

Columbia Elementary School **2018-2019 Parent and Family Engagement Plan (PFEP)**

I, **Rachel Roberts**, 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 and ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). 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.

Columbia's Parent Involvement Mission Statement:

Columbia's Parent Involvement Program is to bridge the gap between parent, school, and community. We aim to improve relationships between home and school, which empowers families to become proactive in their children's education on a continuous basis. The program does this by providing information, training and assistance through family/parent education courses, activities and referral services.

Assurances:

- Families of children served in Title I, Part A are involved in decisions about how Title I, Part A funds are spent.
- Families are provided with a description of how the school will carry out the programs, activities, and procedures intended to provide them with educational engagement opportunities in accordance with the definitions in Section 8101 of ESEA
- Families are involved in planning, reviewing and improving the school-wide program plan throughout the year.
- The Parent and Family Engagement Plan (PFEP) was jointly developed/revised with families and made available to the local community.
- Findings from surveys and collected feedback from families are used to identify and design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.
- The school 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 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 provide each family with an individualized student report about the performance of their child(ren) on the State assessments. [ESSA Section 1116]

Involvement of Families:

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

Parents will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs including planning, review, and improvement of the school parental involvement plan, as well as the joint development of the school-wide program plan under section 1114(b)(2). This will be done through the Spring Title I

Parent/District/Client Survey, workshop evaluations, and monthly School Advisory Council (SAC) meetings. In our monthly newsletters, parents are invited to attend SAC meetings. In April, nominations are printed in the newsletter and parents are asked to vote on parent representatives for SAC, a two-year term. New members are added as openings become available. SAC representatives (parents, community members, and staff) will review the academic areas that will be targeted with Title I funds. Members of SAC and the school staff will review the results of the surveys to develop a Parent Involvement Plan. This will mainly take place in spring but evaluations and improvements will be discussed throughout the year. Furthermore, SAC and the school staff will develop the school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact will be discussed with parents at the Title I Annual Meeting.

Coordination and Integration with Other Federal Programs:

- How will the school coordinate and integrate parent and family engagement programs and activities?
- How will the school coordinate and integrate parent and family activities that teach families how to help their child(ren) at home? [ESSA Section 1116]

count	Program	Coordination
1	Rolling Readers	Rolling Readers provides adults to read to students weekly in grades K-2nd
2	Area Pre-schools	Our Title I staff will invite area preschools to age appropriate parent workshops that are offered at Columbia that may assist them in fully participating in the education of their children. Parents and their pre-school children who will be attending kindergarten next year will be able to observe a kindergarten class and will be given a tour of the Columbia school facility.
3	Title II, Part A (Improving Teacher Quality)	Columbia Elementary Title I staff, the district k-12 Parent Involvement Resource Teacher, the Title I Family Involvement Resource Teacher and office of Educational Leadership & Professional Development staff work collaboratively to provide school staff with professional development in working effectively with parents.
4	Title II, Part D (Enhancing Education through Technology)	Columbia Elementary teachers, Columbia Elementary Technology Associate and the District Office of Education Technology work together to address the needs of students and families. We work together collaboratively to plan and implement appropriate programs, services and training opportunities for school staff and families, including opportunities to access and utilize Edline as a means of communication between home and school.
5	Title III (Language Instruction for English Language Learners)	Columbia Elementary teachers and staff work together with our ELL department staff to provide translations for meetings and documentation to strengthen communication between non English speaking families and staff when possible.
6	Title IX	Since the number of homeless students in our county has increased significantly over the past few years, our office clerk and guidance counselor work closely together to identify families that are in transition. These staff members and the district Homeless Liaison work collaboratively to meet the varying needs of the identified youth and families, without duplicating services, to ensure that their needs are met.

