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

I, \_\_\_Eilene Ahr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 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 & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP 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’s Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP);
* 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;
* 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 to 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 |

**\*\*Please use the data from the school’s survey(s) (*Advance Ed and 5Essentials*) to complete this Parent & Family Engagement Plan!**

# Mission Statement

Parent & Family Engagement Mission Statement

**Response:**

# Engagement of Parents & Families

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 Edith I Starke Elementary School Advisory Council will meet monthly to plan, review and involve parents in the implementation and improvement of Title I programs at the school. School Advisory Council elections are held annually. Parents and school community members are solicited through all communication tools (online, brochures, marquee, automated phone messenger) to fill vacant seats. Any parent or school community member who expresses an interest in serving may be appointed by the principal. Parental input will be reported in the minutes of each agenda regarding the usage of Title I parent involvement funds.

# 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 1, Part C | Parent support is offered through migrant services such as translation and food assistance.  |
| 2 | Title X, homeless | Title X coordinator provides services to homeless families to ensure that students have school supplies, community resources and transportation.  |
| 3 | Title III | Parent training is offered three times a year in sessions of the ESOL Parent Leadership Council. Title III ESOL tutors communicate regularly with parents.  |
| 4 | IDEA | Supplemental instruction support provided by the school will be discussed with parents during the development of the student’s IEP.  |

# Annual Title I 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), 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. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents’ schedules.**

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title 1 Meeting  | Principal  | Sept. 12, 2019 | Agenda and sign-in sheets |
| 2 | Notify teachers of plans and goals of Annual Title 1 Meeting | Principal | Aug/Sept 2019 | Information prepared for distribution |
| 3 | Gather information on Annual Title 1 Meeting such as brochures, toolkit and PowerPoint | Principal | Aug/Sept 2019 | Principal communication to teachers |
| 4 | Prepare for Annual Title 1 Meeting  | Principal | Aug/Sept 2019 | Parent link message, website, marquee |

# 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:** Family Center on campus is open to provide services when needed to accommodate our parents' schedules. The school's Title I Parent Liaison serves as a liaison between the school the home and the community, coordinates school-based parent and family involvement activities and events, maintains the family center, and attends district sponsored Title I Parent Liaison meetings. Events will be scheduled at a variety of times, such as the Hispanic Heritage Celebration, Conversation with Koalas and other activities during the school day, afternoon and evening special events (Family Literacy Nights, Black History Night), and our school cafeteria welcomes parents to eat breakfast or lunch with their child daily. Stetson in conjunction with our ESOL teachers will have class for our parents starting in September. Our staff and translators are available to assist at all times. Teachers schedule parent conferences before school, during school (teacher planning time), and after school to accommodate parent schedules.

# 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.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Conversation with Koalas | Parent Committee | Provide parents with strategies to increase family literacy. | Once a quarter | Sign in sheets, parent survey |
| 2 | Family Literacy /Parent to Kid | Teachers | Provide parents with strategies to increase family literacy. Parents will practice literacy skills at home. | Fall/Spring | Sign in sheets |
| 3 | Individual conferences and access to parent portal | Teachers/ Parent Liaison | Parent liaison will provide individual help to parents in how to log-in and access parent portal. | As needed | Conference sheets |
| 4 | Discussion of assessments during parent conferences | Classroom teachers | Teachers will conduct individual conferences to discuss each child’s assessment results, report card grades, expectations, and goals for the school year. Communication with parents will increase students' academic success. | Throughout 2019-2020 school year | Conference forms |
|  | ESOL Parent Leadership Council will provide parents with information on how to help their children and access school information, resources and staff  | Parents, Teachers, Principal  | ESOL students' academic success will increase.  | Monthly  | Agendas, Sign in Sheets, Minutes  |
|  | Parent Training, SAC Membership Training  | School Staff  | Increase parent knowledge of academic expectations and foster parent/school partnership to improve student achievement  | September/October 2019  | SAC MinutesSign-in sheets  |
|  | Title I Student Compact will be distributed at the start of the school year and reviewed with students and parents at parent/teacher conferences.  | Principal, Parents, Teachers  | Parents will participate in discussions about the shared responsibility for improving their child's academic achievement  | 2019-2020 school year  | Conference logs, Compact |
|  | Student Academic Achievement Standards and Open House/Title One Meeting  | Principal, Teachers  | Increased student achievement  | September 2019  | Sign-in Sheets, Parent Survey  |
|  | Meet the Teacher  | Principal, Teachers  | Provide information to parents on expectations and how parents can help their children. Parents will be able to support their child's academic success.  | August 2019 | Sign-in Sheets, Parent Survey  |
|  | Kindergarten Orientation-Informational session for parents and students entering Kindergarten.  | Principal, Parents, Staff  | Provide parents with information about school goals and expectations for incoming kindergarten students. Students will transition into Kindergarten smoothly.  | May 2019  | Agendas, Sign in sheets  |
|  | Hispanic Heritage Night | Staff and  Faculty  | To build rapport with parents and improve student achievement.  | October 2019  | Sign-in Sheets, Parent Survey  |

# Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, 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 | Collaborative Partnering/Business Partner Training  | Title I Parent Liaison, Principal  | Teachers will gain knowledge in how to build ties between parents and schools using business partners. Parent involvement and business partner support will provide resources that increase student success.  | September 2019  | Faculty Meeting Agenda, sign in sheets  |

  **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 submit the parents’ comments with the plan that will be made available to the local education agency.

**Response:**

Student information packets including Title I Parent Handbook are distributed to all enrollees in English and Spanish. All distributions are monitored by classroom teachers and office specialists to ensure all families receive the information. Specific information about our school and district Title I programs will also be provided to parents at Open House/Title I Annual Meeting through an informational power point. School website is available for parents to view and contains information about all school programs, curriculum, policies and procedures. A designated computer is available to parents in the Family Center to access computer-based information sources such as Parent Portal. The Family Center/Guidance provides children and other members of their family with clothing items. Parent Conferences are held at the request of the parent with translation provided if needed. Parents are included in all aspects of the Problem-Solving Team process. The School Improvement Plan is available to all parents to review. Parents are invited to provide input to the school via parent input forms, interim reports, and student report cards. Our school marquee keeps parents informed on a daily basis. The automated phone messenger system is used to communicate special events and important information from the school administration with phone messages being delivered to all students. If needed translation in other languages will be provided with the assistance of district staff. The Parent & Family Engagement Plan will be posted on the school website and hard copies available in our family center and school office

 **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:**

Edith I Starke Elementary is handicapped accessible. The following statement will be noted on parent newsletters and communication to accommodate families who need additional assistance: "Individuals needing accommodation under ADA should contact Starke Elementary office personnel or parent contact." Translation of all communications in Spanish and English are provided. Bilingual personnel are available on campus at all times to assist parents with translation need. Automated phone messages are used as a communication tool. ESOL teachers lead the ESOL Parent Leadership Committee which meets three times a year and assists will all translation needs. District staff is available to assist with translations and communications in other languages if requested.

# Upload Evidence of Input from Parents

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

Please upload into SharePoint and keep copies for our records.

# Upload School-Parent Compact

Note: As a component of the school-level PFEP, each school shall jointly develop, with parents for all children served under this part, a School-Parent 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 input in the development of the School-Parent Compact

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

Please upload into SharePoint and keep copies for your records.

## 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. 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 | Science Curriculum Family Night  | 1 | 25 | Students and parents were engaged in hands on activities through the Orlando Science center.  |
| 2 | Reading Strategies, Literacy Night | 3 | 50 | Students and parents were engaged in literacy activities with their students. Teachers lead stations that supported literacy. |
| 3 | Family Literacy, Parents to Kids | 1 session | 12 | Parents will better understand how to support their students with the English language.  |
| 4 | Individual conferences regarding Technology and access to the parent portal | Multiple | Multiple | Teachers informed parents of both academic and behavior progress. |

# 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 | Collaborative Partner/Business Partner Training | 1 | 45 | Teachers will gain knowledge in how to build ties between parents and schools using business partners. Which will increase student achievement. |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

# 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 | work schedule  | Fluctuate the times that activities/events take place so all parents are given opportunity to participate.  |
| 2 | communication between home and school  | Connect 5 messages were sent home weekly in both English and Spanish. Curriculum newsletters were sent home both in English and Spanish  |
| 3 |  |  |
| 4 |  |  |

# 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 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

**Please return completed Parent & Family Engagement Plan (PFEP)**

**to your Parent & Family Engagement (PEF) facilitator by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

***PFEP must be signed by the Principal and approved by PEF prior to upload to CIMS***