



2019- 2020

Parent and Family Engagement Plan

Chiefland Elementary School

LEA: Levy County Public Schools

The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Assurances

The above named school agrees to the following assurances:

Involve parents of children in Title I, Part A in decisions about how Title I Part A funds are spent;	Use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the schools' parent and family engagement plan;
Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;	Provide each family with timely notice information regarding their to request information on the professional qualifications of the student's classroom teachers and paraprofessionals;
Jointly develop/revise plan with parents and make available to the local community;	Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field;
Involve parents and families in planning, reviewing, and improving schoolwide program plan;	Provide each family with an individualized student report about the performance of their child(ren) on the State assessments (ESEA Section 1116)

Mission Statement

At Chiefland Elementary School the staff, parents, and community work together to ensure the success of all students while cultivating their dreams for tomorrow.

Involvement of Families

List and describe how the school will involve stakeholders (families, community members, school staff) in an organized, ongoing, and timely manner, in the planning, implementation, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used and the creation of School Improvement Plans (SIP) and Comprehensive Needs Assessments (CNA). (ESSA Section 1116)

Chiefland Elementary will ensure the organized, ongoing, and timely manner of involving parents through the following methods:

- Parents and community members are invited to be a part of the school advisory council each year.
- Staff participate in faculty meetings and grade level meetings throughout the school year.
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Chiefland Elementary parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used. The do this by:

Attending

- Chiefland Elementary School Advisory Council Meetings
- Staff attend schoolwide faculty meetings and grade level meetings.

Reviewing

- Parent Family and Engagement Plan, Schoolwide Improvement Plan, Title I allocations, and school compact (community members, staff, and families)

At the end of the school year, at the final District Advisory Council Meeting, the Title I Coordinator provides time for parents/families to provide input on the review and improvement of the schools Title I programs to including providing input on the next school year School Improvement Plan, Parent and Family Engagement Plan, and the School-Parent-Student-Compact Form.

Coordination and Integration with Other Federal Programs

How will the school coordinate and integrate parent and family engagement programs and activities?

How will the school coordinate and integrate parent and family activities that teach families how to help their child(ren) at home? (ESSA Section 1116)

Chiefland Elementary will coordinate and integrate parent and family engagement programs and activities through various means, as well as: have guidance counselors work to secure/provide resources (clothing, supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We also provide services through Title III, Title 1 Part C Migrant and Part A for educational materials and support services to improve the education of immigrant and English Language learners. The Migrant Liaison provides services and support to students and parents.

Program	Coordination
Title I, Part A	Administrators and the Title I Coordinator will coordinate to provide opportunities for parent involvement at home, school and in the community. Professional development will be provided to teachers on effective parental involvement practices.

Title II, Part A	Provide professional develop to teacher and provide information to parents should a teacher be out of field.
Title III	Supports ESOL teachers to support English Language Learners (ELLs) in the classroom setting as needed. Teachers participate in ESOL professional development.
Title X	McKinney Vento Program provides support to our homeless students. Our homeless students receive support for housing, curriculum and tutoring.
IDEA (Part B Preschool and K-12)	Our Pre K Teachers, Pre K Coordinator and administrators work together to coordinate a parent orientation and student transition program for students entering the regular public school program. IDEA funds support all students with disabilities (SWD) through the use of supplemental curriculum and manipulatives and provide professional development for school personnel that provide services to SWD.

Annual Title I Parent Meeting

Describe the specific steps the school will take to conduct the annual meeting in order to inform parents and families of participating children about the school's Title I Program.

A description of the nature of the school-wide Title I Program.

A description of how the meeting will cover the rights of parents

A description of how the Florida School Grades are calculated and the 2019 School Grade achieved by the school.

Chiefland Elementary will host an annual Title I Parent meeting to inform parents and families of children participating in Title I programs at the beginning of the school year. Parents and families were notified of the meeting by: • Electronic: Remind, Facebook, • Paper reminders sent home with all students and included in teacher/grade level newsletters • Advertised on school marquee A description of the school-wide Title I Program is shared with parents at our Title I Annual Meeting by • Michael Homan, Kelly Gore, and Marlene Wiggins AND • What is Title I, How is Title I funded, How budget is used at CES, Parent's Right to Know, Information on SAC, Assessments at CES, School Grade information, Programs and Curriculum at CES, Parent-School Compact, PFEP, How to be involved at CES Below are the specific steps that (school name) will take to conduct the Annual Title I Parent Meeting.		
Activity/ Task	Person Responsible	Evidence
Invitation sent home to parents (English & Spanish)	Michael Homan	Invitations uploaded to crate folder
Presentation materials developed	Michael Homan, Kelly Gore, Salinda Wiggins	Presentation/ materials uploaded to crate folder
Presentation materials submitted to Title I coordinator for review	Michael Homan	Presentation/ materials time stamped when uploaded to crate folder
Conduct Title I meeting	Michael Homan, Kelly Gore, Salinda Wiggins	Rosters uploaded to crate folder

Flexible Parent Meetings

How will the school offer a flexible number of meetings, such as meeting in the morning or evening?

