

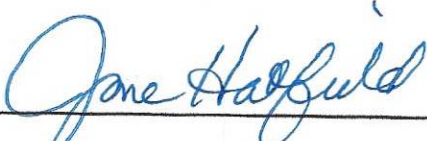
School Name: LaBelle Elementary School

Parent and Family Engagement Plan (PFEP) 2019-2020

I, Jane Hatfield, 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 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 (h)(6)(A)].



Signature of Principal or Designee

9-15-19

Date

Parent and Family Engagement Statement

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)].

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 Involvement 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	Migrant Parent Advisory	The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.
6	Homeless-Title X Part C & Title 1 Part A	Student Services coordinates with Title 1 Part A and Title X 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 X also funds a homeless advocate for homeless students.
7	VPK	These programs 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.
8	Adult Education	Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.
9	Nutrition Programs	LEA participates in the federal CEP lunch program and the free breakfast for all students program. Snacks are also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.
10	Supplemental Academic Instruction (SAI)	Supplemental Academic Instruction (SAI) funds will be coordinated to provide after school tutoring and summer school for Level 1 readers.
11	Title III	Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.
12	Title II	Provides for teachers and administrators professional development and

		supports all teachers to be highly qualified.
13	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 and administrators, and parent involvement activities. Title 1 A also funds the neglected and delinquent students in the district This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.
14	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.
15	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.

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), Adequate 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(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Annual Title One Information Distribution	Jane Hatfield	August 29, 2019	Parent sign in sheets (from Open House)
2	Notice of Open House where Title One information will be given out	Jane Hatfield	August 14, 2019	August School Calendar sent home in English and Spanish
3	Call out for Title One Meeting	Jane Hatfield/Yanira Bedolla	August 26, 2019	Copy of Call out notification

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: In order to accommodate parents, varying meeting times have been set up throughout the year. For KG-5th graders who are ELL students, parents were contacted and a convenient meeting time was set up anywhere from 8:00 AM to 8:00 PM. The annual Open House spaghetti dinner is from 5:00-7:00, allowing working parents an opportunity to attend. Parent teacher conferences are staggered throughout the year and held from 5:30 - 7:00 p.m. after school in order to meet the needs of working parents. We will continue to offer child care during SAC meetings and also during PTO meetings if necessary. When needed, home visits are scheduled and can include assistance from the migrant office. Night Lab is for parents who bring their students to get homework help and to read with them. Night Lab is held, obviously, at night on Thursdays in the Media Center.

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	Student Agendas	Classroom Teachers	Improve Communication	Ongoing all year	Documentation and notes to parents in Agendas
2	Monthly Calendar	Ansley Cockram/Yanira Bedolla	Schedule of Activites at LES	August 2019 - May 2020	Calendar in Spanish & English; decrease in parent calls to school about events
3	Meet the Teacher	Jane Hatfield/Ansley Cockram	Parent information	August 8, 2019	Sign-In forms
4	SAC Meetings	Jane Hatfield/Theresa Barber	Parents will participate in decision making regarding school improvement goals.	September 2019- May 2020 - 4 scheduled meetings	SAC agenda & minutes
5	Curriculum Night K-2 and	Curriculum Night Classroom	Parents are provided information about	October 2019	Parent sign-in forms

	3-5	Teachers and Administration K-2 and 3-5	curriculum expectations and school improvement goals from the SIP to gain their involvement.		
6	Night Lab	Margie Puletti / Yaneth Bedolla	Parents are invited to the library one night a week to work with their children on reading and math skills. They can also use the library to check out books. And students can get homework help.	September 2019 - May 2020	Parent sign-in forms
7	Family Reading Night	Literacy Committee	Parents will participate in reading activities with their children in a fun environment at the school.	January 2020	Parent sign-in forms/feedback forms
8	Parent / Teacher Conferences	Classroom Teachers	Teachers will meet with parents to discuss their students achievement, test scores, suggestions to help improve students' progress, etc.	Three scheduled conference times @ 4:30 - 6:00 p.m. during the year and one by appointment.	Parent sign-in forms
9	Dads Bring Your Child to School Day	Jane Hatfield, Ansley Cockram, Vanessa Campo	Fathers and male role models will have breakfast with their children and visit their child's classroom.	September 25, 2020	Parent sign-in forms
10	Parent/Child dance	Jane Hatfield, Angie Wright, Lauren O'Connell	Fathers and mothers (or other parental stand-ins) will come to LES to have fun at a night-time dance. DJ/referees	Fall 2019	Pre-sale of tickets; check in through office (SRO present)
11	Cinco de Mayo Bingo	CDMB committee	For all families. Bingo prizes and other giveaways. DJ/food for sale.	April or May 2020	Sign in sheets (SRO present)

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)].