Annual Parent Meeting:

- Describe the specific steps the school will take to conduct the annual meeting in order to inform parents and families of participating children about the school's Title I program.
- A description of the nature of the school-wide Title I program that is shared with parents.
- A description of how the meeting will cover the rights of parents
- A description of how Florida School Grades are calculated and the 2018 School Grade

achieved by the school. A useful tool to use for this purpose is the School Grade Overview : <http://schoolgrades.fldoe.org/pdf/1617/SchoolGradesOverview17.pdf>

An Annual Meeting will be held to inform parents of Columbia's participation under 1118c(1). Columbia's Annual meeting will be held August 23, 2018. We began playing the Annual Meeting during May of the previous school year. The agenda for the event was scheduled by the Principal, Title I team, and a team of teacher leaders with the goal of distributing information to the parents about our school-wide Title I program. A PowerPoint was developed covering the key components of our Title I program, including but not limited to school data, notifications to parents, how our Title I programs is utilizing the funds we are allocated by describing the resources we will utilize in our classroom (Leveled Literacy Intervention, Title I teachers and paraprofessionals, and programs like MyOn and i-Ready). The rights to our parents will be covered during the PowerPoint presentation detailing and informing the parents the rights they hold being parents and guardians in a Title I school. The meeting will be given during two time slots for parents to attend as well as be keep on file for parents interested in scheduling an alternate time to receive the information.

Flexible Parent Meetings:

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

Columbia will offer flexible meetings, such as meetings in morning and evening and various days as determined by our annual Parent/District/Client Survey. If parents are unable to attend a meeting, we will make every effort to the extent practical, to work with their schedule. Each flyer will contain information advising those parents to contact anyone on our school's Title I team for other arrangements. If they still cannot attend and would like the information, a phone conference will be offered and materials will be sent home with the student. The Title I Annual Meeting will be videotaped and may be viewed on our school website or a DVD can be checked out by parents unable to attend the actual meeting. Columbia may provide for other services with Title I funds as such services relate to parental involvement.

Building Capacity: Please address each assurance below in narrative format.

- How will the school implement activities that will build the capacity for meaningful parent/family involvement?
- How will the school implement activities that will build relationships with the community in order to improve student achievement?
- How the school will provide materials and trainings to assist parents/families to work with their child(ren)?
- How the school will provide other reasonable support for parent/family engagement activities? [ESSA Section 1116]

Columbia offers many curriculum nights, student events, and parent trainings throughout the school year. Events such as our Open House or various curriculum nights offer parents insight on the requirements of their students in each grade level. We also offer events to show parents different strategies for working with their students. The Orlando Science Center night offers fun science activities they can try at home with their child, and Literacy Night allows parents to learn techniques to help their students with literacy.

These events build meaningful parent/family involvement and help our community improve student achievement by helping sharpen and apply our parents skills in relation to the standards our student are

learning in class. We aim to help our parents by giving them resources aligned to the state standards. These resources will be handed out at our Literacy Curriculum Night and Math Curriculum Night. Training teachers on the standards and resources is a key element to ensuring our parents know how to assist their students at home. This alignment with parents, school, and students will aid in our students learning achievements.

Here at Columbia we also offer nights for students to showcase their work and talk about the exciting things they are learning in class. During our Art/Science Fair, music performances, and Open House we give students a chance to show what they are learning. We offer two curriculum nights (one math, one reading) for students and parents to come and learn games/activities tied to the standards being taught in class. For our math night this year, we will have our parents in the media center learning about our math standards and how they can best help with child at home. While the parents are learning this, their children will be in a classroom that matches their grade level. There they will be learning a math standard related game. When the parents are dismissed from the media center, they will go to their child's classroom and have them teach the game they just learned with the teacher.

In Columbia's Parent Resource Room, we provide interactive games (math, reading, and science), flash cards, books and other educational materials for parents to check out and use at home. They will then return the items when they are finished and can check out more.

