

Central Elementary School Title I, Part A Parent and Family Engagement Plan 2019-2020

I, Cynthia Kubit, 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 projects, where prohibited.

Assurances:

- ☐ The school will be governed by the statutory definition of family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlines in section 1116 of the Every Student Succeeds Act (ESSA);
- ☐ Involve parents and family members of children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for family engagement are spent;
- ☐ Jointly develop/revise with parents and family members a written parent and family engagement policy and distribute it to parents and family members of participating children and make available the parent and family engagement plan to the local community;
- ☐ Involve parents and family, 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 policy 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 family engagement, and to revise, if necessary, the school's parent and family engagement policy;
- ☐ If the plan for Title I, Part A, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency;
- ☐ Provide to each parent and family member 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 has not met applicable state certification and licensure standards; 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.


Signature of Principal or Designee


Date Signed

FAMILY ENGAGEMENT

Briefly 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 family engagement will be used. **(ESSA Section 1116)**

SAC, PTO, and Parental and Family Engagement Committee will be responsible for planning, review and improvement of the Title I program. SAC and PTO leaders will be elected by their peers. The principal will select faculty members for the Parental and Family Engagement Committee. All parents, families, and Central staff will be invited to join Central's SAC, PTO, and Parental and Family Engagement Committee. An invitation will be sent home during Open House and the first week of school, asking parents and guardians to join one or all three committees. The assistant principal will contact all family members that return the invitation. All communication will be sent home in dual languages in order to increase family participation. Translation services will also be available at all SAC, PTO, and Parental and Family Engagement activities and meetings. Parent and staff input on activities will be documented in the minutes of each SAC, PTO, and PFE meeting.

Briefly describe how the school will jointly develop/revise with parents the school Parent and Family Engagement Plan, distribute the plan to parents and families of participating children, and make the Parent and Family Engagement Plan available to the local community.

Parent input will be solicited at each PTO, SAC, and Parent and Family Engagement meeting. This information will then be used to develop and revise the PFEP. All suggestions will be documented in the minutes of each meeting. The Parent and Family Engagement Plan will be shared via Facebook and the school's website. A copy will also be available in the front office for our families and community to view. The plan will be available in English and Spanish.

Briefly describe how the school will involve parents and families, in an organized, ongoing, and timely way, in the planning, review and improvement of programs under Title I Part A, including the planning, reviewing, and improvement of the school Parent and Family Engagement Plan and the joint development of the schoolwide program plan.

SAC, PTO, and the Parental and Family Engagement Committee will be responsible for planning, review, and improvement of programs under Title I Part A, and will have input in the development of the Parental and Family Engagement Plan and the School Improvement Plan. The first PTO and SAC meetings will be held in September, at which time members in attendance will be asked to provide input on the PFEP and SIP. Parent input will be documented through a paper survey and will also be included in the meeting notes. Parents will be asked to review Parental and Family Engagement activities at each PTO and SAC meeting, which will be recorded through a paper survey. Parents, families, and community members will be invited to join SAC and PTO at Open House, and invitations will also be sent home with students after the start of the school year. The principal and assistant principal will also work to increase membership by contacting families and community members. All communication will be sent in dual languages.

The principal and assistant will choose one grade level representative to serve on the Parental and Family Engagement Committee. Open invitations will be sent to parents and families encouraging participation in this committee.

Briefly describe how the school will 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?

The school will work with parents, families, and staff to develop the Parent and Family Engagement Plan. Parents and families will be regularly polled in order to determine the effectiveness of parent and family engagement activities. This poll will be conducted through the use of a Google Form and will be available in both English and Spanish. The Parent and Family Engagement Committee will review the Google Form results at the end of each parent and family engagement activity and make revisions as necessary. The form will solicit input on the following items---effectiveness of activity, date and time offered, suggestions for future activities, and other educational help that can be offered. This will be used to revise and guide our family involvement plan.

Briefly describe how the school will 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?

Each year the state of Florida provides an individual student report to show a student's performance on the Florida Standards Assessment. This report is provided for both math and english language arts. These reports are distributed to parents and families at Open House. If the family is not able to attend Open House, then the report is sent home with the child at the beginning of the school year.

