

Everglades Elementary School Title I, Part A Parent and Family Engagement Plan 2019-2020

I, Jenni Ellis, 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 projects, where prohibited.

Assurances:

- ☐ The school will be governed by the statutory definition of family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlines in section 1116 of the Every Student Succeeds Act (ESSA);
- ☐ Involve parents and family members of children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for family engagement are spent;
- ☐ Jointly develop/revise with parents and family members a written parent and family engagement policy and distribute it to parents and family members of participating children and make available the parent and family engagement plan to the local community;
- ☐ Involve parents and family, 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 parent and family engagement policy and the joint development of the schoolwide program plan;
- ☐ Use the findings of the parent and family engagement plan review to design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement policy;
- ☐ If the plan for Title I, Part A, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency;
- ☐ Provide to each parent and family member 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 or has been taught for four (4) or more consecutive weeks by a teacher who has not met applicable state certification and licensure standards; 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

FAMILY ENGAGEMENT

Briefly 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 family engagement will be used. **(ESSA Section 1116)**

The SAC and Family Engagement Committee will be responsible for planning, review and improvement of the Title 1 program. SAC faculty members will be elected by their peers. The principal will choose one grade level representative to serve on the Family Engagement Committee. An open invitation will be sent out to parents encouraging participation. Parents will receive ConnectEd, newsletter, and Facebook invitations for all activities, meetings, and activities. All communication will be sent in dual languages to increase parent participation. Translation services will be provided at all SAC and Family Engagement meetings. The parents' input will be documented in the minutes for each meeting.

Briefly describe how the school will jointly develop/revise with parents the school Parent and Family Engagement Plan, distribute the plan to parents and families of participating children, and make the Parent and Family Engagement Plan available to the local community.

The Parent and Family Engagement Plan will be developed and revised as needed with the input of parents, teachers, staff, and community members. The Parent and Family Engagement Plan will be available to parents and families electronically through our school webpage and on Social Media.

Briefly describe how the school will involve parents and families, in an organized, ongoing, and timely way, in the planning, review and improvement of programs under Title I Part A, including the planning, reviewing, and improvement of the school Parent and Family Engagement Plan and the joint development of the schoolwide program plan.

At Open House all parents are offered the opportunity to sign-up as a member of SAC and PTO.

During APTT meetings parents are given the opportunity to ask questions and share concerns about the instructional programs and student learning.

During SAC, PTO, and the Annual Title I meetings parents are given the opportunity to ask questions and share concerns about the instructional programs, student learning, and the state of the school.

All of the information gathered during these meetings are collected and taken into consideration when developing and revising the Parent and Family Engagement Plan.

Briefly describe how the school will use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's

Parent and Family Engagement Plan.

The Parent Involvement team at EES meets annually to develop the Parent and Family Engagement Plan. The team continues to meet throughout the year to discuss Parent Involvement events and happenings. The team also revises the Parent and Family Engagement Plan as needed.

Briefly describe how the school will 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.

Student performance data is shared with parents at all APTT meetings. Parents are given the opportunity at this time to ask questions about their child's performance.

Progress reports and report cards are sent home with students each quarter where teachers include comments about student performance.

State assessment data and iReady diagnostic 3 data is shared with parents when report cards are distributed in the summer.

Briefly describe how the school will provide each parent timely notice when their child has been assigned or has been taught for (4) or more consecutive weeks by a teacher who is not certified or licensed?

The principal, Jenni Ellis, will send home an out-of-field notification letter to all parents of children taught by a teacher who is not certified at the beginning of the school year.

Parents are also notified of teachers who are out of field bi-annually in our EES newsletter that is sent home with students.

Briefly describe how the school will provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals?

Information regarding the professional qualifications of classroom teachers and paraprofessionals is available on our school webpage at <http://ees.okee.k12.fl.us>

COORDINATION AND INTEGRATION

Describe how the school will coordinate and integrate 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. **(ESSA Section 1116)**

Program	Coordination
Title I Part A: APTT - Academic Parent Teacher Teams	APTT funds will be distributed evenly between grade levels to purchase necessary supplies to conduct these quarterly meetings. The APTT meetings are designed to keep parents informed on what skills the students are working on given them take home activities that parents can use to help students at home. Each grade level will host 3 meetings a year. (Beginning, Middle, and End of Year) to discuss data based on skill assessments.

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, Adequate Yearly Progress, and school choice.

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Annual Title I Meeting: This meeting is held to explain Title I, parental rights under Title I, school data and performance, standards and testing, and parent involvement.	Principal Assistant Principal	October 2019	There was a slight decrease in parent involvement at the Annual Title I Meeting in 2018 - 2019. To address this for the coming year, the Parent Involvement team plans to offer food to parents during the meeting to improve attendance. Also, 3rd grade ELA FSA assessment data showed a significant increase in 2018 - 2019 when compared to 2017 - 2018. There was an increase of 14% of students scoring proficient on this state test.

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 family engagement. **(ESSA Section 1116)**

Multiple APTT meetings are scheduled throughout the school year at varying dates and times. MTSS and IEP Meetings are also scheduled at the convenience of the parent. Also, parents are provided the opportunity to schedule parent conferences with teachers before, during, and after school.

