

EVERGLADES ELEMENTARY SCHOOL Title I, Part A Parent and Family Engagement Plan

I, Leslie Lundy, 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;
- 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;
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community;
- 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 schoolwide program plan;
- 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;
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
- 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; Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; 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

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Everglades Elementary School believes that all children have the ability to cultivate their dreams through the collaborative efforts of the faculty, staff, parents, community, and students. Through reading, math, and science activities we will instill and nurture an appreciation and respect for lifelong learning including college and career readiness.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status: Adequate

Review Comments:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used.

Response:The SAC and Parental Involvement 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 Parental Involvement Committee. An open invitation will be sent out to parents encouraging participation. Parents will receive connect ed, 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 Parental Involvement meetings. The parents' input will be documented in the minutes for each meeting.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;

- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities.

Review Status: Adequate

Review Comments:

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

| count | Program | Coordination |
|-------|---------|--|
| 1 | APTT | \$3295 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. |

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status: Adequate

Review Comments:

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 (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|--------------|---|--|------------------------|----------------------------------|
| 1 | Title I information will be given to parents during the annual meeting. | Principal, Assistant Principal, Instructional Faculty, Guidance Counselor, Reading Coach | September-October 2017 | Parent sign in sheet/survey |

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement.

Response: Everglades Elementary will make every attempt to have meetings and activities at flexible times during the evening as well as make an attempt to have some activities during the day.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status: Adequate

Review Comments:

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and 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 to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities as parents may request.

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--------------|---|---|---|--------------------|---|
| 1 | APTT will support children's academic goals by linking home and school learning | Principal, Assistant Principal, Instructional Faculty, Guidance Counselor, Reading Coach, & Parents | Students' scores on district and state assessments will increase due to parent participation. | September-May 2017 | parent survey |
| 2 | PTO Meetings-give out general school information and provide academic resources | PI team, principal, Reading Coach | Students' scores on district and state assessments will increase due to parent participation. | Quarterly | Improved test scores on district and state assessments. |

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
 - o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements, and how to monitor their child’s progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status: Adequate

Review Comments:

| |
|--|
| |
|--|

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools.

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--------------|-------------------------------------|---------------------------|--|---|---|
| 1 | APTT | APTT Team | Students' district and state assessments will improve due to professional development. | Three times a Year during 2017-2018 school year | Effectiveness will be measured by district and state assessments. |
| 2 | Grade level Expectation Night | Grade level teams | Students' district and state assessments will improve due to professional development. | September 2017 | Effectiveness will be measured by district and state assessments. |

Review Rubric:

Content and type of activity including the following:

- Valuing of parental involvement,
- Communicating and working with parents,
- Implementation and coordination of parental involvement program,
- Building ties between home and school,; and
- Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate**Review Comments:**

| |
|--|
| |
|--|

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.

Response:

| Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|--|---|-----------------------------|---------------------------|
| Parent reading materials in front office | Teachers per grade level; principal; assistant principal, coach; guidance counselor | August-June | Parent surveys |
| PTO-Book Fair | Media Specialist; parent volunteers | October 2017, February 2018 | Parent surveys |
| School Zone Book Tour | Staff, principal | December 2017 | Parent surveys |
| PTO-Family Math Night | Teachers, principal | December 2017 | Parent surveys |
| PTO-FSA Testing Prep Night | Teachers, principal | February 2018 | Parent surveys |
| PTO-Family Science Night | Teachers, principal | May 2018 | Parent surveys |

| | | | |
|------|--------------------------------|--------------------|----------------|
| APTT | Teachers, principal, APTT team | September-May 2018 | Parent surveys |
|------|--------------------------------|--------------------|----------------|

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

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 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.

Response: Classroom newsletters; agendas; marquee, "Connect Ed", invitations, Okeechobee News; google calendar; Facebook; Remind 101; Class Dojo. In addition, our quarterly APTT meetings will keep parents up to date on learning goals for their child compared to the rest of the class.

- The committee will meet quarterly and will include parents, as well as our PTO will meet and will review the Parent Involvement plan as it stands at that time and discuss any upcoming events that parents need to be aware of.
- After each event the parents will be asked to fill out a survey and the committee will take into consideration the comments on the survey.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status: Adequate

Review Comments:

| |
|--|
| |
|--|

Accessibility

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

| Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--|--|--|-------------|--|
| Classroom newsletters; agendas; marquee, "Connect Ed", invitations, Okeechobee News; google calendar; Facebook; Class Dojo; translation and interpretation will be made available if necessary; school is handicap accessible. | Teachers per grade level; principal; assistant principal, coach; guidance counselor; staff | Students will see an increase in academic grades and assessments | August-June | Grades; assessment scores; parental survey |
| APTT | Teachers per | Students will | Quarterly | Parent survey |

| | | | | |
|--|--|---|--|--|
| | grade level; principal; assistant principal, coach; guidance counselor; staff | see an increase in academic grades and assessments | | |
|--|--|---|--|--|

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent’s native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status: Adequate

Review Comments:

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

| count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|--|--|--------------------|---|----------|
| 1 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of | We will offer meetings at a variety of times | PI Committee | Provided the parents with the opportunity to attend meetings at a time that best meets their schedule | On-going |

| | | | | | |
|--|-------|--|--|--|--|
| | times | | | | |
|--|-------|--|--|--|--|

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status: Adequate

Review Comments:

Upload evidence of Input from Parents in the school PI folder. [EES PI folder](#)

Review Rubric:

Review Status:

Review Comments:

Upload Parent-School Compact in the school PI folder. [EES PI Folder](#)

Note: As a component of the school-level parental involvement 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.

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact.

Review Status:

Review Comments:

Upload Evidence of Parent Involvement in Development of Parent-School Compact in the school PI folder. [EES PI Folder](#)

Note: As a component of the school-level parental involvement 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.

Review Rubric:

Review Status:

Review Comments:

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.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|--------------|-------------------------------------|-----------------------------|-------------------------------|--|
| 1 | APTT | 3 | 1241 | Improvement on classroom assessments and district and state assessments (performance matters, FSA) |
| 2 | Title 1 Meeting | 1 | 13 | Improvement on classroom assessments and district and state assessments (performance matters, FSA) |

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

| |
|--|
| |
|--|

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.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|--------------|-------------------------------------|-----------------------------|-------------------------------|--|
| 1 | PLC Meetings to | 37 | 43 | Improved scores |

| | | | | |
|---|---|---|----|-------------------------------------|
| | discuss data and student achievement | | | |
| 2 | APTT-review data and generate powerpoint of data to share with stakeholders | 3 | 43 | Improved scores on state assessment |

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

| |
|--|
| |
|--|

Barriers

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

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|--|--|
| 1 | Our biggest barrier is getting the parents to attend the meetings and limited English. | We will attempt to advertise more on the school news, the marquees, "connect Ed" and Facebook. We will also have meetings at various times and dates. Also try to get more interpreters/translators. |

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies.

Review Status: Adequate

Review Comments:

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

| count | Content/Purpose | Description of the Activity |
|--------------|--|--|
| 1 | APTT: The purpose of these meetings was to discuss student data with parents, set goals for students, and offer strategies for success with home to school connection. | Parents attend grade level meetings three times a year to discuss student data, set goals, and reflect on strategies parents can use at home to support student achievement. |

Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status: Adequate

Review Comments: