

Avon Elementary School - Parent and Family Engagement Plan (PFEP) 2019-2020

I, Carla Ball, 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 1116 (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 1116(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 1116(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 shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
- 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 1112(e)(1)(A)].

Signature of Principal or Designee

Date Signed

Parent and Family Engagement Statement

The mission of Avon Elementary is to partner with families to educate and encourage them to help their child reach their full potential as productive citizens and leaders in an ever changing society.

Engagement 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 [Sections 1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

Response:

Avon Elementary School seeks input from a variety of resources, including parents, as we make preparations in the spring and summer for the next school year. This is done through parent meetings (both formal and informal). Documentation of evidence can be found in the parent surveys sent out each Spring. Parents are given the opportunity to review, discuss and make corrections, and then vote on the Parent Involvement Plan and the Home/School Compact. The parents also participate and give input in a review of Title I funds available to the school.

The parents are involved in the following ways: 1) Input is given for consideration for the new (2019-2020) school year. 2) SAC meeting was held on September 26, 2019 to review the data and to go over the Title I plan and approve the budget for the current school year. The Home School compact was discussed and approved also. 3) Meetings are held in conjunction with the School Advisory Council (SAC) meetings 5 times during the school year. 4) The Annual Title I meeting is held in September to review data and go over the Title I plan and budget for the current year. The Title I notebook with minutes of each meeting is available in the school office.

At each meeting a review of current school data is shared and updates are given. Any questions or concerns are addressed as well. Parents are encouraged and invited to all Title 1 and SAC meetings. All parents are notified of SAC committee meeting dates and the purpose of the SAC committee. The principal then calls parents to inquire if they would be willing to sit on our SAC committee. Guidelines for the makeup of the SAC committee are adhered to in the selection process according to our school student demographics. It is important that each demographic is represented appropriately. Once the demographics have been met and a list of potential members is made, the team is voted on at the first SAC meeting. Minutes of each meeting are available in the school office.

The school will notify parents on the first day of school through the "Right to Know" letter that parents have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. The school will also notify parents when their student has been assigned to, or has been taught by a teacher who is out of field for four or more consecutive weeks. This notification will be a "Four Week Letter" to the parents.

The school will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments. The score report will be available to be picked up in the school front office when they are received from the state.

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(a)(2)(D) and 1116(e)(4)].

count	Program	Coordination
1	District School Advisory Council	This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Family Engagement Plans, and other items of concern.
2	District Parent Advisory for Advanced Academics	This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.
3	IDEA	Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.
4	Exceptional Students Education	This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.
5	Title I Part A	Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent family engagement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district.
6	Title I Part C, Migrant	Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program.
7	Migrant Parent Advisory	The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.
8	Title II	Provides for teachers and administrators professional development and supports all teachers to be state certified.
9	Title III	Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.
10	ELL	The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities.
11	Title IV	Supports activities to assist students, teachers, staff, and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology

12	Title V	Supports students by giving opportunities to them for on-line courses through the Highlands Virtual School
13	Title IX-Homeless & Title 1, Part A-Homeless	Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title IX also funds a homeless advocate for homeless students.
14	Supplemental Academic Instruction (SAI)	Supplemental Academic Instruction (SAI) funds will be coordinated to provide summer school for Level 1 readers.
15	VPK	The District has some VPK classes during the regular school year. There are some VPK classes are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector or in SBHC VPK classes.
16	Adult Education	Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.
17	Nutrition Programs	The LEA participates in the Federal Community Eligibility Provision (CEP), and the CEP provides free lunches for all students in the District's schools. Students are also provided with a free breakfast. The summer food programs are provided at various school sites and community locations.

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), opportunities for students, School grades, Student Achievements, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Advertise Title I Annual Meeting	Susy Vegas	September 2019	Meeting Sign In Sheet
2	Meeting Agenda/Plan	Carla Ball Ashley Culverhouse	September 2019	Agenda
3	Annual Title I Meetings- sharing about the Title 1 schoolwide program: student achievement, rights of parents, and opportunities to participate	Carla Ball Ashley Culverhouse	September 2019 and May 2020	Agenda/Sign In Sheet/Minutes/ PowerPoint Presentation

4	Planning	Carla Ball Ashley Culverhouse	May 2020	Title 1 Budget
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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(c)(2)].

