Hilltop Elementary School Parent and Family Engagement Plan (PFEP) 2019-2020

I, Beverly Cornelius, 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 parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1116(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
* 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 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)].

**Beverly Cornelius, Principal September 27, 2019**

**Engagement 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 parental involvement will be used [Sections1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response**: Hilltop Elementary School believes in involving parents in all aspects of its Title 1 Program. Parent representatives will participate on the school’s SAC, which is the decision-making entity of the school. The SAC committee will have input on the creation and revision of the SIP and the PIP. Title 1 programs are reviewed with the SAC and input requested. Use of Parent Involvement funds will be discussed at SAC meetings, with council deciding how those funds will be spent.

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement 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 V [Section 1116(a)(2)(D) and 1116(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Title IV | Supports activities to assist students, teachers, staff and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology.  |
| 2 | Title III  | Supports activities to assist students to become proficient in English. Supports parent involvement and education strategies. Title III staff will meet with ELL parents to build capacity: literacy strategies will be provided to parents at meetings held after school hours. |
| 3 | IDEA | Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP. |
| 4 | Hardee Federal Programs | The directors of the federal programs will meet quarterly to collaborate and coordinate events to eliminate duplication. Directors share schedules of events to encourage joint participation. |
| 5 | Migrant Parent Advisory | The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs. |
| 6 | Homeless-Title IX Part C & Title 1 Part A | Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title I, Part A also funds a homeless advocate for homeless students. |
| 7 | VPK | These programs are provided and facilitated through the district each summer at a designated school location for families of all eligible incoming kindergarten students not previously served in the private sector. |
| 8 | Adult Education | Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available. |
| 9 | Nutrition Programs | LEA participates in the Community Eligibility Program (CEP) and provides free breakfast and lunch for all Hardee County school district students. Summer food programs are provided at various school sites and community locations.  |
| 10 | Title I Part A | Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent and family engagement activities. |
| 11 | Title II | Provides for teachers and administrators professional development and supports all teachers to be state certified. |
| 12 | Title I, Part C, Migrant  | Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program. |

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**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 (school-wide), 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 1116(c)(1)].

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| **Count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1  | Develop agenda, handouts, and/or presentation materials in English and Spanish | Principal | August/September | Copies of agendas, power point,handouts |
| 2 |  Develop and disseminate a f lyer with date of meeting | Principal | August/September | Flyer was sent home with all students |
| 3 | Develop sign-in sheets for meeting | Principal | August/September | Parent Signature on sign-in sheet for attendance |
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**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 parental involvement [Section 1116(c)(2)].

**Response**: Many schools offer an additional meeting timein the morning as well as the evening. Parent-teacher conferences are also scheduled during the first nine weeks grading period with every parent at flexible times. Throughout the year, parents and teachers will meet both in person and by phone to discuss student progress, assessments, and academic achievement standards as needed.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement. [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1116(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1116(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Home Visit | Principal/HES Staff | Teachers visiting students homes and talking with parents builds a caring capacity between school and home | August, 2019 | Many positive comments from parents and community |
| 2 | Open House | Principal/Staff | Students/Parents meet teacher and they are welcomed back to school | August, 2019 | Sign-In Sheets |
| 3 | Annual Title 1 Parent Meeting | Principal | Information about Title 1 and what that means to their child and as a parent | August/September, 2019 | Sign-In Sheets |
| 4 | Parent Orientation | Classroom Teacher | Information about grade level expectations  | August,2019 | Sign-In Sheets |
| 5 | Donuts with Dad | Principal/Staff | In recognition of Dad’s Take Your Child to School, Dad’s are demonstrating that school is important | September,2019 | Permission Slips |
| 6 | Fall Festival | Classroom teacher/grade level | Informal setting with parents | October, 2019 | Parent feedback/attendance |
| 7 | Family STEM Night | Grade Level Teachers | Involving parents in science will encourage students | December, 2019 | Sign-In Sheets |
| 8 | Data Chat | Grade Level Teachers | Informational session on FSA/iReady Diagnostic/AR Student data explained | February, 2020 | Sign-In Sheets |
| 9 | Muffins with Mom | Principal/Staff | Recognizing Mom’s to encourage students | February, 202 | Sign- Sheets |
| 10 | Hall of Hero’s | Principal/Staff | Recognition for deserving students | Ongoing/2019-2020 | Sign-In Sheets |
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**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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Home Visits | Principal | Teachers become aware of student circumstances | August 2019 | Sign-In Sheets |
| 2 | Ruby Payne Book Study | Principal | Recognizing traits of student behavior | August, 2019 | Sign-In Sheets |
| 3 | PBS Training | Principal | Using PBS to recognize positive behavior  | August, 2019 | Sign-In sheets |
| 4 | Title 1 Parent Newsletter | Principal | Information for parents about school and reinforces their participation in their child’s education | Ongoing2019-2020 | Copies of Newsletter |
| 5 | Faculty Meeting sharing Parent Involvement Plan | Principal | Increased parent involvement has an effect on student achievement | Ongoing2019-2020 | Sign-In Sheets |

**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 [Section 1116 (e)(4)].

**Response:**

**Communication**

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(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 1116(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 1116(c)(4)(C)]; and
* If the school-wide 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 1116(c)(5)].

**Response**

**Parents are informed about Titile 1 at the Annual Meeting held at the beginning of the school year. Curriculum, academic assessments and supplemental programs are discussed. Parents learn about the schoolwide program, how to schedule a parent-teacher conference and opportunities for participation in decisions related to the education of their child.**

**All information is sent home in English and Spanish. Translators are available for all parent-teacher conferences. Conferences are scheduled at the parents convenience. Most teachers do class dojo and remind as a communication tool for parents and student planners are utilized and checked daily.**

**The data from the Title 1 parent surveys are used to guide parent involvement activities to meet the needs of the parents.**

**The District will notify parents during the first week of school through the “Right To Know” letter that parents have the right to request information on the professional qualifications of the students’ classroom teachers and paraprofessionals.**

**The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is not state certified. This notification will be a “Four Week Letter” to the parents.**

**The school will provide each family with an individualized student report of the child’s performance on state assessments for those students taking the assessments. Copies are available for pickup through the school’s front 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 LEA 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 1116(e)(5) and 1116(f)].

**Response: All mailings, Title 1 information and school documents will be sent to parents in English and Spanish. Other languages available upon request. Parent conferences, meetings, and family workshops will be translated as needed. The parent involvement plan will be posted on the school’s website in both English and Spanish.**

**The school will have opportunities both during and after school to encourage parent involvement. Activities will be advertised on the school marquee, in the local newspaper, and through notes or flyers sent home with students. Connect Ed, the school call out system will be used to promote family involvement activities in both English and Spanish. The quarterly parent Nesletter will be distributed to all students and is sent in English and Spanish. Student planners are also used for parent communication.**

**Parents are also provided regular reports of academic progress through report cards, progress reports, and grades can be accessed through FOCUS. Regular meetings between parents and teachers are encouraged to check on/or monitor progress. Bilingual staff members are provided for assistance if needed.**

**Barriers:** Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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 1116(a)(2)(D(i)].

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| Count | Barrier( Including the specific subgroup) | Steps the School will Take to Overcome |
| 1 | Parent Work Schedule | Flexible Meeting Times |
| 2 | Language Barrier | Continue to provide translators for meetings, school activities and send any written documents in English and Spanish. |