

## 2018-2019 Title I, Part A Parental and Family Engagement Plan

I, Marcus Sanfilippo, 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 involve parents of children served in the Title I, Part A school in decisions about how Title I, Part A funds are spend.
- The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA.
- The school will develop and revise it's Parent and Family Engagement Plan was jointly with parents and make available to the Title I, Part A parents and community.
- The school will involve parents and families in the planning, reviewing and improving of the school-wide plan.
- The school use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.
- The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.
- The school will outline a process in which it will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.
- The school will describe the process for how they will provide each family with an individualized student report about the performance of their child(ren) on the State assessments. [ESEA Section 1116]

### Signature of Superintendent or Designee

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Date Signed

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

### Mission Statement

Describe how the school will:

- include how the parent and family engagement plan will be a shared responsibility;
- how the Parent and Family Engagement Plan will assist in providing high quality instruction for all learners

*and*

### Engagement of Parents

Describe how the school will:

- 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]
- compile evidence of parental input on the compact and Parent and Family Engagement plan

All parents are invited to attend quarterly School/Title I Parent Advisory Council meetings through backpack mailings, newsletters, our parent call out system, and parent involvement tables at open house. These meetings are a forum to review, discuss, and amend the School Improvement Plan, Parent and Family Engagement Plan, and Title I Compact. Administration will send home monthly calendars, post announcements on the school website and school marquee, as well as utilize the calling system to notify families of Title I school events and activities. The school will provide on-going opportunities to parents of children served by the school through: Curriculum Night, parent/family conferences, Family Literacy Events, FSA Parent Night, ELL Parent Night, ESE Parent Nights, Kindergarten Night, Math Night, BINGO for Books, STEAM Night. Parents will be asked to do an evaluation form each parent night. Data and feedback will be used to enhance future parent involvement opportunities. Parents will be provided on-going opportunities for input into the Title I Parent Involvement Plan and school improvement through the SAC process. Minutes and sign-in sheets from all meetings will be kept on file and posted on the website for parent review. All parent involvement sign-in sheets will be kept on file. The school also maintains a parent resource center with materials checkout which includes cross curricular materials, books, and computer checkout.

**Coordination and Integration with other Federal Programs**

Describe how the school will:

- coordinate and integrate parent and family engagement programs and activities
- how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA 1116] (including but not limited to Title I, Part C, Title I Part D, Title III and Title IV Part A.

Count	Program	Coordination
1	VPK/Pre K ESE	Flagler County participates in the Volusia/Flagler Early Learning Coalition. Students who are in Pre-K ESE classes and who are at least 4 years by Sept. 1st can participate in VPK classes for age appropriate mainstreaming. VPK and child care students also participate in recess/PE time with age appropriate Pre-K ESE students.
2	Title II A	New Teacher Mentor Program
3	Title I and III	Funds are provided for translation of communication to parents and also pays for TRANSACT for online parent letters/school forms in multiple languages.
4	Title IV	Ala Carte Federal Lunch Program

### Annual Parent Meeting

Describe how the school will:

- take specific steps to conduct the annual meeting to inform parents and families of participating children about the school's Title I program
- provide a description for parents, of the nature of the Title I program
- provide a description of how the meeting will cover adequate yearly progress, school choice, and the rights of parents

	Content/Type of Activity	Person Responsible	Timeline	Evidence of Effectiveness
1	Title I Parent Advisory Annual Meeting (compact, what is Title I, request for parent input, etc...)	Principal	September 2018	Minutes, Agendas, Parent sign-in sheets, parent survey
2	Curriculum Night-parents are reminded of the Title I parent meeting that is held each year	Administration, Guidance, Academic Coaches, classroom teachers	September 2018	Sign-ins, parent feedback, minutes, parent survey
3	Parent Conferences-Title I Compacts are discussed and signed at Parent Conferences	Administration, Guidance, Academic Coaches, classroom teachers	Quarterly	Sign-ins, parent feedback, minutes, parent survey

### Flexible Parent Meetings

Describe how the school will:

- offer a flexible number of meetings, such as meetings in the morning or evening
- provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]

The school will hold quarterly SAC/Title I Parent Advisory Council meetings with childcare provided. Parent visits will be made via the Title I Parent Specialist and district social worker to address academic and attendance issues when the parent has been unreachable through conferences or phone contact. The school will provide on-going opportunities to parents of children served by the school through: Curriculum Night, parent conferences, Literacy Events, Math/Science Parent training, FSA Parent Night, ELL Parent Night, ESE Parent Nights, BINGO for books, Kindergarten Night, Math Nights, and STEAM Nights. When needed, childcare will be provided for evening or morning meetings when possible. Information is made available through afternoon and evening meetings. The District social worker and parent specialist will conduct home visits as needed. Parent information is being made available on the website for 24 hour access.