Response:

Avon Elementary uses a variety of ways/resources to encourage parents to attend school wide meetings, functions and conferences.

Each year we begin with a Back To School Orientation evening. This event allows parents to meet teachers, become acquainted with the school facility, enroll in our after school daycare, find out bus stops and schedules, visit the PTO and volunteer booth, and have help in completing any needed paperwork that is required for enrollment, including having specified paperwork notarized if required. Translators are available to assist as needed.

A parent conference evening is held at the end of the 1st nine weeks and the 3rd nine weeks. Parents must attend in order to pick up their child's report card. If pre-scheduled and requested, meetings are scheduled in the morning before school, after school, and in the evenings to allow flexible times for parents to attend. Translators are available to assist as needed during these conferences. Also, the social worker and migrant recruiter assigned to the school complete home visits, when requested.

At the first SAC meeting of each school year, dates and times of meetings are reviewed, feedback is given, and any needed changes are made based on parent input.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(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 1116(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 1116(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Back To School Orientation	Carla Ball	Provide information to parents and establish a teacher-parent relationship.	August 6, 2019	Sign In Sheets In Each Class
2	Grade Level Curriculum	Grade Level Teams	Provides parents with information and activities	August Septemb	Parent Sign In Sheets

	Nights		for working with students at home. Teachers also address state standards and expectations.	er, October and November 2019	
3	PTO and SAC Meetings	Tenille Borden, Ashley Culverhouse	Share opportunities and ways that parents can become active in events and decisions being made at the school.	Ongoing for school year 2019-20	Agenda and Sign In Sheets
4	Automated Phone System	Carla Ball, Ashley Culverhouse, and Jasmine Hamilton	Notify parents of absences and tardies as well as special events the school is having.	Ongoing throughout the school year 2019-20	Increase in daily attendance as well as at school functions.
5	Monthly School Newsletters, Class Newsletters, School Web Site, School Facebook Page, Individual Teacher Web Pages	Susy Vegas, Classroom Teachers, Dismey Gonzalez, Jipsy Silva, & Ashley Culverhouse	Increase the parental level of involvement and participation in school events that support their child.	2019-20 School Year	Hard Copies Of Newsletters On File
6	MTSS meeting participation - weekly	Martie Brooker, Cindy Murphy, Kim Henry	Involve parents in making plans to meet academic/behavior concerns	2019-20 As Needed	Rtl Meeting Agendas, Notes and Sign In Sheets
7	Grade Level Meetings/ Professional Learning Communities	Grade Level Teams	Teachers will discuss students' needs, curriculum content, the state's academic content standards, students' academic achievement, and state and local assessments including alternative assessments. They will plan needs-based interventions and participate in job-embedded PD.	2019-20 School Year, Weekly	Grade Level Minutes and Notes; PLC Agendas & Notes
9	Leader in Me Leadership Night	Lighthouse Team	Community/Parents will be invited to a school-wide event led by student leaders. Community	May 2020	Sign In Sheets/ Feedback

			members/Parents will visit classrooms and learn about the 8 Habits of Highly Effective People.		
9	AVID Parent Meetings	1st - 5th grade level teams	Parents will be equipped with information to help their child be more college/career ready.	September 2019 January 2020	Sign in Sheets
10	Volunteer Coffee Club	Susy Vegas	Parents & Volunteers meet each Thursday morning to do "hands on" work in helping teachers prepare activities for students in the classrooms.	Weekly (Every Thursday)	Check in sheets
11	Parent-Teacher Conferences	Classroom Teachers	The communication between the teacher, students, and parents will lead to parental awareness, more support, and increased academics.	First and Third Nine Weeks	Sign in Sheets