Additionally, our very own principal, Rachel Roberts, holds a monthly "Parents Together Night" in our cafeteria, to support the needs for the school and our families. Our first night will be in regards to setting up routines at home and the importance they play in the school/home life.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Kindergarten Round-up	Title I Coordinator, Parent Coord. & faculty	Parents and students will see what Columbia has to offer and know they are invited to participate in their child's learning success.	May	Parent and Teacher input.
2	Parent Access to Edline	Ed. Technology	Parents will be kept informed about ways to stay involved and assist their child(ren) increase academic achievement	on-going	Parent feedback
3	Bbconect	Ed. Technology	Parents will be kept informed about school information to assist them in promoting student academic achievement	on-going	Surveys and parent feedback
4	Volunteer Registration	Volunteer Coordinator	Parent involvement is key to student success, this is an opportunity to invite them to do just that.	Meeting in September to inform parents about the importance of volunteering, ongoing throughout year	volunteers signed up, school survey
5	Orlando Science Center Night	Title I Coordinator	Parents will see some of our science standards while their children experience hands on learning opportunities. The hope is that families will have more ease discussing school and curriculum.	March 9	Evaluations from families who attend

6	SAC Meeting	Principal	Parents are invited to attend monthly SAC meetings to take part in setting goals and implementing strategies to achieve them on a school wide level	Monthly	Minutes from meetings
7	PTA	Principal & PTA Board	Parents are invited to attend monthly meetings to determine needs for the school and help find means to address them with volunteer support or fundraising	Monthly	Minutes from Meetings
8	Title I Reading and Math Curriculum Night	Title I Coordinator	Families will be exposed to some of the curriculum their students are using and ways they can assist their students at home.	Sept/Feb	Evaluations from families who attend
9	Title I Make it Take It Science Fair	Title I Coordinator	Families can come to school in the evening with their student to use computers and materials to put together science fair show boards. Parents are directly involved in this project which addresses so much science curriculum.	January	Evaluations from families who attend
10	Celebration of Learning	Title I Coordinator	Families are invited to come and celebrate some of the extra curricular learning students are exposed to at the end of the year. This is a fun event that serves as a positive point of contact with our families and celebrates the accomplishments of our students.	May	Evaluations from families who attend.
11	Bully Education Seminar	Title I Coordinator	Families will get information on how to identify a bully situation and navigate their children through these situation in the event they are bullied or help correct bully behaviors from their own children	March	Evaluations from families who attend

Staff Development: Please address each assurance below in narrative format.

- Provide a description of the professional development activities the school will provide 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 a description of the professional development activities the school will provide 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 a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other 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]

Columbia offers many staff development opportunities throughout the school year to keep teachers in the loop with current issues and effective teaching strategies. Columbia also offers a training to teachers once a year on the importance of early and efficient contact with parents. This staff training focuses on the importance of establishing and maintaining communication with parents/guardians. We established and trained teachers on a communication log that the educators maintain in order to ensure consistent communication with parents/guardians. The log has a note section for teachers to write positive information or topics discussed with parents/guardians. Columbia will also train teachers with a presentation in regard to the importance of communication with parents while providing time for teachers to share what they use to ensure they have contact with all members of their classroom. Title 1 provides examples of Edmodo, Class Dojo, Edline/FOCUS, and Google Classroom. During the training we will also explore various educational articles related to the importance of two way communication between the school and home. Feedback will be sought after the training. Teachers will be trained as well on the Parent Resource Room (resources for student achievement). This will include the purpose, intent, procedures for checkout, and hours of operation.

Other Activities:

- How other activities, such as a parent resource center, the school will conduct will encourage and support parents and families in more meaningful engagement in the education of their child(ren)? [ESSA Section 1116]

Columbia's Parent Resource Room will provide games, flash cards, books, and other educational materials for parents to borrow from Parent Place. If parents can't stop in, they can call 676-1319 to arrange to have materials sent home with their child. A list of items generally available will be provided on Columbia's web page and will be posted in the November newsletter. A sign-out sheet will be kept to verify parent check-out. An evaluation will be given to each parent as they check out items to be completed and returned with items. Also we will pose a question regarding the use of Parent Place at some of our parent events. This question will include the request for a reason if they do not use Parent Place.

