

<p><b>KELLY SMITH ELEMENTARY</b></p> <p><b>SCHOOL</b></p> <p><b>ADD LOGO</b></p> <p>Mike Tucker – Principal Cathy Oyster - Asst. Principal 141 Kelly Smith School Road Palatka, FL 32177 (386) 329-0568 <a href="http://kses.putnamschools.org/">http://kses.putnamschools.org/</a></p> <p><b>2019-2020</b></p> <p><b>Parent and Family Engagement Plan</b></p> <p>As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:</p> <ul style="list-style-type: none"> <li>· Invite and encourage parents/families to jointly review, revise, and improve the Schoolwide Plan, the Parent and Family Engagement Plan, and the Parent-Student-Teacher Compact;</li> <li>· Invite and encourage parent/family attendance to the school's Annual Title I Meeting;</li> <li>· Involve parents/families in decisions about how Title I, Part A funds are spent;</li> <li>· Provide parent/families with timely information in an understandable format</li> </ul>	<b>Involvement of Parents</b>	
	<i><b>Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.</b></i>	During the summer, KSES invited participants from the community, school, and families to participate in collaborating revising and the completion of the Parent and Family Engagement Plan. During this time the group reviewed the previous years PFEP policies as well as the Parent-Student-Teacher Compacts. Input that was provided was noted, discussed, and finalized for the upcoming school year.
	<i><b>How do you use the review of the previous year's plan to retain, revise, or replace strategies to design more effective engagement?</b></i>	As a group of community members, family members, faculty and staff, and students, we reviewed our previous years plan and discussed areas we wanted to revise and/or build upon improving. Throughout the meeting it was noted across the entire team a desire to restructure the culture for involvement and to make the school more inclusive to not only family members, but the community.
	<i><b>How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?</b></i>	In September we held our Annual Title I meeting in which funds were discussed and plans were identified for the upcoming school year. We have a committee that votes on how the funds will be utilized and the majority vote has the say.
	<i><b>What evidence do you have to document parent/family participation in writing/reviewing your PFEP? What evidence do you have that documents parent/family input in spending PFE funds?</b></i>	Prior to the conclusion of the school year, we held a meeting to allow families to have input in the PFEP. Notes were made based on suggestions made by the committee members. Sign in sheets and agenda were scanned into our Title I folder.

<p>Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals;</p> <ul style="list-style-type: none"> <li>· Provide an individualized student report on their child's performance on State tests; and</li> <li>· Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA.</li> </ul>	<p><b><i>Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP. How will this plan be made available to the community?</i></b></p>	<p>Comments and concerns were shared during out Annual Title I meeting regarding our PFEP.</p> <p>The plan is accessible in the front office and be made available online on our school website.</p>
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<p><b>Flexible Parent Meetings</b></p>	
<p><b><i>Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.</i></b></p>	<p>We schedule our meetings at different times to ensure that all parents have an opportunity to attend. We are scheduling our parent involvement activities for mornings, during lunches, and in the evening.</p>
<p><b><i>Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.</i></b></p>	<p>Courtney Carter is our liaison through Title 1 who helps provide services to families.</p>
<p><b>Annual Parent Meeting</b></p>	
<p><b><i>Date and time you will hold your Annual Title I Meeting</i></b></p>	<p>September 12, 2019-4:30pm</p>
<p><b><u>Notification and Invitation:</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</i></b></li> <li>• <b><i>How will the school assure the notification and invitations are in a language all parents can understand?</i></b></li> </ul>	<p>Flyer, Handout, Digital Sign, Facebook</p> <p>The information was sent home by handout in both English and Spanish</p>

<p><b><u>Information:</u></b></p> <p><i>Please describe how your meeting will cover the required information about:</i></p> <ul style="list-style-type: none"> <li>• <i>Benefits to all students in a Title I schoolwide program;</i></li> <li>• <i>Right-to-know 4-week out-of-field letters &amp; teacher and paraprofessional qualification information,;</i></li> <li>• <i>explanation of curriculum;</i></li> <li>• <i>assessments used to measure student progress,;</i></li> <li>• <i>expected achievement levels on state tests;</i></li> <li>• <i>PFE funds;</i></li> <li>• <i>School Compact and;</i></li> <li>• <i>opportunities provided for engagement.</i></li> </ul>	<p>We did a powerpoint with parents that covered all of the mentioned activities. The powerpoint will be shared in our Title 1 audit box.</p>
<p><b><u>Barriers:</u></b></p> <ul style="list-style-type: none"> <li>• <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i></li> </ul>	<p>We scheduled our annual meeting at the conclusion of the 21st Century After School program to help with parent attendance. We have over 100 students participating in the program with the majority of them being picked up by parents.</p>
<p><b><u>Evaluations:</u></b></p> <ul style="list-style-type: none"> <li>• <i>How will you get feedback from parents about the meeting?</i></li> </ul>	<p>Parents were given the opportunity for their feedback in our annual meeting held on 9-12-19.</p>
<p><b><u>Parents who do not attend?</u></b></p> <ul style="list-style-type: none"> <li>• <i>How will you get the information home to parents who did not attend the meeting?</i></li> </ul>	<p>We will post our Title 1 information on our school website and in our front office.</p>
<p><b>Building Capacity of Parents to Support Their Child</b></p> <p>Explain how parents/families are invited to participate in activities such as parent trainings that are linked to <u>student achievement</u>.</p> <ul style="list-style-type: none"> <li>• <i>How will your school help parents gain an understanding of such topics as: the State's standards, state assessments, achievement levels of proficiency, and how to monitor their child's progress?</i></li> <li>• <i>What training or materials will you provide to help parents work with their child to improve their child's academic achievement?</i></li> </ul>	

