

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

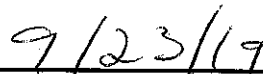
I, Lynn Bruner, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; 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.



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: Where students, teachers, staff, parents, and the community work together to make Osceola Awesome!

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: Osceola Elementary includes parents in the development and implementation of the school's Parent Family Engagement Plan by inviting them to review the plan during Open House when our Title 1 contact presents the PFEP to the parents in attendance. In addition, all parents receive a personal invitation to our School Advisory Council Meeting in which the School Improvement Plan and Parent Family Engagement Plan is presented. During the meeting, any parent input is document in the minutes. During Open House, Osceola conducts a Title 1 Meeting. We invite all parents to attend and share information regarding the Title 1 programs that we offer at Osceola. Parents who attend this meeting are given a Title 1 parent survey to complete. The surveys are collected and we see them to review the parent needs for our school. For families that can't attend the Title 1 Meeting or SAC meeting, we place a DRAFT PFEP on our school website. Our principal shares this information with parents in a school to home message. In addition, hard copies are kept in the front office and are provided upon request. Upon request, we will provide a digital copy via email. Osceola families are encouraged to provide feedback via email. This documentation through flyers, school to home messages, emails, newsletters, website announcements, meeting agendas and 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.

count	Program	Coordination
1	Title X, Homeless	Title X Coordinator provides services to families to ensure that students have school supplies, community resources and transportation.
2	Title 1 Part D	Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs.
3	Title 1 Part A	Supplemental tutoring will be provided after school. Supplemental materials and supplies needed to close the achievement gap will be provided to our instructional tutors. Supplemental funds will be provided for on-going staff development as determined by the results of our school's FSA data.
4	Title II	The District provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.
5	Title III	Additional support and resources provided by the school will be discussed with parents during LEP committee meetings. The District ESOL coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices and utilized. Teachers consistently progress monitor to 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 development of the student's IEP.

7	Title 1	Intervention teacher supports classroom teachers in modeling effective instruction across the content areas and provide professional development in areas identified through school data chats.
8	Academic Coach	Reading/Math coach facilitate remedial instructional resources by staff to students failing to meet performance levels.

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.**

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Meet the Teacher	Classroom teachers	Day after meeting	Parent contact
2	Open House/Annual Title 1 Meeting	Title 1 Contact	Day of meeting	Number of participants/Annual Title 1 Meeting Parent Survey and sign in sheets
3	School newsletter will be sent home with every child and posted on school website	Newsletter contact	Week of meeting	Number or participants/annual title 1 meeting parent survey and sign in sheets
4	School to home message sent to all families to encourage participation	Principal	Week of meeting	Number of participants/annual title 1 meeting parent survey and sign in sheets
5	Completion of agenda	Title 1 Contact	September 2019	Number of participants/completion of agenda
6	Prepare and print sign in sheets	Title 1 contact	September 2019	Number of participants/annual title 1 meeting parent survey and sign in sheets
7	Photocopies/handouts/Title 1 handbooks and brochures	Title 1 contact	August/September 2019	Number of participants/title 1 parent survey and sign in sheets
8	Setup AV equipment for presentation	Media Clerk	September 2019	Title 1 surveys
9	Send home handouts to any parents unable to attend	Title 1 contact and classroom teachers	September 2019	Number of participants/Annual Title 1 meeting parent survey and sign in sheets

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: Osceola Elementary offers Parent to Kids Early Reading program. Parent/Teacher conference are offered before, during, and after school. SAC Meetings are scheduled after school. PTA meetings are offered. Osceola offers several parent involvement opportunities in the evenings: Bingo for Books, Publix Math Night, Family Literacy Night, Family Science Night, Family Math Night, and other parent informational nights.

