**Shadeville Elementary School**

**2019-2020 Title I Parent and Family Engagement Plan**

I, Nicholas Weaver, 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 8101(32), ESSA;
* 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 1116(a)(3)(B)];
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make the parent and family engagement plan available 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) [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)(2)(E)];
* 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 1112(e)(1)(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 does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. [section 1112(e)(1)(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 1112(e)(1)(A)].

**Mission Statement**

**Response:** Shadeville Elementary School will actively involve parents, teachers, staff, and community members to prepare students to be responsible, productive citizens.

**Involvement of Parents**

How will the school involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used? [ESEA Section 1116].

**Response:** Parents are invited and encouraged to attend regularly scheduled School Advisory Council Meetings as well as Parent Teacher Organization (PTO) meetings. Both meetings occur approximately four times per year at varied times to accommodate parent work schedules. These meetings are used to involve parents and families in the development, review and evaluation of Title I plans (Title I needs assessment, PFEP, compact, school-wide plan/school improvement plan, and the Title I project application) and the reservation of funds for parent and family engagement. School Advisory Council (SAC) meetings are the forum for continuous improvement of school operations, programs, events, and meetings. The PTO is another governing board which focuses on school-based events and activities in which parent volunteers are needed to facilitate to ensure success. Such events include the annual Fall Festival, Book Fair, FSA Proctoring, Reading Award Celebrations, fieldtrips, and the 5th grade Tailgate Party. Parent input is sought, recognized, valued, and strongly considered in the decision making process, including decisions involving Title I programs and funding. In addition, parental feedback is solicited via the annual school climate survey as well as at each parental involvement activity hosted by the school. A parent volunteer orientation is held within the first two weeks of school, and as needed throughout the year, to recruit new volunteers and mentors and to review the district and school policies regarding signing in and out, confidentiality, dress code, duties and tasks, as well as restrictions and limitations while volunteering. A staff volunteer orientation is held prior to the assignment of any classroom parent volunteer.

**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.

Describe how the school, to the extent feasible and appropriate, coordinated and integrated parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducted other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children [section 1116(e)(4)].

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| **Count** | **Program** | **Coordination** |
| 1 | ParentEducation Night | Individual teachers and grade levels will meet with parents during the 1st nine weeks to discuss standards and expectations for their children specific to their grade level. Parent questions and interaction are encouraged during the presentations. |
| 2 | SAVEGraduation | Substance Abuse and Violence Education classes are offered to 5th grade students conducted by our school resource officer. A graduation ceremony focuses on strategies that can be implemented at home to promote and support educational success in the future. |
| 3 | ParentEducation Tips - BINGO for books | Increase awareness of ways parents can assist their child's learning at home through tips and strategies to improve science knowledge. Participants play for books and provided with literacy knowledge between rounds. A light meal will be provided to all in attendance. |
| 4 | ParentResources on School Website | Websites that parents can use as a resource to help encourage learning/interaction at home are also available. |
| 5 | School newsletter with Home & School Connection | Monthly newsletters are sent with upcoming events, parent resources, and educational activities that can be done at home. Home & School Connection will accompany monthly newsletters. The Home & School Connection is a monthly educational publication designed to provided activities and resources to parents to help bridge the gap between home and school. |
| 6 | School Marquee | Information posted on school marquee to alert parents about upcoming events |
| 7 | Dad’s Day | A statewide initiative launched by the Florida Department of Education to encourage dads and/or other male role models to get involved in their child’s education. |
| 8 | One Call | System to send reminders and other important messages to all parents. |
| 9 | Star Student | Students are recognized on a monthly basis for excellent behavior and work habits. Parents are invited to join their child for lunch. |
| 10 | Preschool Programs | SES coordinates with preschool providers in Wakulla County and surrounding counties to transition children into kindergarten and to establish processes for transferring records to SES. |
| 11 | ESOL/Title III | SES coordinates with the ESOL program to provide translation services for parents that do not speak or understand English. |
| 12 | Grand Luncheons  | Parents, Grandparents, and/or anyone “Grand” in the eyes our students are invited to join students for lunch and visit the book fair to help promote literacy.  |

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 or targeted assistance),
* Adequately Yearly Progress,
* School choice, and the rights of parents. [section 1116(c)(1) and (4)].

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| **Count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title 1 Planning MeetingDevelop PPT with all required topics (school performance, school goals, parents’ right-to-know, school-wide program goals. | School Administration  | September 2019 | PPT / Parent Survey’s / Sign-in Sheet  |
| 2 | Annual Title 1 Meeting InvitationsProvided to parents via backpack, school marquee, and newsletters | Assistant Principal | September 2019 | Parent attendance |
| 3 | Annual Title 1 Meeting Reminder to Parents using One Call | Principal | September2019 | Parent attendance |
| 4 | Annual Title 1 Meeting | Principal and Assistant Principal | September2019 | Number of attendees and exit evaluations |
| 5 | Review of parent exit evaluations | Principal and Assistant Principal | September2019 | Summary of parent responses |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

Describe how Title I funds were used to promote family engagement by providing transportation, child care, or home visits, if applicable. [section 1116(c)(2)].