<b><u>Title - Topic</u></b>	<b><u>Impact on Student Achievement</u></b>	<b><u>Materials</u></b>	<b><u>Tentative Date/Time</u> <u>Is this flexible to</u> <u>accommodate</u> <u>parent schedules?</u></b>	Transportation	Refreshments	Childcare	Translation
<b><u>Literacy Night w/ Fall Festival</u></b>	Increase a passion and love for literature, thus impacting ELA achievement. Night will also include literature on the core components of reading and strategies and games to take home to help children improve reading.	Decorations Books ELA Games Candy/Snacks Bags Paper for advertising	<b><u>October 18th</u></b> <b><u>5:00-7:00</u></b>	N	Y	N	Y
<b><u>Literacy Night w/ Polar Express</u></b>	Increase a passion and love for literature, thus impacting ELA achievement. Night will also include literature on the core components of reading and strategies and games to take home to help children improve reading.	Decorations Books ELA Games Candy/Snacks Bags Paper for advertising	<b><u>December 13th</u></b> <b><u>5:00-7:00</u></b>	N	Y	N	Y
<b><u>STEM Night</u></b>	Improve knowledge, accessibility, and understanding of the fundamentals of STEM to increase science and math achievement and growth.	Legos STEM kits STEM resources Bags Paper for advertising Minifigures Decorations STEM Presenter	<b><u>February</u></b>	N	Y	N	Y
<b><u>Tailgating Math Night</u></b>	Improve student and family knowledge of mathematical ideas and concepts to improve proficiency and growth.	Math games Bags Decorations Paper for advertising	<b><u>November 21st or</u></b> <b><u>January</u></b>	N	Y	N	Y



effectiveness of capacity building activities?	growth.
<ul style="list-style-type: none"> <li>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements .</li> </ul>	KSES works closely with local businesses, churches, and community outreach to establish joint partnerships. This year KSES is partnering with local businesses to allow them the opportunity to brand themselves and help in increasing parental involvement at the same time.

- Examples of capacity building events/activities: literacy training, using technology, Florida standards/curriculum, testing, progress monitoring, transition information, (K, MS, HS), College and Career, Graduation requirements & scholarships.
- Agendas must document that parent/family activities had an academic component that facilitated parents and family being able to support their child's Academic achievement. Sign-in sheets are required documentation.

## Building the Capacity of Staff (Professional Development)

Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on....

- how to reach out to, communicate with, and work with parents/families as equal partners,
- the value and utility of contributions of parents/families
- how to implement and coordinate parent/family programs
- how to build ties between parents/families and the school

Please describe below how you will provide professional development

<u>Topic-Title</u>	<u>Purpose?</u> How does this activity help staff build	<u>Implementation format:</u> (workshop, book study, etc.)	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
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	school/parent relationships?	<b><u>Presenter?</u></b>		
Building Partnerships in the Community and with Families	Teach staff members who to include the community and families in school to benefit all.	SBLT	Staff	8/5/19 @ 10:00
Mental Health Awareness	Teaches staff members how to communicate with parents when they have concerns about a student's mental health	online training	KSES faculty and staff	August 2019
PEER Training	Training on writing IEP's and how to communicate with parents regarding communicating progress and goals	Face to Face - C. Woolwine	ESE teachers	September 2019

<b>Communication</b>	
<i>Describe how you notify each family in a timely manner in an understandable format when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is out of field?</i>	Kelley Smith has three teachers who are out of field. Letters are sent home to parents within the first four weeks of school providing out of field information.
<i>Describe how you provide each family with timely notice in an understandable format information regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals.</i>	Parents are given a letter stating that they have a right to see their child's teachers qualifications. This letter went home August 30,2019.
<i>Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain.</i>	The curriculum, various assessments, and the various achievement levels are reviewed at the Title 1 annual meeting, during teacher conference, and during other parent nights.
<i>Describe how the school will</i>	The State of Florida issues individual score reports to the districts by July 31st each year. Parents are notified by doing a call out that

<i>provide each family on individualized report about their child's performance on state assessments.</i>	the reports are available. The reports are sent home with students during the first few weeks of school.
<i>Describe how you ensure that your school holds parent-teacher conferences during which the compact is discussed as it relates to the individual child's achievement. How is this requirement documented that it occurred? (This is a requirement for elementary schools only)</i>	Each teacher has copies of the compact that is to be reviewed during the conference. Upon reviewing the compact with the parent, the teacher and the parent sign and date the compact.

