

Ruth Upson Elementary Title I, Part A Parent and Family Engagement Plan 2017-2018

School Name

I, Yvonne Spinner, 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 outlined in Section 9101(32), ESEA;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Engage 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 school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, 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 [Section 1118(b)(4)];
- Provide to each parent and family 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 and family 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 and family 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)].

Signature of Principal

Date Signed

Involvement of Family

How the school involves the parents and families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used? [ESEA Section 1116] Information is conveyed to parents via: newsletters, phone dialers, teachers and school websites, and parent workshops. Parent volunteers were recruited to give input for the Parent and Family Engagement Plan (PFEP) and to help formulate the budget. Minutes and sign in sheets are located in the Title 1 Parent Involvement Audit Box. In addition, the School Advisory Council reviews the PIP and the school budget twice yearly which provides them an opportunity for involvement in planning, review and improvement of the school's Title I program. The District climate survey, which is reviewed by SAC is another vehicle for parent input. Parents who are members of the School Advisory Council are chosen by their peers each year according to SAC's bylaws.

Coordination and Integration with Other Programs

How the school coordinates and integrates Parent and Family Engagement programs and activities with other Programs? The school coordinates with the Title I Pre-Kindergarten teacher to offer parent workshops on campus. A Pre-Kindergarten workshop was coordinated through the Parent Academy program to provide support for Pre-K parents. ESE and VE teachers meet regularly with ESE parents to give them strategies to support their students reading skills. No IDEA funds will be used nor are any available. SAI funds are used to provide supplemental instruction for struggling students.

Choose all that apply	Program	Coordination
<input checked="" type="checkbox"/>	IDEA (Students with Disabilities)	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input checked="" type="checkbox"/>	VPK	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
<input type="checkbox"/>	Title I, Part D	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.

<input type="checkbox"/>	Title IX, Part A	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	Supplemental Academic Instruction (SAI)	This “super categorical” is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input type="checkbox"/>	Violence Prevention Programs	Primary Youth Violence Prevention Programs focus on utilizing a positive youth development approach, target youth at high risk for violence but who are not necessarily engaging in violence yet and would include programming considered “primary prevention”. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	Title II	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.
<input checked="" type="checkbox"/>	Parent Academy	Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range from one time workshops to programs over the entire school year.

How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESEA Section 1116] The school integrates multiple activities to assist parents with teaching their children at home. The school guidance counselor hosts parent workshops to assist parents with strategies for student support. Family reading nights and Parent Writing workshops help parents understand the reading curriculum used in the school and provide them take home activities to help them reinforce reading at home.

Annual Family Meeting

A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program? The School Leadership Team, PTA board and SAC will provide input for the Annual Title 1 Parent Meeting. The Annual Title I meeting will be held in September to inform parents of the schools Title I program and determine the PFEP budget. Parents will be invited

during a regularly scheduled SAC meeting to increase participation. The Title I budget and approved PFEP will be reviewed and approved.

A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)? Ruth Upson is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Our school wide Title I program is designed to support State and local school reform efforts tied to challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental engagement. All Title I schools must jointly develop with parents and family members a written parent and family engagement policy. Ruth Upson will provide opportunities to improve family engagement to improve student learning. Ruth Upson Elementary School values the contributions and engagement of parents and family members to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Ruth Upson Elementary School will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?

Parents are invited to come to the Annual Family Meeting to learn more about our Title I program including our Parent Engagement Policy, the Schoolwide Plan, adequate yearly progress (AYP), the School-Parent Compacts and the parent rights, school choice and about Title I requirements. Parents will be notified by multiple communication means including mail-outs, Newsletters, website, and phone dialer.

Flexible Family Meetings

How will the school offer a flexible number of meetings, such as meeting in the morning or evening? Check all that apply.

- AM Sessions at different times
- PM Sessions at different times
- AM & PM Sessions (Meetings offered at different times on the same day, same content)

How will the school provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement?

Ruth Upson will provide home visits upon parent request to facilitate parent and family engagement.

Building Capacity

How the school will implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)

Ruth Upson will utilize the Parent and Family Engagement Plan Developmental Meeting to garner input and support from families regarding barriers and needs to develop comprehensive activities that support the requirements of our students and families. After initial input, a draft plan will be re-reviewed by parents to ensure adequate activities are available to build capacity.

How will the school implement activities that will build relationship with the community to improve student achievement?

Ruth Upson will invite community organizations, including Faith-Based partners to assist with events and provide support to families. We will communicate with the community on a regular basis regarding schoolwide events and activities, through phone messages, social media, email and flyers.

How the school will provide materials and trainings to assist parents or families to work with their child(ren)?

Ruth Upson will purchase materials including Ready LAFS curriculum materials and parenting books to assist parents with their children at home. We will provide training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology to foster parent and family engagement.

How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]

Ruth Upson will develop strategies to improve our parent and family engagement. We will provide opportunities for parents to request additional support and offer input on the improvement of parent and family engagement programs. We will work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement and how to support. We will collect feedback from parents and family members at all events, place input card around the building and a post suggestion form on the school website in order to respond to parents' requests for additional support for parent and family engagement activities.

