

Turie T Small Elementary - Title I, Part A Parent & Family Engagement Plan (PFEP)

I, Cameron L Robinson, 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 outlined in Section 910(32), ESEA
- 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; Section 1116 (b)(1) and (c)(3)
- Jointly develop/revise with parents the school Parent & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP 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's Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP); Section 1114(b)(2),
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP; Section 1116(a)(E)
- 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; Section 1116(b)(4)
- 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 to 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

8/20/19
Date Signed

Mission Statement

Parent & Family Engagement Mission Statement

Response: Turie T. Small 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 Turie T. Small 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 [Sections 1116(c)(3), 1114(b)(2)(B)]

Response: The School Advisory Council (SAC) meets every four weeks and is responsible for the planning, review, and improvement of the Title I program. All parents are invited to be members of the Turie T. Small 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. Parents are also encouraged to fill out the Parent Input Form for suggestions, comments or concerns that they have regarding the school faculty, staff or climate

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. [Section 1116(e)(4)]

Count	Program	Coordination
1	Title I, Part C	Parent support is offered through migrant services such as translation and food assistance programs
2	Title X, Homeless	Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation.
3	Title I, Part D	Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs.
4	Voluntary Pre-Kindergarten (VPK)	VPK works with our school staff to coordinate transition plans for students entering Kindergarten.
5	Title III	Additional support and resources provided by the school will be discussed with parents during the LEP committee meeting. 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.
6	IDEA	Supplemental instruction support provided by the school will be discussed with parents during the development of the students' IEP.

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. [Section 1118(c)(1)]

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Establish Open House/Annual Title I Meeting dates and activities	Principal and SAC	September 2019	Date set on school calendar
2	Prepare agenda for Open House/Title I Annual Meeting	Principal	July 2019	Completion of agenda

3	Gather information on Title I Annual Meeting such as brochures and Power Point outlining services.	Assistant Principal	August 2019	Information prepared for distribution
4	Trains teachers about plan/goals of Open House/Title I Annual Meeting	Principal and Assistant Principal	September 2019	Faculty Meeting minutes and comments
5	Advertise Open House/Title I Annual Meeting	Principal, Teachers	September 2019	Number of attendees, survey, newsletter, flyer, website, connect 5 messages, PowerPoint presentation, handouts and sign in sheet
6	Prepare information on curriculum and class expectations	Teachers	September 2019	Title I Parent Survey

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, childcare, or home visits, as such services related to parent and family engagement. [Section 1118(c)(2)]

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 Family Nights are held in the evening. Generally, SAC meetings are held in the early evening as well. Input for the School Improvement Plan is solicited from parents; we schedule input times in the morning, afternoon, and evening to ensure that parents can participate.

Parent & Family Engagement Activities (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. [Section 1118(e)(14)]

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 Program Information	School Staff	Provide information to parents on expectations and how parents can help their children	September 2019	Agenda, Sign In sheets, Title 1
2	Florida Standards Assessment Night	School Staff	Provide parents with the most recent information concerning the FCAT and Sunshine State Standards	January 2020	Parent exit cards
3	Parent to Kids	School Staff	Provide parents with strategies to increase family literacy	November 2019	Parent Program evaluations

4	Parenting Training, SAC Membership Training	School Staff	Increase parent knowledge of academic expectations and foster parent/school	August 2019	Agenda, Post-test, Sign-In Sheets
5	Themed Family Nights	Selected School staff	Provide information to parents to help their children in math.	February 2020	Event flyer Parent Exit Cards
6	All Pro Dad's Breakfast	PTA/Selected School Staff	Provide information to parents on varying topics to support student's achievement.	September 2019, November 2019, February 2020, May 2020	Sign in sheet, Parent program evaluation

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. [Section 1118(e)(3)]

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent contact meetings to learn best practices	Parent Contact	Improve quality of parent involvement activities	Fall, Winter, Spring	Title I Survey
2	Instructional Shift Training	Administration and Academic Coaches	Increase in Achievement	May 2020	Agenda Sign in Sheet
3	Growth Mindset Book Study	Administration and Academic Coaches	Teacher understanding to support students and parents	January 2020	Agenda Sign in Sheet

Communication

Describe how the school will provide parents and families of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(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 1118(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 1118(c)(4)(C)]; and
- If the schoolwide 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 1118(c)(5)]

Response: Information about Title 1 programs are provided through newsletters, booklets/brochures and an informational PowerPoint is shown during Annual Title 1 meeting. The Title 1 Parent Involvement Plan brochure and Title 1 parent handbook are sent home on the first day of school via Turie T. Small Elementary planners. Parent Information Resource Center information is on our school website, at the front desk and is sent home with each student. Curriculum and assessment information is provided by teachers at Open House, parent/teacher

conferences and through school newsletters. Florida Standards Assessment information is sent home to parents and is also available on our website. Parents are allowed to provide input to the school via parent surveys, interim reports and student report cards. The school's marquee and Connect5 messages are used to communicate information to parents.

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. [Section 1118(e)(5) and 1118(f)].

Response: Information regarding parent participation is provided to parents via school website, connected, 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 and videos in Spanish are available in the Family Resource Center located in the Media Center. 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. Parents with special needs are accommodated. Turie T. Small Elementary is handicapped accessible.

Upload Evidence of Input from Parents

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

Upload an electronic version of the Parent School Compact.

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. Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

Parent & Family Engagement summary (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 [Section 1118 (e)(12)]. 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	Student Academic Achievement Standards and Title 1 Program Information	3	200	Positive
2	FSA Information Night/Curriculum Night	4	200	Positive
3	Parent Training, SAC Membership Training	8	50	Positive
4	Family Nights	4	100	Positive

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 [Section 1118 (e)(3)].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Contact meeting to learn best practices	10	50	Positive

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) [Section 1118(a)(E)].

Count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Homeless (Economically Disadvantaged)	Flexible meeting times
2	Inconsistent parent phone numbers	Mail letters, write notes in planner

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)

Count	Content/Purpose	Description of the Activity
1		
2		
3		
4		

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