Title I annual meeting will be offered in the evening at 6:00 pm and again the following morning at 8:30. The school will hold parent conference nights to meet with parents The week of September 30, 2019 and in February 2020 to share progress of their students at a convenient time for parents. Conferences can also be scheduled before school, afterschool. During teachers planning or by phone. Information on each child's progress will also be sent home for parents who cannot attend. Conferences will be advertised by phone homes, the marquee, newsletters, Facebook page and webpage. Documentation of conference notes will be kept of all conference meetings. A variety of parent involvement activities will be provided at minimum once per 9 weeks. An alternate day time will be scheduled for any parent who cannot attend the night event, and advertised.

Building Capacity

How the school will implement activities that will build the capacity for meaningful parent/family engagement?

How will the school implement activities that will build relationships with the community to improve student achievement?

How the school will provide material and training to assist parents/families to work with their child(ren)?

Activity/Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Community Nights	Michael Homan	Nights will be focused around academic or EWS topics: Reading w/your child, FSA information, Math make n'take, , Skyward Parent Sessions	Minimum of 1 per 9 weeks	Invitation/roster/content material uploaded to PFEP crate folder
Family Activities: Dads Bring Your Child to School Day, Donuts w/Dads, Muffins w/ Moms, Grandparents Day, School Music Program, Fall Carnival	Kelly Gore and Marlene Wiggins	Building family relationships to that there is a connection b/w school and home	As scheduled throughout the school year.	Invitation/roster/content material uploaded to PFEP crate folder
Student of the Month	Kelly Gore	Focus on character to encourage students to focus, be kind and do their best in class.	End of every Month	Invitation/roster/content material uploaded to PFEP crate folder

Staff Development

A description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff.

Activity/Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Video Skype w/Project Appleseed president. Two hr. session: six slices of parental involvement, Parent Involvement Toolbox resources	Michelle Barron and Taelor Allen	Increase parent support will help students perform better	First Semester	roster/content material uploaded to PFEP crate folder
ESP's – How to support teachers in the classroom w/individual students and small groups	Heather Rawlins, and Randi Beauchamp	ESP's provide small group academic instruction alongside the teacher.	First Semester	roster/content material uploaded to PFEP crate folder

Other Activities

How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). (ESSA Section 1116)

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Title I Resource Lab	Open to all school staff	ongoing	Resource lab sign-in roster

Communication

How will the school provide timely information about the Title I programs?

How will the school describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

How, if requested by parents, does the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

How will the school ensure that the PFEP, SIP, CAN and other documents are shared with community stakeholders?

Information will be shared at Title 1 Meeting, Open House, Parent/Teacher Conference days/nights, IEP Meetings, MTSS Meetings, Drumbeat schoolwide newsletter, Classroom newsletters, CES Website http://chieftes.lewyschools.org/tr/home , Robo calls home, REMIND, and Facebook page.
Invitations will be sent home for conference days/nights and all activities. Teachers will use take home folders, planners, and email or phone calls to facilitate two way communications with parents.

Accessibility

Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

The school will translate school documents; including this Parent Involvement Policy, and newsletters into the language the parent understands, primarily Spanish. The ESOL ESP aide will elicit concerns from ESOL parents that will add to the development of this document and policies therein. The school will ensure parents with disabilities have access to parental involvement activities by using handicap accessible rooms, microphones and large screens for PowerPoint presentations.

Barriers

Describe identified barriers that hindered the participation by parents during the previous school year.

A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children). (ESSA Section 11116)

Barriers (Including specific subgroup)	Step(s) to overcome barrier
Notices getting home to parents (paper)	Include multiple means of communication: Remind, marquee, Facebook, robo calls
Low attendance at events	Work to ensure events are engaging and meaningful to families. We will continue to seek input from families.

Adoption

The Parent and Family Engagement Plan have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SAC meeting minutes.

Signature of Principal	Michael E. Homan
Date signed	8/30/19