**Response:** Grade Level Parent Nights, Parent Teacher Conference Nights, School Advisory Council (SAC), Parent Teacher Organization (PTO), Title I Parent Meetings, and other events are held at various times throughout the year to accommodate parent work schedules. Some meetings occur right after school at 3:45 or 4:00 while others begin in the early evening with varied start times of 6:00 and 6:30. Other parent meetings such as parent teacher conferences, IST and IEP meetings occur throughout the school day, frequently between 8:00 and 9:00 in the morning or during the teachers' planning or lunch times or directly after school. Child care is provided at many of the evening events to eliminate distractions and allow parents the opportunity to fully participate in the informational session

**Building Capacity**

Describe how the school will:

* Implement activities that will build the capacity for meaningful parent/family engagement,
* Implement activities that will build relationships with the community to improve student achievement,
* Provide materials and training to help parents work with their child to improve their child’s academic achievement,
* Provide other reasonable support for parent/family engagement activities. [section 1116(e)].

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | FloridaStandards and Classroom Expectations during Parent Night / Open House / Parent Teacher Conference Nights | Grade Level Teams / Classroom Teachers  | Increase awareness and mastery of grade level expectations and FL Standards and inform parents on how to help their children at home | 1st Nine weeks (initial), Ongoing throughout the school year.  | Sign-In Sheets, Increase in Academic Awards presented per 9 weeks and at the end of the year |
| 2 | Participation in School Advisory Council | SACChair/Principal | SAC goals are data driven for specific academic areas. Student growth and achievement is measured for 3rd -5th grade students using STAR and FSA results. Student growth is measured for K-2 using STAR and Early Literacy results. Differentiated Accountability utilizes STAR, and Science assessments for specific targeted grade levels. | September 5,2019November 6, 2019February 5, 2020May 6, 2020 | SAC sign-in sheets, meeting agendas, meeting minutes, and Parent Climate Survey results. |
| 3 | ParentConferences | IndividualTeachers | Providing support to students receiving Rtl services and assisting parents in supporting their children with homework to increase student achievement. Also discuss each child's assessment results, expectations, and goals for the year | On-going | Conferences held and Title 1 Parent Compacts |
| 4 | VolunteerOrientation | VolunteerCoordinator | Increased student performance to parent/community members tutoring students individually or in a small group | August, September, & throughout the 19-20 school year as needed. | Volunteer sign-in |
| 5 | Childcare provided atParent night events | Teachers | Improved due to more parents being able to attend for K parents and 1st | On-going | Number of parents using childcare services |
| 6 | Annual Title 1 Meeting (What is Title I? What is is AYP? School Choice? Parent’s Right to Know?) | Principal andAssistantPrincipal | Increased due to improved parent awareness and understanding of Title 1 programs and components involved to increase student performance across all academic areas | September2019 | Sign-in and exit survey |
| 7 | Title 1 Bingo for Books Night | Principal andAssistantPrincipal | Increased awareness of strategies parents can use to help their children improve their reading skills. | Second Semester / 2020 | Sign-insheet/Survey |

**Staff Development**

Describe how the school educates teachers, specialized instructional support personnel, principals, school leaders, and other staff, with the assistance of parents:

* In the value and utility of contributions of parents,
* How to reach out to, communicate with, and work with parents as equal partners, and
* In implementing and coordinating parent programs, and building ties between parents and the school. [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 | TeacherTraining-FamilyFriendlySchools | AssistantPrincipal | Content specific sessions to target how parents can help their children at home. Greater parent involvement will increase student achievement as evidenced by school wide data. | August 2019 (Initial), Ongoing throughout the school year. | Increased parent/teacher communication through conferences/phone and email |
| 2 | Volunteer Orientation for Teachers | AssistantPrincipal | Provide training for teachers to better utilize and communicate with parent volunteers | August 2019 | Sign-in sheet and increased number of parent volunteer interaction in the classroom |

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)? [section 1116]

Response: We have a Parent Resource Library housed in the waiting area of the school office stocked with various resources for parents. During our Bingo for Books Parent Night, parents participate/play for books and are provided with helpful home reading tips. Our volunteer orientation is designed to acquaint parents with the many opportunities to volunteer in the classroom and engage in activities that support our programs. Title I activities provide valuable insight for parents to assist children at home. Our school website and monthly Home & School Connection offer a variety of helpful links for parents to access in order to promote at- home help, and of course, teachers are available via e-mail and phone to assist with any questions that may arise. Parents that are in need of professional assistance could be referred to the Wakulla One Stop Community Center through the school's guidance counselor. Individual and family counseling is available, as well as tutoring and self­-esteem building activities at no cost to the parents.

**Communication**

Describe how the school will provide parents of participating children the following:

* 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)]

If the school-wide program plan under Section 1114(b) 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 [section 1116(c)(5)].

