**Friendship Elementary School Title I, Part A Parent & Family Engagement Plan (PFEP).**

I, Cristina Raimundo, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition:
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community;
* 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 parent and family engagement plan and the joint development of the schoolwide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement plan;
* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
* 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;
* 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; 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.

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

# Mission Statement

Parent & Family Engagement Mission Statement (Optional)

**Response:** Friendship Elementary believes that parent involvement is essential to student achievement. The Parent Involvement Plan strengthens our partnership with parents as we work together to teach children. At Friendship Elementary, we know that through the collaborative efforts of all people who support our students, we will continue to excel at teaching the skills that children need to be productive members of society.

# Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used.

**Response:** The School Advisory Council (SAC) meets once a month and is responsible for the planning, review, and improvement of the Title I program. All parents are invited to be members of the Friendship Elementary SAC. SAC members provide input on the Parent Involvement Plan and the Title I budget, as well as all other plans related to school improvement. Parent surveys are also used to solicit parent input. Comments from parents are documented on SAC meeting minutes.

# Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement 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.

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| **count** | **Program** | **Coordination** |
| 1 | Title I, Part C | The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. |
| 2 | Title X, Homeless | The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful. |
| 3 | Title I, Part D | The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success. |
| 4 | Title I Part A | Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. |
| 5 | Title II | The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success. |
| 6 | Title III | The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation. |

# 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 (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Establish Annual Title I Meeting date | Principal, Assistant Principal | September 11, 2019 | Date set on school calendar, Connect Ed, Marquee |
| 2 | Prepare agenda for Annual Title I Meeting | Principal, Assistant Principal | September 2019 | Completion of agenda |
| 3 | Gather information on Title I and school data | Principal, Assistant Principal, Math & Reading Coach | June-September 2019 | Information prepared for distribution |
| 4 | Inform teachers about plans/goals of the Annual Title I Meeting | Principal & Assistant Principal | August 2019 | Faculty Meeting Agenda |

# 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 parent and family engagement.

**Response:** Workshops and meetings will be scheduled at different times to accommodate parents' varying schedules and availability. Meetings may be scheduled in the morning, afternoon, or evening. For example, activities such as Open House and Curriculum Nights are held in the evening. Generally, SAC meetings and PTO meetings are held after school. Child care is provided for both PTO and SAC. Input for the School Improvement Plan is solicited from parents; we schedule input and vote on the times and go with when the majority of parents can attend.

# Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** | |
| 1 | Student Academic Achievement Standards and Title I Program Information at Open House, PTO meetings, SAC meetings, Parent-Teacher Conferences, Parent Survey on School Uniform | School Staff | Provide information to parents on expectations and how parents can help their children | September 11, 2019 | Sign-in sheets, Title I Survey | |
| 2 | SAC Membership Training | School Staff | Increase parent knowledge of academic expectations and foster parent/school partnerships | September 2019- May 2020 | Post tests, program evaluations, Title I survey |
| 3 | Pancakes with Parents | School Counselor and Parenting Paraprofessional | Provide male role models an opportunity to visit the school and become involved in their child’s education | September 25, 2019 | Exit Cards & Surveys |
| 4 | Math Night | Academic Coach and Administration | Provide information to parents on expectations and activities to use to help their child at home | October 2019 | Exit Cards & Surveys |
| 5 | Science Night | Academic Coach and Administration | Provide information to parents on expectations and activities to use to help their child at home. | February 2020 | Exit Cards & Surveys |
| 6 | One Book, One School | Media Specialist | Provide parents and community members with the opportunity to participate in Literacy Activities. | March 2020 | Exit Cards & Surveys |
| 7 | Parent University | TBA & Parent Liaison | Provide parents with the opportunity to learn the English language to assist their children in school. | October 2019-May 2020 | Exit Cards & Surveys |

# Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent and family engagement programs, and build ties between parents and schools.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | RtI-B & PST | Coaches, School Social Worker, School Psychologist | Provide teachers with strategies and interventions when dealing with difficult students. | 2019-2020 | Reduction in Discipline Referrals. |
| 2 | Math- Using Curriculum Maps & Canvas to Guide Instruction | Academic Coach, Math Specialist | Provide teachers with an in-depth look into the Math Standards taught in each grade level. | 2019-2020 | Increase in FSA Math scores. |
| 3 | Data Articulations | Academic Coach and Administration | Provide teachers the opportunity to analyze data to group students by skills to meet their instructional needs. | 2019-2020 | Increase in student achievement as documented |
| 4 | Data Analysis | SLT and Administration | Provide teachers the opportunity to meet with school administrators to discuss needs of low performing students, average students and students in need of enrichment. | 2019-2020 | Increase in student achievement. |
| 5 | ELA Training | ELA Cadre Member | Provide teachers on training on how to use the new ELA Materials | 2019-2020 | Increase achievement in Reading |
| 6 | iPad Technology/ Nearpod | Media Specialist & District Staff | Provide teachers with instruction in different technology usages. | 2019-2020 | Increase in usage of Technology among staff, students and parents |
| 7 | SIS & ERP | Media Specialist & Assistant Principal | Provide teachers with instruction in new the new grade book, attendance, and discipline process, which parents will be able to access online. | 2019-2020 | Student data |
| 8 | Success Maker & Waterford Data Analysis | District Teacher on Assignment | Provide teachers with instruction on how to analyze and read student reports from Success Maker & Waterford in Reading and Math. | 2019-2020 | Increase in students Math and ELA on district assessments. |
| 9 | The Shifts- ELA & Math | District Specialist, Friendship Staff trained on the Shifts | Provide teachers with information on the Shifts and how to implement in the classroom. | 2019-2020 | Increase in student achievement in ELA and Math. |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more fully participating in the education of their children.