	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Phonics training	Dr. Mundy	Improvement in teaching phonics in KG and 1st	August 6, 2019	Better check for understanding scores mid-year for phonics and KG / 1st. Also, better end of year phonics scores.
2	FLKRS training	Sasha Tack	Train KG teachers who to administer FLKRS	From August 19 - August 28	Teachers know KG students' levels for better interventions during the year
3	Accelerated Math training	Carlin, Renaissance	Teachers will be able to differentiate lessons for students' deficits in math	August 20, 2019 & September 19, 2019	Improvement is student math scores on i-Ready and STAR math diagnostics 3rd-5th and eventually FSA Math scores 3rd-5th
4	i-Ready Data Meeting	Christine Busenbark, i-Ready	Christine meets with teachers to go over i-Ready diagnostic results (1st meeting) and to go over time on task on lessons and overall scores.	August 21, 2019 & November 5, 2019	Better performance on final i-Ready diagnostic (showing growth) and on 3rd-5th grade FSA tests
5	Google training	Jason Adams	Teachers become more adept at Google Classroom; students become more successful completing online assignments	August 27, 2019	Greater use of Google classroom as observed in lesson plans and classroom walkthroughs
6	CPI training	Lynette White	Teachers learn how to de-escalate problem behaviors or restrain, if necessary	August - September, 2019	More appropriate interventions with upset or violent students
7	Marzano Learning Target / Scales Training	Diane Oronato / Karen Johnson	Teachers learn how to unpack standards create a performance scale with learning targets from the standard	September 10, 11 & 12, 2019	Teachers learn standards and make scales and learning target to be able to communicate standard to the students.

8	Title Crate, FOCUS 1.9, and Professional Development training	Hendry County Schools	Assistant Principal learns how to report Title data online in Title Crate; how to do discipline in the FOCUS 1.9 upgrade; and how to upload PD into new online system	August & September, 2019	Better documentation of important records
9	IXL Science training	IXL	5th grade science teacher learns how to set up IXL for her students	September 20, 2019	Higher achievement on 5th grade science FCAT
10	Footsteps to Brilliance	FtoB trainer	Lead teachers from PreK, KG, 1st & 2nd will learn how to monitor Footsteps for Brilliance; the program will be uploaded on Kindles for Pre-K-2nd graders to take home. Parents are invited on the night of October 3rd to learn how to use the program	October 3, 2019	Better reading and phonics results for primary students.
11	Waterford Training	Waterford trainer	PreK and KG teachers learn how to use the Waterford pre-reading/ reading fluency program	October 14, 2019	Students enter KG with knowledge of phonics and familiarity with letters and sounds; KG continues with increasing phonics skills, letter sounds & recognition.
12	MTSS training	Stephanie Hass (ESE Staffing Specialist)	Jane Hatfield, Ansley Cockram, Vanessa Campo, Angie Wright Training on new online MTSS system	July 2019 & January 6, 2020	To implement MTSS with fidelity to help students in ESSA sub-groups improve reading and math skills.
13	Disrupting Poverty training		Training on how poverty creates challenges for children, families and educators	January 6, 2020	To better serve children of poverty and close the achievement gap between them and other students.
14	Student Groups training	Marzano - LSI	Teaching teachers to create student-	January 7, 2020 + other	To create a more student-centered classroom with accountable student talke

			led groups	sessions	
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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)].

LaBelle Elementary School has a Parent Resource Center located in the school's library. This center contains books and other materials available to parents concerning parenting skills, helping children to improve their academic achievement, social issues, etc. In addition, a night lab will be open weekly to help parents learn how to read with their students as well as help them successfully assist their children with their homework. Two curriculum nights will be held for parents of KG-2 and 3rd-5th in October, 2019. Also, a pre-FSA/FCAT session will be held for parents in March, 2020.

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)].**

Information about the Title I programs will be made available to parents at the Open House in August. This information will also be placed on the school's website. Parents will be informed about curriculum during the Curriculum Night meetings by grade level in the fall. Additionally, parents will be provided with parent reports regarding student i-Ready diagnostic information three times each year. Parents of 3rd-5th grade will be offered the chance to come to a March, 2020 testing meeting

A description of the school's curriculum, instructional materials, assessments, etc. will be available on the school's website. This is also available from the front office. This information is given to parents when they have conferences with their child's teacher.