**Response:** Information regarding programs, resources, and school curriculum, etc. are disseminated to our parents during Open House. Each month our school newsletter goes home keeping parents informed about upcoming school events. We also communicate with parents through e-mail, parent conferences, newsletters, Title I Parent Nights, PTO, One Call, and SAC meetings. Our climate survey, which is given each year, provides valuable information. The Title I meeting keeps our parents informed about our Title I program and also gives them helpful ideas/resources for promoting academic success at home. A grade level specific curriculum guide is used to assist in the teaching of skills. Our students in K-5 are assessed in all academic areas by the classroom teacher to determine their performance acquiring the Florida Standards. Florida Standards Assessment is administered to 3rd-5th grade students in ELA and Math. Additionally, 4th and 5th grades take a Writing Assessment and 5th grade takes an additional Science Assessment. Students in grades K-5 take the STAR Reading (Early Literacy for KG) and Math several times throughout the school year. Wakulla Writes is a writing assessment given 2 times per year in grades 3-5 and once for 2nd grade. A small group of students receiving ESE services will take the Florida Standards Alternate Assessment (FSAA) in March and April. Kindergarten teachers administer Florida Kindergarten Readiness Screener (FLKRS) during the first 30 days of school. In addition to disseminating this information at Open House and Title I Parent Nights, it is accessible on the school and district’s website. Parents can request a hard copy of this information as well as a parent/teacher conference at any time.

**Accessibility**

Describe how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Describe how the school will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

[sections 1116(e)(5) and 1116(f)]

**Response:** Currently at Shadeville Elementary every effort will be made to engage and provide resources for parents with disabilities or for parents who do not speak English. All parent communication is translated upon request. Parents are invited to many activities throughout the year. We begin with a volunteer orientation to acquaint each parent with the registration process and the procedures that are required. Kindergarten involves Moms during the Mother's Day Tea celebration. Dads are welcomed during Donuts for Dads and many stay to have lunch with the class. During Read Across America many parents and community members go from class to class reading to our students. We have various school-wide activities such as Book Fair, AR Store, Fall Festival, Field Day, academic celebrations, class holiday parties, 5th grade graduation, 5th grade Wild Adventures trip, and other PTO planned activities that involve many volunteers and helpers. As a means to include all parents, including parents of students with disabilities, we will utilize One Call Now services to inform parents of upcoming events. We update our website with current information and use the marquee out front to inform parents of upcoming events. Newsletters are sent home with students telling parents of current events happening at Shadeville as well as e-mails being sent to ensure communication.

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year (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)(D)(i)]

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| **Count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will take to Overcome** |
| 1 | Working Families | Provide scheduling flexible enough to accommodate parent nights and conferences with teachers |
| 2 | Families with children in sporting/extra­curricular activities that interfere with school functions | Be cognizant of other activities and schedules when planning parent events at school |
| 3 | Poor attendance at school events (Parent Ed. Night) | Provide materials to create games/activities that are demonstrated in the session. |
| 4 | Poor attendance at school events (Parent Ed. Night) | Use One Call to send Robo-call to remind families of event |
| 5 | Poor attendance at school events (Parent Ed. Night) | Get the students excited about attending while at the school, so they will be more likely to ask their parents to bring them |
| 6 | Poor attendance at school events (Parent Ed. Night) | Offer food and drinks to those who attend |

**Evaluation of the previous year's Parent and Family Engagement Plan**

**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 1116(e)(1-2)]. 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 | Florida Standards and Classroom expectations during Parent Night/Open House | 1 | 485 | Increase awareness and procedures for the year geared to support students |
| 2 | On-line resource (FOCUS) that parents access to monitor grades and school activities | 1 | 485 | Parents have increased awareness of student performance |
| 3 | BINGO for Books | 1 | 250 | Literacy tips for parents to help their children |
| 4 | Title 1 Parent Education Night | 1 | 143 | Increased awareness of student expectations and understanding of Title l Components involved to increase student performance across all academic areas |
| 5 | Participation in School Advisory Council | 4 | 12 | Improved school-wide strategies for targeting needs |
| 6 | Parent Conferences | 50+ | 50+ | Involved parents helping students at home |
| 7 | Title I Family Bump Up Night  | 1 | 96 | Expectations for the upcoming school year and educational ideas for students during the summer.  |
| 8 | Dad’s Day | 1 | 143 | Dad’s and other male role models are encouraged to become more involved in the school |
| 9 | Thanksgiving Lunch | 1 | 107 | Increased opportunities for parents to be actively involved in the school setting |
| 10 | Donut’s for Dads | 1 | 74 | Increased opportunities for dad's and / or other male role models to be actively involved in the school |
| 11 | Holiday Program | 1 | 257 | Increased opportunities for parents and other family members to become more involved in the school. |
| 12 | Mother’s Day Tea | 1 | 124 | Increased opportunities for parents and other family members to become more involved in the school  |

**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 1116 (e)(3)].

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| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Teacher Training- Family FriendlySchools | 1 | 41 | Increased parent participation to help their children at home |
| 2 | Intervention Support Team | 1 | 41 | Improved targeted strategies for student success in all academic areas |
| 3 | Volunteer Orientation for Teachers | 1 | 41 | Increase parent and community participation in classroom activities and small groups |

**Attachments**

* Student/Parent/Teacher Compact
* Evidence of parent input on development of:
	+ PFEP
	+ Compact