## Building Capacity

Describe how the school will:

- implement activities that will build the capacity for meaningful parent/family involvement
- implement activities that will build relationships with the community to improve student achievement
- provide materials and trainings to assist parents/families to work with their child(ren)
- provide other reasonable support for parent/family engagement activities. [ESEA Section 1116]
- include content and type of activity, person responsible, anticipated impact on student achievement, timeline (including frequency and duration), evidence of effectiveness, and research based evidence

	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
	Reading/Literacy: Families Literacy Night Reading Strategies	Smith/Newman	Increased reading vocabulary, fluency and comprehension	Fall 2018	Parent Feedback, Guided Reading Data. FSA ELA data (learning gains)
	STEAM Night	Sanfilippo/Blanchard/Grade Level Lead Teachers	Increased math/science scores	Fall/Spring 2018-2019	Math and Science benchmark data, FSA Scores
	Assessment/Student Achievement: FSA Parent Night; ELL Parent Night	Academic Coaches; Admin.; Guidance	Parent Involvement-research shows student achievement increases when parents are involved	On-going 2018-2019	Increased parent involvement as indicated by meeting sign in sheets and survey results

BINGO for Books (students play BINGO to win books, information is shared with parents throughout the evening (what Title I is, what we do, research on reading, etc...))	Media Specialist/Smith	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved.	Spring 2019	Increased parent involvement as indicated by meeting sign in sheets and survey results
How to Talk So Kids Will Learn	Breeding-guidance	Provides strategies for parents to use when helping their children with school work.	Fall 2018	Increased parent involvement as indicated by meeting sign in sheets and survey results
Technology/Parent Resources Night	Technology Team Rep (TBD), Academic Coaches, Admin	Provides information regarding electronic resources available to parents/students and how to best utilize them.	Fall 2018	Increased parent involvement as indicated by meeting sign in sheets and survey results
Hour of Code/Computer Science Week	Westly/Science Reps from Grade Levels	increased math/science scores	Winter 2018	Increased parent involvement as indicated by meeting sign in sheets and survey results

**Staff Development**

Describe how the school will:

- provide professional development activities to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families

- provide professional development to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to communicate with and work with parents/families as equal partners
- provide professional development activities to educate teachers, specialized instruction support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]
- include content and type of activity, person responsible, anticipated impact on student achievement, timeline including frequency and duration, and evidence of effectiveness

Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Effective Parent Conferencing (building ties between home and school, communicating and working with parents, value of parental involvement)	Academic Coaches/Guidance	Parent Involvement-research shows students achievement increases when parents are involved.	Sept./Oct. 2018	Increased parent involvement as indicated by meeting sign in sheets.
Professional Development on family engagement	Blanchard (will work with district parent specialist)	Parent Involvement-research shows students achievement increases when parents are involved.	Oct/Nov 2018	Increased parent involvement as indicated by meeting sign in sheets.

### Other activities

Describe how the school will:

- Encourage and promote other activities, such as the parent resource center, and use to activities to support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]

Parent Resource Center-The person responsible (Media Specialist) will open media for parents and students to access media checkout and parent resource checkout. This will continue throughout the year on a weekly basis. The District Parent Specialist will also be at the school site on a regular basis to train parents and assist in developing our parent resource center. Parents will be notified and reminded of this service by newsletter, callout system, and at

parent conferences. Evaluation of this program will be through increased use (parent sign-in sheets, circulation data, and parent feedback in our annual survey).

BES will continue to implement the WATCH D.O.G.S. (Dads of Great Students) program- This is a father involvement initiative of the National Center for Fathering that organizes fathers and father figures in order to provide positive male role models for the students and to enhance school security. During our curriculum night, guidance counselors and teachers will share information about the program. There will also be an evening event where all male parents, guardians, etc...of students are invited to come to an informational meeting and sign up to be a Watch DOG at BES. From there, the counselors will set up the visit and make contact with the Watch DOGS. Evidence of effectiveness will be increased number of Watch DOGS participating in the program.