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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Time	Evidence of Effectiveness
1	Leader in Me Lighthouse Team Training	Betsy Wierda and Emily Fox	Lead and support the development of leadership in our school in both students and staff, and increase parent involvement.	2019-20 School Year	Discipline, Attendance, and Academic Data; Staff sign in sheets
2	Avid Training/Cultural/Socioeconomic Training	Carla Ball and Ashley Culverhouse	Teachers will learn WICOR strategies and ways that AVID can help prepare students and their families to support college and career readiness. Teachers will also learn how to develop strategies to best reach students that come from various cultures and social backgrounds..	Monthly	Lesson plans, Agendas, Sign-In Sheets

3	Curriculum Leadership Meeting in July, 2019	Carla Ball	Review school wide data and develop strategies for academic improvement.	This began in the summer and will continue throughout the school year.	FSSA, FSA, SAT 10, i-Ready, Progress Monitoring data, and Promotion Retention Rate at the end of this school year
4	i-Ready Training	District Staff/iReady Consultant/Cindy Murphy	Instruct teachers on i-Ready program for reading and math (program use, data analysis, aligning intervention and support, etc.). This training will also share how this program can be used at home with parent support.	August 2019	Reports, diagnostics, and data
5	Faculty Meetings	Administration	Remind and train teachers on: safety protocols; "The Wild Card" focus components (engagement, expectations, environment, energy, empowerment); coordinating with families and valuing their contributions in working together for student achievement	Ongoing	Agendas

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 (e)(4)].

Response:

A curriculum resource room contains materials available to parents providing them with additional materials and resources to work with students at home. This room will be open throughout the year, and a parent sign in sheet will be housed in the room to record parent involvement.

The curriculum resource teacher is available to work with parents to help them understand the content, purpose, and directions for these materials. These resources can be made available to parents through contact with the school reading coach.

Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

- Timely information about the Title I programs [Section 1116(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 1116(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 1116(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 1116(c)(5)].

Response:

The school publicizes and sends home written notification (English and Spanish) of all Title I, PTO, SAC, Parent Nights, Report Card Conference Times, Statewide Assessment Calendars, 504, and IEP meetings. These meetings are scheduled for individual students, and parents are invited to meetings involving their child, notification and signature on PMP's created for students below level academically and written notification of a possible retention. Parent Night offerings review and explain the curriculum, forms of assessments used to measure student progress, and the proficiency levels students are expected to meet.

Our parent notification timelines are the following: school-wide monthly newsletter and calendar in English and Spanish, ConnectEd call out in English and Spanish, use of school website, Facebook, follow up reminders through backpack notices, individual notices sent one week prior to meeting, and follow up phone calls as needed.

The principal and assistant principal will monitor the documentation of notices sent and staff members keep notes on personal contact with parents. A Title I notebook with agendas, minutes and sign in sheets is available to review in the front office.

The administration will work with the ELL para to monitor the numbers of various languages needed for communication. If percentages change significantly, another language will be added to communications.

The school will notify parents on the first day of school through the "Right to Know" letter that parents have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is out of field. This notification will be a "Four Week Letter" to the parents.

The school will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments. Copies are available for pickup through the school's front office. A Connect-Ed phone call is sent out from the school to make them aware results are available.

During SAC meeting, the administration will encourage parents to give their input on the Parent Family Engagement Plan, School Improvement Plan, and School Home Compact. Notification for meetings are sent home to encourage family engagement with school committees.

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 LEA 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 (e)(5) and 1116(f)).

Response:

The school provides written, electronic, and phone notification to parents in parent-friendly language in both English and Spanish about school events and activities. Transportation to Title I and SAC meetings is provided if requested, as well as any needed accommodations for those with disabilities or translations for parents. The school will monitor the various home languages through the ELL para and registration papers to make sure that another language is provided when feasible. The Migrant staff may also contact migrant parents when needed.

(Evidence of Input from parents - provided evidence of parent/family input in the development of the plan - sent District Office a copy of Meeting Notes)

(Parent-School Compact - copy submitted to District Office of 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 1118(d)].