Communication:

- How the school will provide timely information about the Title I programs?
- How the school will describe and explain the curriculum at each grade level, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?
- How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?
- How the school will submit parent/families comments if the school-wide plan is not satisfactory to them? [ESEA Section 1116]

At the annual meeting of parents and Open House in August, Columbia Elementary School will hold a general meeting where information will be presented about the Title I programs, the curriculum, and academic assessments. Parents will learn about the schoolwide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet staff. During the classroom visits, teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. The same information will be provided in an informational packet distributed the following

day for all parents unable to attend. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines.

The "Parent Involvement Plan Summary" & Parent/School Compact will be included in the school calendar which is distributed as part of our registration Packets. The Summary will include information on obtaining the complete Parent Involvement Plan and an Annual Meeting Video.

Florida's academic content standards - initially discussed at Annual Meeting/Open House, will be further elaborated upon during Title I Math and Reading curriculum nights.

Florida's student academic achievement standards will be presented at Annual Meeting/Open House.

Florida's local academic assessments including alternate assessments-done at Annual Meeting/Open House and during Child Study Meetings as appropriate.

The requirements of Title I, Part A- done at Annual Meeting/Open House, in Title I informational DVD, Handout in registration packets, on Columbia's web site and in Columbia's calendar.

How to monitor their children's academic progress-done through our educational workshops, during Annual meeting/Open House, at Parent/Teacher conferences and on Edline throughout the year.

All students enrolling after the Annual Meeting/Open House will receive in registration packet, Open House handouts and calendar.

Any comments from parents of participating children that are not satisfied with the plan will be submitted to the local LEA (District).

Accessibility:

- A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?
- A description of how the school will 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?**

To the extent practicable, the school district and Columbia Elementary will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. Translation equipment is available for general meetings, if requested, and standardized documents are made available in English and Spanish. Translation services for other languages is made available through the Title I district office as necessary upon request. A staff member that speaks Creole, and several staff members who speak Spanish, are available to teachers and staff to assist in communication with parents if needed and may be available to attend Parent workshops/activities and conferences.

Discretionary Activities (optional):

- 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.)

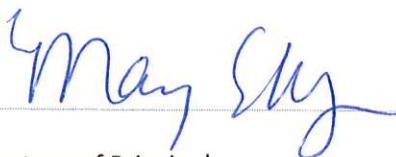
Barriers:

- Describe identified barriers that hindered participation by parents during the previous school year?
- 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)?** [ESSA Section 1116]

Potential barriers to our Parent and Family Engagement Plan are staff knowledge of the importance of the program and time constraints for our families. Regarding our staff, many are not aware of the purpose of Title 1 and our Title 1 program here on campus. Few employees know it is a federal program with money attached but are not sure of the implementation. This in turn creates a disconnect with student achievement and parent buy-in to our events and attempts to work with our families. Our first point of contact is the classroom teacher and we need our classroom teachers to run an effective program. To overcome this barrier, we will be implementing more knowledge of the Title 1 program and the importance of communicating that with our families.

The second barrier is our families time constraints. Many families expressed the "working family" hours of our events. At Columbia many families do not get off work in time to participate in our engagement nights. To overcome this barrier, we're going to change the times to best fit the majority of our families.

Another barrier is the rate we spend our Title 1 dollars. In previous years, we failed to spend some of our Title 1 dollars in areas we identified. We have taken measures to overcome this barrier by ensuring we have a solid plan in which Title 1 dollars are spent in the areas of need for the students and families. Our students who are disabled, limited English proficiency will be targeted with an LLI program or other educational program such as Saxon Phonics, based on their needs.



Signature of Principal



Date signed