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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parents to kids	Parent to Kids Facilitators	Increased student reading comprehension	January 2020	Teacher progress monitoring /program survey
2	Publix Math Night	Math committee	Increase math scores	April 2020	FSA data/progress monitoring/event sign in sheet/parent survey
3	Dr. Seuss Family Literacy Night	Reading/writing committee	Increase reading scores	March 2020	FSA data/progress monitoring/event sign in sheet/parent survey
4	Family Science Night	Science Committee	Increase math/science scores	January 2020	FSA data/progress monitoring/event sign in sheet/parent survey
5	After school tutoring	Tutors	Increased student achievement	September 2019 to April 2020	FSA data/progress monitoring/event sign in sheet/parent survey

6	Bingo for Books	Reading committee	Increased student achievement	October 2019	FSA data/progress monitoring/ event sign in sheet/parent survey
7	Math game night	Math committee	Increased math scores	November 2019	FSA data/progress monitoring/ event sign in sheet/parent survey
8	Open house	Principal, Title 1 contact, academic coach	Increase student achievement	September 2019	FSA data/progress monitoring/ event sign in sheet/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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent contact meetings	School parent contact	Increase student achievement	September 2018	Agenda/sign in sheets/exit surveys/FSA data/progress monitoring
2	Volunteer training	Volunteer coordinator	Increased student achievement	August 2019	Agenda/sign in sheets/exit surveys/FSA data/progress monitoring
3	Business partner training	Business partner coordinator/Title 1 Contact	Increased student achievement	August 2019	Agenda/sign in sheets/exit surveys/FSA data/progress monitoring
4	Tutoring training	Tutoring coordinator	Increased student achievement and increase parent communication	September 2019	Agenda/sign in sheets/exit surveys/FSA data/progress monitoring
	VIMS/PIV training	VIMS Coordinators	Increased student achievement and increase parent	August 2019	Agenda/sign in sheets/exit surveys/FSA

			communication		data/progress monitoring
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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: During the first few weeks of school, Osceola holds an Open House/Annual Title 1 meeting where information is present to parents about our Title 1 programs. During the presentation, the parents receive a Title 1 booklet, an overview of their child's curriculum expectations, and an understanding of upcoming academic assessments. Parents are given the opportunity to schedule a parent/teacher conference and are present with other school related opportunities for participation in decision related to the education of their child. Parent guides are disseminated. Parents have the opportunity to visit their child's classrooms and meet with the staff. During the classroom visits, teachers provide additional information on the subjects they teach, assessment plans, and how parents can help at home. Much of this information is shared via Connect-ed messages, newsletters, flyers and on our school marquee. Additional academic information as well as Title 1 information, is shared monthly during each parent involvement events hosted by our SAC committee.

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: The PEFP is summarized and shared with the parents via our school newsletter and school website. It outlines the major components of the plan and a hard copy is provided upon request. The complete PEFP is posted on our school's website as well as a copy kept in the main office. Written communication is provided for parents in English, Spanish and other languages upon request. Translators are available to assist with parent meetings/conference upon request to ensure full participation of all parents. We use the results of our English Language survey to determine our school's translation needs other than English. Parents with special needs are accommodated. Osceola 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 (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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Publix math night	1	125	Increase in math data
2	Dr. Seuss Family Literacy Night	1	200	Increase in reading data
3	Family Science Night	1	200	Increase in science data
4	After school tutoring		72	Increase in student achievement
5	Bingo for Books	1	175	Increase in reading data
6	Family Math Game Night	1	150	Increase math data

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent contact meetings	3	25	Increased student achievement
2	Volunteer training	1	25	Increased student achievement
3	Business partner training	1	25	Increased student achievement
4	Tutor training	3	6	Increased student achievement and increase parent communication

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).

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Students at multiple schools	Provide trainings at various times
2	Sports Schedules	Provide trainings at various times
3	Work schedule	Provide trainings at various times
4	Language	District and school translators
5	Religious obligations (youth group, weeknight church functions)	Provide trainings at various times
6	Economic	Provide free opportunities to families
7	Transportation	Provide trainings prior to or at the end of the school day so that they do not have to return to campus

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 (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***