Briefly describe how the school will provide each parent timely notice when their child has been assigned or has been taught for (4) or more consecutive weeks by a teacher who is not certified or licensed?

A four week notification letter will be sent home with each student that is being taught by a long term substitute or a teacher that is not certified. These letters will be stapled in students agendas. The out of field list will also be posted on the school website and included in the monthly parent newsletter. A paper copy of the parent newsletter will be sent home and can also be found on the school website and Facebook page. This list will be updated monthly in order to ensure it is an accurate reflection of the long term substitutes and out of field teachers providing instruction to students.

Briefly describe how the school will provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals?

A paper notification will be sent home informing parents of their right to know about the professional qualifications of the student's classroom teachers and paraprofessionals. This notification is sent home at the beginning of the school year and is stapled in the student agenda. Information on a parents right to

request is also located on the school website.

COORDINATION AND INTEGRATION

Describe how the school will coordinate and integrate 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. (ESSA Section 1116)

Program	Coordination
Title I, Part C	Information related to school and parent programs and activities will be sent home in language friendly format that will encourage parent support in the education of their children using programs like Head Start. Migrant advocates can communicate the information to meet the needs of parents and students requesting such programs and activities.
Title I, Part A	Skill reinforcing activities (i.e. games, flashcards, and Accelerated Reader books) that can be practicable by both parents and students will educate parents of the value of their contribution in student achievement. It is feasible and appropriately language friendly and provides reasonable support for parental involvement. It will build partnerships between parents and school.

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, Adequate Yearly Progress, and school choice.

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Title I Annual Review	School Principal, Assistant Principal, Instructional Faculty, Guidance Counselor, Reading Coach	September 2019	Parent Survey indicating whether or not the intended information was explained. Sign in sheets will be used to

			measure the effectiveness of participation.
PTO	School Principal, Assistant Principal, Instructional Faculty, Guidance Counselor, Reading Coach	September 2019	Parent Survey indicating whether or not the intended information was explained. Sign in sheets will be used to measure the effectiveness of participation.

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 family engagement. **(ESSA Section 1116)**

Multiple dates and times will be offered to parents when scheduling meetings. For example, parents will be offered the opportunity to sign up for the most convenient conference times to obtain their student's academic information through APTT. Parents will be offered conferences before, during, and after the school day. PTO and other parent meetings will be held in flexible settings, such as the cafeteria, where the school's projector can be utilized to share academic information.

A parent survey will be conducted during each meeting to solicit parent input on our meeting times, in order to make adjustments, as needed, to accommodate parents and families.

BUILDING CAPACITY

- ☐ Describe how the school will implement activities that will build the capacity for meaningful parent and family engagement.
- ☐ Describe how the school will implement activities that will build relationships with the community to improve student academic achievement.
- ☐ Describe the actions the school will take to provide materials and training to help parents work with their child(ren).
- ☐ Include information on how the school will provide other reasonable support for parent and family engagement activities as parents and families may request. **[ESSA Section 1116]**

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness	SIP Goal Alignment
Family Reads Night	RaeAnn Whiteside, Reading Coach Christina	This activity will encourage students and families to read together, as well	Monthly events beginning in September	Increased AR points for students. Improved test scores on district and / or state	Improve reading proficiency FSA scores in grades 3-5.

	Norman, AP Emma Kinty, Librarian	as provide opportunities for families to read on or above grade level books. They will have an opportunity to take AR tests, which promotes comprehension.	2019.	assessments.	
Title I Meeting	Principal and Assistant Principal	Students' scores on district and/or state assessments will increase due to parent participation.	September 2019	Improved test scores on district and/or state assessments due to parents understanding of how Title I funds are used to support student achievement and parent involvement.	Improve FSA math and ELA proficiency in grades 3-5.
Academic Parent Trainings	Principal, Assistant Principal, grade level designees, Reading Coach	Students' scores on district and state assessments will increase due to parent participation.	September 2019 - May 2020	Improved student achievement as evident through District and State assessments.	Improve ELA and math proficiency with a focus on bottom quartile, ESE, and minority students.
Math and Science Night K-2 and 3-5	Grade level designees, Principal, Assistant Principal, Reading Coach	Increase student's understanding of grade level science/math standards and assistant parents with helping students with understanding at home.	March 2020	Improved student achievement as evident through District and State assessments.	Improve science proficiency in fifth grade, while focusing on bottom quartile students.
APTT	Principal, Assistant Principal, Reading Coach, guidance counselor, and classroom teachers	Students' scores on district and state assessments will increase due to parent participation and understanding of their child's current level of achievement and	Four events per grade level to be held throughout the 2019 - 2020 school year.	Improved test scores on district and/or state assessments. Increased parent involvement to be determined through sign in sheets. 6	Improve ELA and math proficiency with a focus on bottom quartile, ESE, and LY students.

