teacher collaboration  | Principal and Asst. Principal | Provide web-based resources to support the academic success of our students | August-May | Sign-In Sheets, Parent Use of Resource Room |
| 2 | Staff training in "Bully Proofing Your School" | Assistant Principal, Teachers | Provide a systemic comprehensive climate changing program to that teaches skills and strategies to avoid victimization and increase building a positive school community | August-May | Lesson plans, surveys, bulling reports, conferences, sign in sheets, use of Family Engagement Center |

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)].

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| **Response:** The Family School Liaison (FSL) will expand and enhance the CES Family Engagement Center. The FSL will review the inventory and information available and provide materials. Materials will be purchased based on family/student needs and hand-outs PIP, SIP and other documents pertaining to parenting and supporting children academically will be copied and readily available to parents. This is an on-going process throughout the school year. Increased parent participation in parent activities, visits and check out of materials will be evidence of effectiveness. |

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)].

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| **Response:** At the annual meeting of parents October 25, Clermont Elementary School will hold a general meeting to provide information about the Title l program, the curriculum, and academic assessments. Families will learn about the school wide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Families will receive a copy of the Title l Plan and Family Engagement Plan if they would like one. Each grade level will hold a curriculum night in the fall to discuss the curriculum, assessments, and expectations of the year. Third-fifth grade teachers will hold FSA nights to discuss expectations of FSA for their grade level. Parents who are unable to attend will be encouraged to schedule individual conferences, phone conferences, or have the information provided via website. |

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

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| **Response:** Translators will be available for the Educational Expo grade level open houses. The EL assistant translates parent notices and newsletters by request. The ESL assistant makes phone calls and translates during parent conferences when needed. The School Compact is translated into Spanish. Oral Interpreters are available for parent conferences via telephone for one hour per request. Clermont Elementary makes every effort to translate information to the home language of each family. School forms may also be translated by requesting this service through the Teaching and Learning Department. Accommodations for parents with other special needs are addressed on a case by case basis. |

Discretionary Activities
Discretionary 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:

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| Count | 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 [Section 1118(e)(6)] | SAC Meetings: Parents are influencing decisions regarding the School Improvement Plan which includes staff development and instructional strategies. | Principal, SAC members, Title I Contact, Family School Liaison  | Parents are influencing decisions based on the needs they identify with their children. | August-May |
|  ho2 | Training families to enhance the involvement of other parents [Section 1118(e)(9)]; | Recruitment and training of parents who will share information or answer commonly asked questions. This will encourage parents who wish to become more involved and facilitate mentor relationships.  | Principal, Title I Contact, FSL, PTO | Provide information to families, increase in parent involvement, and increase achievement skills. | August-May |
| 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 [Section 1118(e)(10)]; | Formal conferences: Held after the 1st report card and again after 3rd report card, for all borderline students. Teachers will offer conference times and varying hours. | Classroom Teachers | Increase academic achievement and family engagement | August-May |
| 5 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities [Section 1118(e)(13)]. | School will work with community and businesses to increase student achievement | Principal, Assistant Principal, Title I Contact, Guidance, Family School Liaison  | Increase in student assessments in all areas | August-May |

## Evaluation of the previous year's Parental Involvement 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.

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| Count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
| 1 | FSA Nights | 1 | 70 |  Families became more aware of the test content and structure and was able to help assist students more at home with the academic and testing strategies required  |
| 2 | Data/Parent teacher Conferences  | 150 | 500 | Families were kept aware of the academic status of their children throughout the school year therefore were able to help in struggling areas and help promote the areas of academic success |
| 3 | Parent Resource Room Conferences/ Prescription Pads  | 55 | 94 |  Families were able to help students in skill deficit areas as well as enhance students that needed academic enrichment. |
| 4 | iMom/ALLPro Dad | 1 | 100 |  Families were given effective parenting strategies that helped improve their child's success at school and home |
| 5 | Curriculum Family Events- K- Round up | 1 | 15 |  Families had a head start on what the expectations are in Kindergarten and began working on skills needed before entering school |
| 6 | STEM Night | 1 | 269 |  Families participated with children on STEM activities and were given activities to complete at home which was an amazing success. Parents also participate in helping with science fair projects which were very successful this year due to excellent planning and organization |
| 7 | iPad Check Out  | 5 | 15 | Students improved reading and math due to working on programs that increased reading and math fluency |
| 8 | Title 1 Annual Meeting  | 1 | 100 |  Families showed more of an understanding to what Title I was and the benefits that it has in the way if increasing student achievement |

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)].

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| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
| 1 | Staff training in "Bully Proofing Your School" | 1 | 80 | The students learned to solve problems using words and how to identify bullying. This helped students to feel safe and helped them to be able to focus on more academic values |
| 2 | Staff training on the value of family engagement. | 1 | 80 | Improve the ability of the staff to work effectively with parents by providing examples of best practices for family engagement. |

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 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 families | We will have an ESOL assistant to serve the parents in need of support. The ESOL assistant will provide translations of school to home materials, parent conferences, School Messenger. The ESOL assistant will also contact the families via phone to personally invite and encourage getting involved at the school and their child’s education. |
| 2 | Communication with ESOL families | Translators will be provided during school hours and at events and workshops. |
| 3 | Families unable to attend scheduled meetings | The schedule of school events will be shared in advance to promote more attendance and participation. Events will be offered on varying days and at different times. Childcare will also be provided, as needed, to accommodate parents.  |
| 4 | Communication does not always get home to parents. | Important communications will be mailed. The call out system and Peachjar will be used in both English and Spanish to help inform families of upcoming events.  |