### **Communication**

Describe how the school will:

- provide timely information about the Title I programs
- 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
- if requested by parents, how the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)
- offer 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 school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understanding and uniform format and to the extent practical, in a language parents can understand.
- submit parents/families comments if the school-wide plan is not satisfactory to them. [ESEA Section 1116]

The school will make all notifications available on the school website, and they will be sent home in backpack mailings. Quarterly SAC/Title I Parent advisory Council meetings will provide a forum for parent input into programs. If the Parent Involvement Plan does not meet the approval of parents, they may share concerns/suggestions at the SAC meeting when the information is presented. Parents may also reach out to the Principal to meet and discuss the plan further. Open house, regular parent conferences and classroom newsletters will provide parents with information pertaining to their child. At the beginning of the school year, the Student Handbook is sent to all students/parents to review. Parent letters are sent home regarding school grades, Choice with Transportation, Title I tutoring, and Highly Qualified Teachers. These letters go home in the mail, in backpacks, and are posted on the school and district websites. All parent communication is kept on file at the school in a parent communication folder/notebook for documentation purposes and is sent in the child's native language when possible.

### **Accessibility**

Describe how the school will:

- provide full opportunities for participation in parent/family engagement activities for all parents/families
- share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand

Title I Parent Specialist and district social worker home visits, ELL Parent Nights, multi-language documents (Spanish, Haitian Creole, Russian) provided by TRANSACT, ELL Parent Night, as well as translator and sign

language services when needed. The school will secure Language/ASL translators as needed in order to ensure that parents can participate in parent meetings. All schools are handicap accessible.

**Fidelity**

Describe how the school will:

- review the parent and family engagement plan to ensure projected activities occur
- include information on how your school will discuss parent and family engagement activities with families and stakeholders
- use a measurement and the school's choice of data, to monitor family participation

The PFEP will be reviewed quarterly by the leadership team to ensure projected activities occur. Attendance and feedback from each event (sign in sheets and parent surveys about the event) will also be reviewed regularly and shared with staff and families at SAC meetings. During SAC meetings, parents will have the opportunity to share ideas and suggestions about the events in order to improve them.

**Discretionary Activities (optional)**

- include any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.
- include activity, description of implementation strategy, person responsible, evidence of effectiveness, timeline (including frequency and duration) and research based objective

**Barriers**

· Include a description of the barriers that hindered participation by parents during the previous school year and a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116]. Include specific subgroups, if applicable.

	<b>Barrier (Including the Specific Subgroup)</b>	<b>Steps the School will Take to Overcome</b>
1	Childcare not always available	Plan to have childcare available at all meetings
2	Evening meetings occur during the dinner hour	Plan to serve meals when possible to make it easier for families to attend
3	Parents not speaking English	Plan to have translators available for family engagement events when parents request and inform parents regularly of how to request this service

**Attach evidence of Parental Input on this PFEP**

**Attach school compact and evidence of parental input on school compact**



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

### **Best Practices**

· Include a description of the parent and family engagement activity strategy implemented the previous school year that the school considers the most effective including content/purpose and a description of the activity.

Literacy Game Night- instructional coaches and teachers planned an evening that included various games for parents to play with their child. The games all included vocabulary, reading skills, math practice, etc... Families enjoyed some quality time together and were given mini versions of the games to take home and play together. At each game station, teachers also shared various facts about vocabulary acquisition, reading strategies and number sense. Approximately 53 families attended the event and the feedback received was very positive.

### **Building Capacity Summary**

· Include a summary of the activities offered to help build the capacity of parents and improve their children's academic achievement to include:

- A. Content and Type of Activity
  - a. Number of Activities
  - b. Number of Participants
  - c. Anticipated Impact on Student Achievement

B.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
Assessment/Student Achievement: FSA parent Night	1	6	Parent involvement-research shows students achievement increases when parents are involved.
BINGO For Books	1	31	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved.
Open House	1	870	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved.
Parent Conferences	2	Oct- 803 Mar-484	Increased academic achievement and parent involvement-research shows students achievement increases when parents are

			involved.
ESOL Parent Night	1	3	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved.
Literacy Night	1	53	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved.
Title I Annual Meeting	1	21	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved.
Family Art Show	1	73	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved.
Watch Dogs-Parent Information Night	1	37	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved
Honor Roll Ceremony	3	896	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved
SAC Meetings	3	21	Increased academic achievement and parent involvement-research shows students achievement increases when parents are involved

### Staff Training Summary

· Include a summary of the professional development activities provided by the school during the previous 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.

During regular PLCs, teachers met with administration to discuss ways to effectively communicate with families. The primary focus this year was to reach out to each parent at least within the first of month of school to share something positive about each student. Teachers also discussed various strategies to

facilitate two way communication between home and school. Teachers not familiar with class dojo were given an overview of the program. At monthly faculty meetings, the Principal also continued this conversation and asked various teachers to share ways that they effectively communicate with families.