**Response:** Friendship Elementary will hold numerous family activities throughout the year to encourage families to take an active interest in their child's education. Meet the Teacher, Open House and Pastries with Parents are held in August and September. At these events, parents meet teachers and learn about curriculum and expectations for the year. Parents are encouraged to volunteer in the classroom and to join PTO and SAC. Information on Title I programs are shared at the Open House, SAC meetings, and PTO meetings. Friendship Elementary families will be invited out to attend several curriculum nights during the 2019-2020 School Year.

**Communication**

Describe how the school will provide parents and families of participating children the following:

* Timely information about the Title I programs;
* 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;
* 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; and
* If the schoolwide program plan 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.

**Response:** Information about Title I programs will be provided through Connect Ed phone calls, newsletters, booklets/brochures, during Open House, SAC meetings, and PTO meetings. The Title I Parent Involvement Plan brochure and Title I booklet are sent home with each student via backpack. Curriculum and assessment information is shared by teachers at Open House, during parent teacher conferences, and through newsletters. FSA & FCAT assessment information is sent home to parents via backpack and is also available on our website. Parents may provide input to the school via parent input forms, interim reports, and student report cards.

**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 school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

**Response:** Information regarding parent participation is provided to parents via school website, Connect Ed phone messages, newsletters, parent/teacher conferences, student backpacks, workshops, and meetings. District information is available in English and Spanish. When requested, the District will provide a translator if school staff are not able to assist. Books in Spanish are available through the Media Center and the ESOL Department. ESOL paraprofessionals translate information for parents over the phone and at conferences. The newsletter is translated into Spanish. There is a Parent Leadership Committee meeting for parents of ELL students. The Parents-to-Kids program is offered yearly in English and Spanish. Friendship Elementary is handicapped accessible.

**Discretionary Activities**

Discretionary School Level parent and family engagement plan Components Check if the school does not plan to implement discretionary parent and family engagement activities. Check all activities the school plans to implement:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |  |
| 1 | Parent Curriculum Nights | Literacy & Math Activities provided to parents to help their children learn to read | Teacher and Facilitator | Provide information on how parents can help their children with reading | Spring 2020 |  |

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan.

Please upload into SharePoint and keep copies for our records.

# Upload Parent-School Compact

Note: As a component of the school-level parent and family engagement 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.

Please upload into SharePoint and keep copies for your records.

# Upload Evidence of Parent and family engagement in Development of Parent-School Compact

Note: As a component of the school-level parent and family engagement 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.

Please upload into SharePoint and keep copies for your records.

## Evaluation of the previous year's Parental & Family Engagement Plan

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I Annual Meeting.

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Meet the Teacher | 1 | 277 | Provide information to parents on expectations and how parents can help their children |
| 2 | Open House/ Title I Meeting | 1 | 210 | Provide information to parents on expectations and how parents can help their children |
| 5 | Kindergarten Orientation | 1 | 15 | Provide parents with Kindergarten expectations and standards. |
| 6 | SAC Membership Training | 8 | 10 | Increase parent knowledge of academic expectations and foster parent/school partnerships |
| 8 | Winter Concert | 1 | 29 | Provide parents with the opportunity to see what their child is doing in Chorus. |
| 9 | Science Night | 1 | 77 | Provide parents and students with an opportunity to do hands on Science Activities. |
| 10 | Pastries with Parents | 1 | 83 | Provide dads with an opportunity to bring their child to school to promote parent involvement. |

# Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | RtI-B & PST | 1 | 36 | Provide teachers with strategies and interventions when dealing with difficult students. |
|  | Math- Using Curriculum Maps & Canvas to Guide Instruction | 1 | 36 | Provide teachers with an in-depth look into the Math Standards taught in each grade level. |
| 2 | Data Articulations | 2 | 25 | Provide teachers the opportunity to analyze data to group students by skills to meet their instructional needs. |
| 3 | Data Analysis | 3 | 25 | Provide teachers the opportunity to meet with school administrators to discuss needs of low performing students, average students and students in need of enrichment. |
| 4 | SIPPS | 1 | 25 | Provide teachers with instruction on how to teach students how to phonetically read text. |
| 5 | DRA | 1 | 12 | Provide teachers on how to give DRA's to students. |
| 6 | iPad Technology/ Nearpod | 1 | 36 | Provide teachers with instruction in different technology usages. |
| 7 | VIMS | 1 | 36 | Provide teachers with instruction in the grade book and attendance process, which parents will be able to access online. |
| 8 | Blended Learning | 1 | 36 | Provide teachers with technology integration for integration |
| 9 | Ready Reading, Ready Writing | 1 | 14 | Provide teachers with a Writing Curriculum that aligns with the Florida Standards. |
| 10 | Success Maker & Waterford Data Analysis | 1 | 25 | Provide teachers with instruction on how to analyze and read student reports from Success Maker & Waterford in Reading and Math. |
| 11 | The Shifts- ELA & Math | 1 | 36 | Provide teachers with information on the Shifts and how to implement in the classroom. |
| 12 | RtI-B & PST | 1 | 36 | Provide teachers with strategies and interventions when dealing with difficult students. |

# Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Timing of Events | School will offer events at different times based off parent surveys. |
| 2 | Language | More translation of items for families: Connect Ed; Newsletter; Flyers |

# Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| --- | --- | --- |
| count | Content/Purpose | Description of the Activity |
| 1 |  |  |

Please return completed Parent & Family Engagement Plan to your Parent & Family Engagement Facilitator.