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 and families to help their children's academic achievement [Section 1116 (e)(1-2)]. 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	Back to School Orientation	1	500	Provided information to parents and established a teacher-parent relationship.
2	Grade Level Curriculum Nights	6	250	Provided parents with information and activities for working with students at home. Teachers also addressed state standards and expectations. Kindergarten and Fifth grade teachers also offered transitional events for incoming Kindergarteners and future middle

				schoolers. At grade level parent events, teachers reviewed academic expectations for that grade level. Third, fourth, and fifth grade teachers included FSA and FSAA information as part of their reviews.
3	PTO and SAC Committee Meetings	6	10	Shared opportunities and ways that parents can become active in events and decisions being made by the school.
4	Connect Ed Phone System	10	500	Used to notify parents of absences and tardies as well as special events or new school policies.
5	Monthly School Newsletters, Class Newsletters, School Website, School Facebook Page, Individual Teacher Web Pages	10	500	Created to increase the parent's knowledge of events and happenings at our school. Through this communication we hoped to see an increased level of awareness, involvement, and participation in school life..
6	MTSS Meeting Participation	Weekly	5	By identifying and targeting specific academic needs for identified students, our goal was to increase student achievement by addressing gaps in learning.
7	Grade Level Meetings/ Professional Learning Communities	70 (Both Grade Level & PLC Meetings Combined)	40	Teachers discussed students' needs, the state's academic content standards, curriculum content, students' academic achievement, and state and local assessments including alternative assessments. They planned needs-based interventions and participated in job-embedded PD.
8	Leader In Me Leadership Night	1	150	Students demonstrated leadership skills that drive higher student achievement. Families came together and learned about the 8 Habits of Highly Effective People. Students celebrated the conclusion of the "Family Book Project" (Brambleheart), in which the 8 Habits were incorporated.
9	AVID Parent Meetings	2	100	Parents are informed of the AVID Elementary program, academic

				requirements, instructional strategies, organizational skills, and provided with resources to support learning at home.
10	Volunteer Coffee Club	Weekly	4	Volunteers help with classroom tasks, which allows the teacher more time to focus on instructional priorities.
11	Parent- Teacher Conferences	2	500	The communication between the teacher, student, and parent will lead to awareness of academic progress and facilitate additional support that targets student needs.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff 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(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Leader In Me Lighthouse Team Training	2	10	Incorporating the 8 Habits of the Leader In Me program facilitates student growth and achievement through students' self monitoring of individualized and school-wide Wildly Important Goals (WIGs).
2	AVID Training / Cultural / Socioeconomic Training	9	40	AVID training equipped teachers with research-based instructional strategies and resources to positively impact student achievement for all students, and promote college and career readiness.
3	Curriculum Leadership Team Meeting in July 2017	1	12	We reviewed school wide data and developed ideas, strategies, and structures for academic improvement. We also planned for the ways we would share this data with parents and families.
4	I-Ready Training	1	40	Teachers were shown upgrades and new components to the iReady program, as well as how to analyze student performance and growth.

				This awareness enabled teachers to gain an understanding of current reality and target individual student needs to increase student achievement.
5	Remind Training	1	40	Discussed with staff the application REMIND. This app allows teachers to have direct communication with parents without giving out personal information.

Barriers

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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(a)(2)(D)(i)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Many parents did not attend events.	Rather than planning family events solely in the evening, we will offer opportunities for parent involvement at a variety of times. In addition, we will communicate information about events in a variety of ways (Facebook, websites, newsletters, Remind messages, backpack flyers, Connect-Ed outreach messages, etc.)
2	Language Barrier	Provide translators at all events and translate additional important materials that are sent home.
3	Student attendance and tardies	Regularly schedule SARC meetings with parents to help them see and understand the importance of being at school and on time daily. We will also send home an "attendance matters" flyer, and put attendance incentives in place for students (including tardies).
4	On-Going communication with parents about students' academic needs.	At the beginning of the school year, school staff will work to develop a relationship with parents so that parents feel comfortable coming to school and meeting with school staff. Staff will communicate information with parents regularly, and in a variety of methods (home/school folder, student planner, Remind messages, websites, Facebook, backpack flyers, newsletters, phone calls, face to face conferences, etc.)