		how to help at home.			
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STAFF DEVELOPMENT

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other staff in how to reach out to, communicate with, and work with parents and families as equal partners, in the value and utility of contributions of parents and families, how to reach out to, communicate with, and work with parents/families as equal partners and how to implement and coordinate parent/family programs, and in building ties between parents/families and the school. (ESSA Section 1116)

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
PLC's - Standards based learning and incorporating parents in this process.	Principal, Reading Coach, Assistant Principal	Focusing on Standards Based Learning will improve students' scores on district and/or state assessments. Educating parents on Florida Standards will allow them to support their child at home.	2019-2020	Measured through District and State Assessments.
APTT	Principal, Assistant Principal, APTT School Based Team	Student Achievement in District and/or State assessments will improve due to professional development offered and building understanding of the need for parent support and assistance.		

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. **(ESSA Section 1116)**

Parental resources will be provided by the Guidance Counselor, Reading Coach, and classroom teachers throughout the 2019-2020 school year. Activities will be implemented to encourage and support parents to participate in the education of their child. Math and literacy take home activities will be provided. Computers will be available for parent use at school, so that they may access Skyward in order to monitor their child's academic success. .

COMMUNICATION

Describe how the school will provide parents 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 under 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. **(ESSA Section 1116)**

Central Elementary will provide parents timely information through monthly school newsletters(school newsletter will be in English and Spanish), weekly classroom newsletters, weekly online parent newsletters, the Remind app, APTT stickers in the agenda, APTT flyers and posters, school website, Facebook, school marquee, and by an automated calling system. Documentation will include sign-in sheets, meeting logs,and copies of newsletters and automated messages sent via the automated call system..

ACCESSIBILITY

Describe how the school will provide full opportunities for participation in 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.

Central Elementary will provide Spanish translations for parental involvement activities, calls to parents, and written communication as needed. Translations will be provided by bilingual faculty and staff. Flexible times & dates will be offered for parent meetings. Translation services and hearing impaired interpretation will be provided as needed. Central Elementary is handicapped accessible.

EVIDENCE OF PARENT AND FAMILY INPUT IN THE DEVELOPMENT OF THE PLAN

Upload Parent-School Compact to your school FE Folder.

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school FE Folder.

- ★ **Note:** As a component of the school-level family engagement 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.

Evaluation of the previous year's Parent and 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.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement	Data Source Used
Title I Annual Meeting	1	36	Improved reading proficiency on FSA ELA assessment.	FSA ELA 2018-2019 Scores
APTT Meetings	Four meetings for each grade level.	1233	Improved ELA and math achievement.	iReady Diagnostic 3 and 2018-2019 FSA scores
PTO	3	30	Increased parent knowledge of grade level standards and classroom work impacted student academic grades in core subjects	Quarterly letter grades in core subject areas
SAC	2	14	Increased reading and math proficiency due to knowledge of schoolwide data	iReady Diagnostics, FSA ELA and Math
Family Literacy Fun Night	1	42	Improved reading achievement	iReadyDiagnostic 3

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.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement	Data Source Used
Grade Level PLC's	10	40 at each PLC	Academic improvement in core subjects.	Quarterly letter grades, iReady Diagnostics, FSA

Barriers

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

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Limited English Proficiency (LY subgroup)	Central Elementary will provide translators for parents who have limited English proficiency and will ensure material sent home is available in Spanish.
Limited Literacy Skills	Central Elementary will provide verbal explanations through phone calls and meetings, when written information is distributed.
Scheduling Conflicts	Central Elementary will provide flexible meeting times.