LaBelle Elementary School has regularly scheduled Parent-Teacher conferences. However, a parent may request a conference with his/her child's teacher at any time.

Parents are provided opportunities to participate in SAC Meetings to work with the school to influence decision-making and provide input into increasing student achievement. This school year, the PTO will be restarted. Parents are invited to join PTO

Parents are given a survey annually to provide their perspective to several school-related issues and make comments for improvement.

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)].

At the beginning of the school year, parents are provided an opportunity to meet their child's teacher before school begins. Within the first two weeks of school, LES has an open house and spaghetti dinner where parents are invited to further meet with teachers and to have an opportunity to ask questions and give input. Throughout the year, L.E.S. will provide scheduled conferences with teachers from 4:30 - 6:00 p.m. for parents to attend. L.E.S. also has several events during the year that occur in the evening. Some of these are Family Reading Night, the annual meeting for migrant parents, Open House w/Title 1 information given out, Literacy Night, Curriculum Nights, Night Literacy Lab, FSA/FCAT testing information night. Translators are provided at these events so that parents who do not speak English can obtain the information being presented. Information about the Parent Information and Resource Centers (PIRC) is provided to parents. Information from various agencies and programs that are beneficial to parents and their children is on display in the school's office and is available for parents to take home.

All school-wide communication is translated into Spanish for parents to be informed of school events and information. Call outs for special events are done in English and Spanish. The school marquee provides important dates and events in English and Spanish.

Evidence of Input from parents-SAC parents will make changes and approve this plan at SAC meeting

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 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	Meet the Teacher	1	~350	Increase parent & student awareness of school/class expectations for the school year to increase student achievement in classes.
2	Title One Information/Spaghetti Dinner/Open House	1	~200	Inform parents of Title One requirements and benefits. Meet with teachers to assess student's progress in first 2 weeks of school. (Smaller crowd than years past due to approaching hurricane).
3	Family Movie Night	1	~150	Increase family participation and family/school relationship building to encourage parents to read with their students. (Smaller crowd than before because the event was moved inside because of rain and wind).
4	Parent/Teacher Conferences	3	~100	Inform parents of student progress to increase student grades.
5	Curriculum Night	0		Inform parents of grade level expectations and 3 rd -5 th testing requirements to increase student performance on FSA and FCAT and i-Ready. (WAS NOT HELD IN 2018).
6	Literacy (Reading) Night	1	~100	Increase awareness of reading through camping theme (rope tying, fishing for books, reading by flashlight in tents, smores.
7	Spelling Bee	1	~35	3rd-5th grade spelling bee, with top 2 winners going to Palm Beach to participate in regional bee. Increase student comfort in speaking in front of parents and students. Help students recognize correct spelling for FSA reading test.
8	Tropicana Speech	1	~35	Increase student confidence in public speaking. Increase student performance on FSA Reading.
9	Dad's Bring Your Child to School	1	~125	Increase participation of fathers or other male role models in school activities.
10	Grade Level Award Presentations	3	100	Increase student performance on class work and on i-Ready, AR, FSA, FCAT,

				and other programs.
11	Night Lab	weekly	+10 / week	Model for parents how to read with their kids to increase students' reading fluency.

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	NearPod	1	40	Make increasingly immersive lessons to engage students.
2	Marzano - LSI webinars	3	40	Impact teacher instruction to raise student achievement in class and on standardized testing.
3	Google Classroom	1	40	Impact teacher instruction to raise student achievement in class.
4	i-Ready	1	40	Increase knowledge about diagnostic and lesson scores to better set growth goals with students. Better parent communication about i-Ready scores.
5	SumDog, Study Island, Math Seeds, Accelerated Math, Reading Eggs,	several	20-40	Training for teachers on how to monitor and manage new online programs

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))].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
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1	Poor parent participation because of language barrier.	Everything is translated into Spanish.
2	Poor parent participation because of long work hours.	Offer events later in the evening. Offer food when possible.
3	Poor parent participation because of lack of child care.	Offer babysitting services at events, such as SAC meetings, literacy night, Night Lab, etc.
4	Poor parent participation because of lack of interest in events.	Involve the SAC committee and ELL Teacher and Para in providing community events for the whole family. Make the events culturally relevant.