

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

I, **Darlene Rogers**, 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.

**Through collaboration, high expectations, and compassion, WE inspire students to explore their greatest potential.**

### **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:**

All parents were invited and encouraged to attend the Title I Annual Meeting on August 29, 2018 at 5:30pm. The Title I Program Coordinator gave a PowerPoint presentation providing important information to stakeholders about the Title I program and requirements. Sixty families (179 people) attended the program. Forty-two people turned in the feedback form. 100% of these parents responded YES when asked if they had a better understanding of our Title I program after the meeting. Other comments provided on these exit slips were informative to the operation of the parent involvement component of our Title I program. As evidenced by participation in previous year's parent involvement events and the current Title I Annual Meeting, our goal this year is to increase the capacity of our families to work together to plan and implement school events. All parents and stakeholders are invited to collaborate with Westside's staff members to develop and provide input on all Title I plans, documents, and events through our monthly SAC meetings, PTO meeting and through feedback during events. Opportunities to provide suggestions and to participate in decision making processes relating to the education of Westside students and the use of Title One funds are provided through School Advisory Council meetings, parent teacher conferences, parent surveys, and event feedback forms. All parents are invited to attend School Advisory Council (SAC) meetings which are announced via Westside's school calendar, newsletters, school website, and Peachjar. Events- Timely information about Title I programs will be shared with families through newsletters, automated phone messages, automated text messages, event flyers, and emails. Descriptions and explanations of the school's curriculum, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet are provided by all teachers during Westside's Open House in August. Westside will hold prescheduled, district parent/teacher conferences two times per year. Parents and teachers may request conferences as needed to discuss student progress. Teachers and parents complete a Conference Record Form to take notes on parent input and discussion points during the conferences. Several parent involvement evenings are also planned throughout the school year as well as a Fall Festival planned in October and a Spring Carnival planned for April. In hosting several fun and educational events throughout the year, we hope to increase parent desire to be part of the decision-making here at Westside. The success of these activities will be measured using feedback forms and the annual Parent Survey.

**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]

Program	Coordination
VPK(Voluntary Pre-kindergarten)	Local VPK's will be invited to bring their students to visit Westside during second semester. Our own VPK will provide an event for parents to become acquainted with kindergarten standards and expectations.
Kindergarten Roundup	During the second semester parents of pre-k students will be invited to learn about our kindergarten program and tour Westside Elementary.
Title IX (Homeless Education)	The Office of Title I and the district Homeless Liaison work collaboratively to meet the varying needs of our homeless youth and families without duplicating services. Since the number of homeless students in our country has increased significantly over the past year, we will be planning additional joint awareness training for staff and families.
Title III (Language Instruction for English Language Learners)	The district Resource teacher for Title I Family Involvement works collaboratively with the district Resource Teacher- equity/ESOL to address the needs of English Language Learners and families for language instruction in our Title I schools. We plan and implement appropriate programs, services, and training opportunities for school staff and families without duplicating services. Title I Parent involvement contacts work with our ESOL teachers to ensure that information is translated.
Title II, Part D (Enhancing Education through Technology)	The Office of Title I works collaboratively with the Office of Educational Technology to address the technology needs of student and families in Title I schools. We work 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 (addresses student progression). The students and parents can use iReady at home as a resource to help the student.
Title II, Part A (Improving Teacher Quality)	The district K-12 Parent Involvement Resource Teacher, the Title I Family Involvement Resource Teacher, and the Office of Educational Leadership & Professional Development staff work collaboratively to provide school staff with professional development in working effectively with parents, including a parent involvement component in one of the modules of B.E.S.T., our district-wide professional development training.
Individuals with Disabilities	Joint professional development opportunities are provided for staff and training opportunities for parents of Title I ESE students by staff from the Office of Exceptional Education, Title I, and FDLRS. We collaborate to address the exceptional needs of students and families without duplicating services.
Title I	Title I teachers collaborate with academic committee teachers to plan and host several parent involvement occasions each year. These include events such as Science Fair Orientation, Volunteer/Parent Involvement Orientation, academic evenings (Literacy/S.S. Night).