## Coordination and Integration

Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.

• <b>Homeless</b>	Our district's Federal Programs office coordinates services for homeless students within the PCSD. Their representative meets regularly with administration at each school to ensure that homeless students are identified and receive any assistance needed.
• <b>Migrant</b>	Our district's Federal Programs office coordinates services for migrant students within the PCSD. Their representative meets regularly with administration at each school to ensure that migrant students are identified and receive any assistance needed.
• <b>Headstart</b>	Our district's Federal Programs office coordinates services for students entering Kindergarten from Headstart within the PCSD.
• <b>Title II</b>	KSES utilizes input from parents, teachers, and staff in conjunction with FSA/FSAA and discipline/Attendance data to determine professional development needs.
• <b>Title III - ELL</b>	Our district's Federal Programs office coordinates support services for ELL students within the PCSD. They provide native language translation assistance and training as needed.
• <b>Title IV</b>	Our district's Federal Programs office coordinates and integrates Title IV funds within the PCSD. They support STEM, mental health, anti bullying, music and a variety of other programs to improve our schools.
• <b>Title V</b>	Our district's Federal Programs office coordinates and integrates Title V funds within the PCSD.



<ul style="list-style-type: none"> <li>• <b>ESE</b></li> </ul>	The PCSD Federal Programs office integrates and coordinates parent involvement at each of our schools.
<ul style="list-style-type: none"> <li>• <b>Neglected and Delinquent</b></li> </ul>	Our district's Federal Programs office coordinates services for the Neglected and Delinquent services within the PCSD.
<ul style="list-style-type: none"> <li>• <b>SAC</b></li> </ul>	The Federal Program's office within our district orchestrates and coordinates the guidelines for SAC which works cooperatively with the school to spend federal dollars.
<ul style="list-style-type: none"> <li>• <b>PIDAC/MPAC (Migrant Parent Advisory Council)</b></li> </ul>	EHM currently does not have any migrant students, however if we did the district's Federal Programs office would assist in the coordination of these activities.
<ul style="list-style-type: none"> <li>• <b>PTO/PTA</b></li> </ul>	KSES does not currently have a PTO/PTA, but will be forming one this year.
<ul style="list-style-type: none"> <li>• <b>Community Agencies</b></li> </ul>	Our district's Federal Programs office coordinates and integrates services between our school and community agencies.
<ul style="list-style-type: none"> <li>• <b>Business Partners</b></li> </ul>	Schools are responsible for working cooperatively with the local businesses they partner with. The district Federal Programs office offers regular support to these endeavors. Our business partners include: This and That, Cowarts, Hillbilly Shack, Francis Baptist Church, Bates and Hewitt, J-B Glass, Smoking D's, God's Country Outfitters, etc.
<ul style="list-style-type: none"> <li>• <b>Other</b></li> </ul>	

## Accessibility

<p><b>What opportunities do parents have to participate in their child's education?</b></p> <ul style="list-style-type: none"> <li>• Volunteer?</li> <li>• Mentor?</li> <li>• SAC?</li> <li>• PTO/PTA?</li> <li>• Other?</li> </ul>	Parents are invited to volunteer, be a member of the SAC team, and attend numerous family activities throughout the year.
<p><b>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</b></p> <ul style="list-style-type: none"> <li>• school and parent programs</li> <li>• meetings</li> </ul>	Monthly newsletters are sent home to inform parents of nightly events, parent meetings, and any other school related activities. All of these activities are listed on the school marque as well as the school website.

<ul style="list-style-type: none"> <li>• <i>school reports</i></li> <li>• <i>other activities</i></li> </ul>	
<p><i>What barriers hinder participation by parents in parental engagement activities?</i></p> <p><i>What steps will you take this school year to overcome these 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.</i></p> <p><u><i>Please address the subgroup populations that are included in your schoolwide plan data.</i></u></p>	<p>Work and children's sports in the evenings. We have scheduled our parent involvement activities during different times of the day to accommodate our parents needs.</p>
<p><i>How does your school provide information to parents in their native language?</i></p> <p><i>What languages do you provide?</i></p> <p><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provided workshops in a parent's native language? Explain.</i></p>	<p>Our school provides information to parents in both English and Spanish.</p> <p>Translators are provided by the district if needed. We also have a staff member available if needed.</p>
<p><i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i></p> <ul style="list-style-type: none"> <li>• <i>Parent/Family Resource Centers</i></li> <li>• <i>Parent Liaison</i></li> <li>• <i>Other</i></li> </ul>	<p>We are going to attempt to do parent involvement activities once a month at Kelley Smith. We hope to have food trucks available to help feed families while they are here. All meetings will focus on data.</p>