BUILDING CAPACITY

- ☐ Describe how the school will implement activities that will build the capacity for meaningful parent and family engagement.
- ☐ Describe how the school will implement activities that will build relationships with the community to improve student academic achievement.
- ☐ Describe the actions the school will take to provide materials and training to help parents work with their child(ren).
- ☐ Include information on how the school will provide other reasonable support for parent and family engagement activities as parents and families may request. **[ESSA Section 1116]**

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness	SIP Goal Alignment
Open House Meetings	Principal	Increased parent involvement	August 2019	Student performance data	Increased student achievement data
APTT Meetings	Reading Coach, Teachers, and Staff	Increased student achievement data and increased parent involvement	Scheduled three times during the 19 - 20 school year	Student performance data	Increased student achievement data
Partnership with the Foster Grandparent Program and Big Brothers Big Sisters	Principal, AP	Increased social emotional support for students at risk	Throughout the duration of the 19-20 school year	Student performance data	Increased student achievement data

STAFF DEVELOPMENT

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other staff in how to reach out to, communicate with, and work with parents and families as equal partners, in the value and utility of contributions of parents and families, how to reach out to, communicate with, and work with parents/families as equal partners and how to implement and coordinate parent/family programs, and in building ties between parents/families and the school. **(ESSA Section 1116)**

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
PLCs	Principal, AP, and Reading Coach	Improved student achievement data	Monthly	Increased student achievement data
Literacy First PD	Principal, AP, and Reading Coach	Improved student achievement data	PD is scheduled four times for the 19-20 school year	Increased student achievement data

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. **(ESSA Section 1116)**

EES Webpage - includes important information regarding upcoming school events, school data, and links to educational resources that parents can use with their children at home.

EES Facebook Page - includes important information regarding important events and happenings at EES.

Student Agendas - includes classroom updates regarding upcoming events, daily HW information, and daily behavior.

Class DOJO - includes information regarding student behavior.

COMMUNICATION

Describe how the school will provide parents 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 under 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. **(ESSA Section 1116)**

The EES Student Handbook is included in all student agendas. Teachers send home weekly newsletters that include information regarding APTT dates and times, standards taught, and homework information. All newsletters are sent home in both English and Spanish. The school sends home weekly Monday Memo's that outline important events and happenings at the school. There are also links to educational resources that parents can access at home to assist their child. The Monday Memo is also sent out via a ConnectEd phone call that goes out on a weekly basis. Parents receive communication through newsletters, Monday Memo's, ConnectEd phone calls, Facebook updates, EES Webpage, flyers, school marquee, and flyers.

ACCESSIBILITY

Describe how the school will provide full opportunities for participation in 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.

All parent communication is sent home in both English and Spanish. Spanish speaking interpreters are available to parents at all APTT meetings and the Annual Title I Meeting.

EVIDENCE OF PARENT AND FAMILY INPUT IN THE DEVELOPMENT OF THE PLAN

Upload Parent-School Compact to your school FE Folder.

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school FE Folder.

- ★ **Note:** As a component of the school-level family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

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. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement	Data Source Used
EES Annual Title I Meeting on 09/25/18	4	12	3rd grade ELA FSA assessment data showed a significant increase in 2018 - 2019 when compared to 2017 - 2018. There was an increase of 14% of students scoring proficient on this state test.	FSA Data
Parent Involvement Team Meeting on 08/28/18	3	11	3rd grade ELA FSA assessment data showed a significant increase in 2018 - 2019 when compared to 2017 - 2018. There was an increase of 14% of students scoring proficient on this state test.	FSA Data
PTO Meetings on 09/25/18, 11/27/18, 01/29/19, 05/21/19	4	7	3rd grade ELA FSA assessment data showed a significant increase in 2018 - 2019 when compared to 2017 - 2018. There was an increase of 14% of students scoring proficient on this state test.	FSA Data
SAC Meetings on 09/25/18, 11/27/18, 01/29/19, 05/21/19	4	7	3rd grade ELA FSA assessment data showed a significant increase in 2018 - 2019 when compared to 2017 - 2018. There was an increase of 14% of students scoring proficient on this state test.	FSA Data
APTT Meetings - Scheduled 3 times during the year by grade level	3	495	3rd grade ELA FSA assessment data showed a significant increase in 2018 - 2019 when compared to 2017 - 2018. There was an increase of 14% of students scoring proficient on this state test.	FSA 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.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement	Data Source Used
PLCs	Scheduled Monthly	All teachers	3rd grade ELA FSA assessment data showed a significant increase in 2018 - 2019 when compared to 2017 - 2018. There was an increase of 14% of students scoring proficient on this state test.	FSA Data
APTT	Scheduled Three Times During the Year	495	3rd grade ELA FSA assessment data showed a significant increase in 2018 - 2019 when compared to 2017 - 2018. There was an increase of 14% of students scoring proficient on this state test.	FSA Data
Literacy First PD	Scheduled Three Times During the Year	All teachers	3rd grade ELA FSA assessment data showed a significant increase in 2018 - 2019 when compared to 2017 - 2018. There was an increase of 14% of students scoring proficient on this state test.	FSA Data

Barriers

Describe the barriers that hindered participation by parents during the previous school year in 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).

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Some barriers that hinder parent involvement and attendance at school events include parent work schedules, transportation, and limited English proficiency.	In an effort to overcome these barriers, EES will offer parent involvement activities on a variety of dates and times. An effort will also be made to have interpreters available at all parent involvement events and activities.