Parent and Family Engagements Events:

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1	Family Reading Night	K. McLarty	Literacy engagement session to create take home activities showing parents how teach students word tracking, sight words, reading comprehension, and blending phonemes and providing take home books to assist with aural comprehension skills.	October, 2017	Sign in sheet, pictures
2	Mindsets for Parent Workshop – Session 1	A. Smith	Provide parents with effective and appropriate strategies for increasing student motivation and perseverance during Math FSA testing through the use of real world problems requiring strong motivation to overcome multi-step word problems.	November, 2017	Sign in sheets, Workshop evaluation, agenda
3	Mindsets for Parent Workshop – Session 2	A. Smith	Provide parents with effective and appropriate strategies for increasing student motivation and perseverance for ELA FSA testing and increasing student reading endurance through at home strategies.	February, 2018	Sign in sheets, Workshop evaluation, agenda
4	Transitioning to 5 th /6 th Grade	A. Smith	Parents of fourth and fifth grade students transitioning to 5th or 6th grade will learn about activities to use to	January, 2018	Sign in sheets, Workshop evaluation, agenda

			help students retain skills in reading and math over the summer. Parents will also learn about community summer programs to keep students reading and expectations for entering fifth or sixth grade in August.		
5	Literacy Arts Extravaganza Night	C. Dubas	Literacy engagement session to create take home activities showing parents how teach students word tracking, sight words, reading comprehension, and blending phonemes and providing take home books to assist with aural comprehension skills.	May, 2018	Sign in sheets, Workshop evaluation, agenda

Other School wide Activities:

How other activities such as the family resource center, the school will conduct encourage and support parents and families in more meaningful engagement in the education of their child(ren)? The following activities provide parents with information and activities on how to help their children at home: weekly parent newsletter, promotion of the District's Title I parent Resource center, frequent parent teacher conferences, Open House, Quarterly awards assemblies, Student Data Letter (triennial), SAC Meeting. The school has a Parent Resource area maintained by the front office that provides computer access and materials on a variety of topics. A comfortable seating area and digital devices will be provided for parent use. It is open to parents during the school day from 8:00am to 4:00pm. Parents are reminded of the Parent Resource Center through the weekly Connection. The results of the school climate survey provide feedback from parents.

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1	Student Orientation	Y. Spinner	Explain academic expectations to help parents monitor student achievement	August, 2017	Attendance/Sign in sheets
2	PTA Meetings	Y. Spinner	Increase parent knowledge of Florida State Standards and curriculum	August to June	Attendance/Sign in sheets
3	Open House	Y. Spinner	Explain academic expectations to help parents monitor student achievement	August, 2017	Attendance/Sign in sheets

4	Character Reading (Parents as Guest Readers)	K. McLarty	Parent readers to support literacy	October, 2017	Attendance/Sign in sheets
5	Parent Resource Center	J. Royal	A place for parents to feel welcome and get information	August to June	Attendance/Sign in sheets
6	Weekend Backpacks	A. Smith	Families in need will be provided with food for the weekend	August to June	Parent Feedback
7	Grandparents Day Lunch	Y. Spinner	Invite Grandparents to eat with their student	October, 2017	Pictures
8	Dad's Bring Your Child to School day	J. Royal	Provide parents an opportunity to listen to effective parenting strategies	September 27, 2017	Sign in sheet, pictures

Staff Development

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on the assistance of parents and families and in the value of their contributions.

Ruth Upson will provide quarterly training throughout the school year to educate staff on the value and utility of the contribution of parents and families. Teachers will learn to build relationships with parents to enhance students' academic growth and explore a variety of techniques to increase parent involvement through additional online modules available in Simple K12.

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff on how to reach out to, communicate with, and work with parents and families as equal partners.

Ruth Upson will provide quarterly training on how to effectively communicate with parents about student learning and progress through staff meetings, conferences, trainings, webinars and online resources to increase staff communication with parents as equal partners.

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on implementing and coordinating parent and family programs and building ties between parents and families and the school. [ESEA Section 1116]

Ruth Upson will provide quarterly training on implementing programs and building ties. Teachers will participate in early dismissal training on implementing and coordinating programs.

Communication

How the school will provide timely information about the Title I program and activities?

Ruth Upson will use multiple modes of communication at least 2 weeks in advance of every event, including the Connection newsletter, automated dialer calls, parent mail outs, grade-level newsletters, weekly Tuesday folders.

How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

Ruth Upson will use curriculum nights, including Family Reading Night, FSA Writing Night, the annual Title 1 Parent Meeting, Open House, Triennial Data Letters, Progress reports, Report cards, and Weekly Grade Level Newsletters to explain and describe student progress and achievement.

How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child(ren)?

Ruth Upson provides regular meeting for parents to provide suggestions and participate in the education of their child, including parent-teacher conferences, administrative conference, regular PTA meetings, regular SAC meetings, and email communication.

How the school will submit parents' and families' comments to the LEA if the school-wide plan is not satisfactory to them? [ESEA Section 1116]

Parents have multiple opportunities to submit comments and concerns through regular SAC meetings, PTA meetings, parent-teacher conferences, email, and parent survey.

Accessibility

A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?

Ruth Upson will provide multiple opportunities for parent participation, using a variety of engagement events offered during different times to encourage parents and families.

A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand?

Ruth Upson will share information related to family engagement programs, school reports, and other activities using a translator or translated materials for families in the accessibility focus area of language. We will provide identified parking, ramps, sign language interpreters, modified printed materials or modified seating for families with special needs or disabilities.

Barriers

A description of the barriers that hindered participation by parents during the previous school year?

During the PFEP Developmental Meeting and Annual Title 1 Parent Meeting families described an unfamiliarity with the school system as a barrier to participation.

A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESEA Section 1116]

In order to overcome participation barriers, special attention will be paid to family communications using more detailed descriptions of event and opportunities for involvement. Phones Dialers, flyers, Newsletters, website updates and email will be more descriptive and inclusive. Translations will be provided by staff for parents of limited English proficient students and migratory children.