**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. Prior to the meeting, the Title One Coordinator will develop and disseminate invitations, advertise the event on the marquee, website, school newsletter and through flyers, and will maintain documentation of those invitations and notifications. S/he will also develop an agenda, handouts sign-in sheets, and presentation materials that address the required components of the meeting. S/he will also develop, present and review opportunities for parent feedback at the event.

- A description of the nature of the school-wide Title I program that is shared with parents. During the meeting, parents will be presented with information regarding how Title One funds are spent and will be given the opportunity to provide feedback with regards to that spending. They will be given information regarding events/programs planned for the school year and will be given an opportunity to provide feedback for that as well. Families will also be given a chance to review and change the Parent and Family Engagement Plan as well as the School Compact.
- A description of how the meeting will cover the rights of parents  
Parents' Right to Know will be covered during the presentation at the meeting. Opportunities for feedback will be provided.
- 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>  
This information will be provided to families and will be available on the website as well as in print form for all that request it.

### **Flexible Parent Meetings:**

- How will the school offer a flexible number of meetings, such as meetings in the morning, afternoon or evening?  
Teachers are encouraged to meet with parents in the mornings and afternoons as allowable by teacher and parent schedules. Twice each year, teachers are available for evening conferences as well. As indicated by surveys in previous years, most families are available for events in the evenings. Therefore, most of our schoolwide events are scheduled in the evening beginning at 5:30pm. Most events last until 7:30pm, which allows time for those that get off work a bit later to be able to attend. School Advisory Council meetings are held on Mondays at a prescheduled date and time in order to allow parents that want to participate time to plan ahead as needed. PTO Meetings are held on Wednesdays at a prescheduled date and time. These meetings are on the school calendar. Since we had some success with morning events such as award ceremonies, we are now hosting a few simple events in the morning to encourage further parent involvement.
- 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]  
Given the feedback on previous years' event forms, we have begun to offer childcare during key events and meetings during the school year. Members of the leadership team will be assigned to mentor students performing in the lowest 25% of the school and these mentors will offer home visits as part of the mentoring program. In addition, our VPK teacher and assistant complete home visits for each of their students every school year.

### **Building Capacity:**

- How will the school implement activities that will build the capacity for meaningful parent/family involvement?  
We use Title One funds to host a variety of fun and educational events throughout the school year. Our teachers come to the events and spend time training parents how to help their children at home in each of the 4 core subject areas. We also host, through the PTO, a few fun events throughout the school year including monthly spirit nights at various businesses in the community and a Fall Festival and Spring Carnival. These events are designed to be fun and build the community at our school which, in turn, will build the interest for families to become involved in the more meaningful events and tasks.
- How will the school implement activities that will build relationships with the community in order to improve student achievement?  
We invite our business partners to participate in our Fall Festival and Spring Carnival. We also

host several spirit nights at businesses in the community. Many of our business partners also serve on our SAC so that they are involved in the decision-making at our school. These businesses also help to increase student achievement by providing incentives and, in some cases, volunteers, to work with our neediest students.

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

We host a ELA/SS night and a Science/Math night each school year. These events are well-attended by our families and serve to educate them about how to help their children at home. We plan activities during these events that are fun and educational and that are easily replicated at home. We provide all of the materials for the activities and parents also receive educational materials in addition to the activities.

- How the school will provide other reasonable support for parent/family engagement activities? [ESSA Section 1116]

In addition to these events, our teachers are required to send a newsletter at least once each month informing parents and families of what is happening in the classroom. They are strongly encouraged to include standards, activities and suggestions for at-home practice in the newsletter as well.

- What strategies were used to increase family and community engagement in decision-making. In the past, we have not had a great deal of families involved in the decision-making opportunities presented at Westside. This year, we have attempted to increase this involvement by allowing children to come with their parents and providing childcare for them. We have also increased our advertising in this area and have strengthened our PTO presence with advertising and frequent events.

### **Staff Development:**

- 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?** Each year, we host a parent involvement professional development opportunity for our staff. The content varies each year. This year we will focus on two-way parent communication during this training as this was determined to be an area of weakness according to our parent responses at the Annual Title One Meeting.

