Zolfo Springs Elementary School Parent and Family Engagement Plan (PFEP)

2019-20

I, Tammy Pohl, 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)].

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**Signature of Principal or Designee Date Signed**

**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)].

**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 VI [Section 1116(a)(2)(D) and 1116(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Title I Part C and Title VI | Title I part A, Title VI and Title I part C staff will meet with migrant parents to build capacity: literacy strategies will be provided to parents at meetings held after school hour |
| 2 | Title III and Title VI | Title I part A, Title VI and 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 school location in each community 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 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 involvement activities.. |
| 11 | Title II | Provides for teachers and administrators professional development and supports all teachers to be highly qualified. |
| 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 | Title 1 School Site Annual Meeting | Title 1 Director; Principal; Teachers | September/January | Agenda with items to be discussed; meeting notice to parents; sign-in sheets |
| 2 | Develop agenda, handouts, and presentation materials that address the required components | Principal/Assistant Principal | August/September | Copies of agenda, ,Power Point presentation, and handouts |
| 3 | Develop and distribute parent notifications | Principal/Assistant Principal | August/September | Flyer with date of distribution; phone notification system |
| 4 | Advertise and publicize event | Principal/Assistant Principal | August/September | school marquee; morning/afternoon announcements, intouch phone messages |
| 5 | Develop sign-in sheets | Principal/Assistant Principal | August/September | Sign-in sheets for meeting and individual classrooms |

**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:** Zolfo Springs Elementary feels that Parent Involvement is very important. The leadership and staff have put measures in place to offer meetings on a flexible schedule. Our annual meeting, as well as all other parent involvement activities, will be held later in the evening due to most of our parents working until 5:00. Extra handouts and power point presentations are readily available in the front office for parents who are unable to attend in the evening.   
  
Throughout the school year, parents and teachers meet to discuss student progress, assessments, and academic achievement standards. During the first conference, a compact is developed between the teacher, parent, and student. Evening parent conferences are held once a semester and additional conferences are scheduled as needed. Success will be measured by sign-in sheets and/or the teacher's parent contact log.  
  
  
  
Parents may request additional information either directly through their child's teacher, principal, or parent liaison anytime throughout the school year.

Parent-teacher conferences are also scheduled during the first nine weeks grading period with each parent at times that accommodate parent schedules. 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 | Open House | Principal; Teachers | Opportunity to meet the classroom teacher | August, 2019 | Sign-In sheets |
| 2 | Individual Parent Conferences | Teachers | Review of student assessment data | Quarterly | Teacher communication log |
| 3 | Newsletters | Principal/Assistant Principal | Inform parents of school-wide events, upcoming events, and helpful academic tips | Monthly | Parent Involvement Surveys |
| 4 | EduLink Phone Communication System | Principal/Assistant Principal | Early notification of parent involvement activities | Throughout the school year | Phone Analysis Reports ’log |
| 5 | Zolfo Elementary School website | Website Manager | Parent/student activities to increase academic achievement; notifications | Throughout the school year | Parent Involvement Survey |
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| 6 | Florida Standards | Principal/Teachers | Information will be given to parents regarding grade specific standards. The specific website using the DOE of FL website will also be listed for parents. | Throughout the school year | Parent Involvement Survey |
| 7 | Assessments discussed during individual conferences | Classroom Teachers | Individual conferences to discuss each child's assessment results, expectations, and goals for the school year. | August-October | Conference Logs |
| 8 | Academic Parent Nights; face-to-face meetings | Principal/Assistant Principal | Content specific sessions will be provided to parents. Information will include grade level proficiency and assessment methods. | October-May | Sign-In sheets; handouts, agendas, and presentation materials |
| 9 | Boo-Hoo Breakfast for Incoming Kindergarten Parents | Principal/Teachers | Assist parents in the transition process of kindergarten; inform parents of school-wide expectations | First day of school, August 10 | Sign-in sheets |
| 10 | Homework Folders | Principal/Teachers | Build effective teacher / parent communication | Throughout the school year | Parent Involvement Survey |
| 11 | Oncourse/FOCUS | Principal | Inform parents of grades, homework, and upcoming events | Throughout the school year | Online reports/access |
| 12 | Title 1 Parent Night | Principal/Assistant Principal/Teachers | Title 1 Parent Presentation; programs available to students | August 29, 2019 | Sign-In sheets; handouts;powerpoint |
| 13 | Honor Roll Breakfast | Principal/Assistant Principal | Parents have an opportunity to celebrate their child's success in obtaining honor roll for the year | May 2020 | FOCUS grade portal; ticket redemption |
| 14 | Volunteer Reception | Principal/Assistant Principal | Recognizing school volunteers can help recruit more volunteers into the school to help in closing the achievement gaps. Volunteers will be under the direction and supervision of a teacher. | May, 2020 | sign-in sheets; recorded volunteer hours |
| 15 | National School Lunch Week | Principal/Cafeteria Manager | Good nutrition can lead to improved student achievement | October, 2019 | sign-in sheets; extra meals recorded |
| 16 | Grade Level/ Cool Cat Award Assemblies | Principal/Assistant Principal | Celebrations of student achievement and leadership qualities | October – May | sign-in sheets |
| 18 | School Book Fair | Principal/Assistant Principal/Media Specialist | Ability to purchase books for reading at home; improves fluency and comprehension | October, 2019 | Documentation of books sold |
| 19 | Battle of the Books | Media Specialist; Battle of the Books Committee | Intermediate students participation in reading the SSYRA and competing with other schools within the district | May, 2020 | Sign-in sheets; AR Assessments |

**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 | School staff training in communicating and working with parents | Academic Intervention Coach; Staff | Demonstrate effective parent communication skills for professional development | Ongoing throughout the school year | Agendas; Sign-in sheets |
| 2 | Parent Involvement Committee | Principal/Assistant Principal | Improve the ability of staff to work effectively with parents | Ongoing throughout the school year | Agenda; sign-in sheets |
| 3 | Communicating and working with parents; | Guidance Counselor | Improve the ability of staff to work effectively with parents | September | Parent Involvement Survey |

**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:** Parent Resource Roomresources are provided at school and can be accessed through the guidance department.

**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**: Parent Involvement Nights will be held throughout the school year at Zolfo Springs Elementary School. Parents will be provided with training and/or materials to assist them in working with their child to improve their academic achievement. Letters, pamphlets, flyers, and notices of meetings will be provided in their home language. Translators and/or translating machines will be utilized as needed at meetings.  
  
The school will work in collaboration with the School Advisory Council to develop the School Improvement Plan (SIP) and the Parent Involvement Plan (PIP). This information will be discussed at all SAC meetings. Success will be measured through the use of an agenda, sign-in sheet, and minutes of the meeting.

**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 | Time of parent nights | Offer times later in the evening |
| 2 | Language barriers | Translators will be available; flyers will be in English and Spanish |

**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:** Written communication will be provided for parents in both English and Spanish.  
  
Translators will be available at all parent meetings and in the school office to ensure that parents are able to fully participate in the meetings. Letters, notices, pamphlets, flyers, and notices of meetings will be provided in both English and Spanish. Translators and/or a translating machine will be utilized when needed at meetings. The success will be measured through the use of flyers and sign-out sheets for translation devices