- 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?** This year we are encouraging all teachers to meet with all parents at least one time during the school year. Through the use of the school compact, teachers will reach out to parents and discuss the roles and expectations for staff, parents and students. These discussions will encourage accountability for each of the stakeholders and will lead to a greater partnership within the school community.

- 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?** [ESSA Section 1116]

All staff are encouraged to attend spirit nights and school events. We provide rewards for teachers and classes with the highest participation levels. We allow teachers to attend events and receive comp time without “working” at the event other than conversing and building relationships with families. We also provide professional development on building this capacity and the importance of doing so.

## **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]

This school year we will create and maintain a family resource room. We will gather input at the beginning of the school year regarding what type of resources families would like to have available and then we will purchase materials and set up the room for families to use. We will continue to use feedback from all events to garner further improvements to our school.

## **Communication:**

- How the school will provide timely information about the Title I programs?  
This year we have implemented a Westside Weekly BlackBoard Connect message that is sent to all families every Monday afternoon at 4 pm. We provide information about all events and programs offered at the school. We also provide information via our school's monthly newsletter, our marquee, and our website. All information about our Title I programs is listed on our school website and required documentation is found in the Title One binder in the front office.
- 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?

Teachers present curriculum guides and success criteria at Open House in August. Assessment information is disseminated as students take assessments and families are informed of success criteria as these scores are reported. During conferences, parents are further informed of student success criteria. Report cards or interim reports are sent home every 4.5 weeks. These documents help to highlight student successes and areas for improvement. Teachers are encouraged to report success criteria in the comments.

- 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)?

If parents request meetings, we meet with them. We will meet as often as is necessary for student success and/or parent satisfaction. Coverage and necessary accommodations will be made by the school to ensure that teacher and parent have time to meet.

- How the school will submit parent/families comments if the school-wide plan is not satisfactory to them? [ESSA Section 1116]

We use exit slips after every meeting or activity we host. We ask for parent input regarding overall school satisfaction as well as specific concerns. This year we will also provide a comment box at events and in the front office for parents to use to keep us informed.

- How will the school ensure that PFEP, SIP, CNA and other documents are shared with community stakeholders?

The PFEP, SIP, CNA and other documents are all posted and available on our school website. We share them at our SAC meetings during which many of our business partners are in attendance. We advertise the completion and posting of these documents on our marquee and on the website.

## **Accessibility:**

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

We offer our activities in the evenings which is when 85% of our families stated they could most likely attend. All of our events are free for families. We provide food at the events through our

business partners and PTO and we welcome younger siblings. We provide activities for the younger siblings so that the parents can be further engaged with the school-aged children during the events.

- 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?**

Westside Elementary will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory children. The Parent and Family Engagement Plan (PFEP) will be summarized into a brochure that will be printed in English and provided to all parents. Our students, who are Spanish and Haitian Creole, will be provided a translated copy upon request from our ESOL department. Hard copies will be available in the office. The complete PFEP will be posted on Westside's website. Westside will ensure that an individual from our ESOL department will be available to provide translation services in Spanish and Haitian Creole at parent meetings when needed and in our school office to ensure that parents are able to fully participate in parent meetings and school-wide programs.

**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]

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Many families at Westside continue to be affected by the decline in the economy. Many of our parents have lost their jobs, or they are working multiple jobs. This most likely contributes to a decline in parental participation in school events.	There will be several opportunities for families to participate in Parent Academy and other family involvement nights. Westside remains flexible and understanding to working families. Dinner and/or snacks are provided at most family involvement evenings. There will be a larger emphasis on parental involvement through newsletters and family event advertisements. Parents will be encouraged to be active partners in their child's education by attending SAC meetings and school events.
Parents indicated on a survey that meetings should be held at flexible times (preferred in the evening).	Westside events are usually held in the evening. However, some events will be rescheduled to accommodate parents' requests. For example, we host our kindergarten orientation on separate days. One time in the evening and once in the morning.
We have 51 families that are limited English proficiency.	We will provide communication that has been translated to all families that need translation of documents. When feasible, we will provide translation at school events as well as during conferences and meetings.

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Signature of Principal

Date signed