

Central Elementary School Title I, Part A Parent and Family Engagement Plan 2020–2021

I, **Cynthia Kubit**, 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 projects, where prohibited.

Assurances:

- ✓ The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
- ✓ Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
- ✓ Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
- ✓ Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan [Section 1116(c)(3)];
- ✓ Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
- ✓ If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- ✓ Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- ✓ Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
- ✓ Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

Signature of Principal or Designee

Date Signed

Summary of 2019–2020 Family Engagement and Needs Assessment

This process will help your family engagement committee (which includes parents and other stakeholders) make data-driven decisions about plan implementation for the upcoming year.

Family Engagement Fiscal Overview		
Total Parent & Family Allocation for 2019–2020	Total Family Engagement Funds Expended during 2019–2020	Total Family Engagement Funds Remaining
\$2,157.00	\$2,154.77	\$2.23
If you have remaining funds, explain why they were not fully expended?	The funds have been spent on items needed to support parental involvement.	

Building Capacity Summary (2019–2020)		
<u>Family Engagement Data Tracker</u> and <u>APTT Attendance Tracker</u>		
Name of Activity (add all activities from the 19–20 school year)	Number of Participants (this number should equal the number listed on sign-in sheets)	Results (How do you know the parents learned what the activity was intended to provide? Include data and/or survey results)
Annual Title I Meeting	11	Parents learned about the programs and reviewed data that pertains to our school.
APPT #1	306	Parents reviewed data about their child’s progress and performance in class, and learned strategies for helping them.
APPT #2	137	Parents reviewed data about their child’s progress and performance in class, and learned strategies for helping them.
APPT #3	161	Parents reviewed data about their child’s progress and performance in class, and learned strategies for helping them.
APPT #4	0	No data available/ (COVID related)
SAC	15	SAC members discussed the school improvement related topics; answers to questions are outlined in the minutes.
Family Literacy Fun Night	0	No data available/ (COVID related)
PTO	21	PTO members discussed the school improvement related topics; answers to questions are outlined in the minutes

Only activities that were included in your school’s 19–20 Parent and Family Engagement Plan have been listed. If an activity wasn’t held, a zero should be included in the “Number of Participants” column with an explanation why

the event wasn't held in the "Results" column.

Staff Family Engagement Training Summary (2019-2020)

Name of Training (add all trainings from the 19-20 school year)	Number of Participants (this number should equal the number listed on sign-in sheets)	Results (How do you know this training session was successful? Include data and/or survey results)
PLC's - Standards based learning and incorporating parents in this process	N/A	No training was provided specifically for parental involvement

Only training sessions that were included in your school's 19-20 Parent and Family Engagement Plan have been listed. If a training wasn't held, a zero should be included in the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Parent & Family Engagement Plan (PFEP)

Central Elementary School shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [Section 1116(b)(1)]

The review and development of the PFEP is held at the end of the school year as an evaluation of your school's family engagement process. This is also an opportunity to connect with parents to start planning for the upcoming school year.

2	Explain the role of parents in the review and revision of the PFEP?	The school will work with parents, families, and staff to develop the Parent and Family Engagement Plan. Parents and families will be regularly polled in order to determine the effectiveness of parent and family engagement activities. This poll will be conducted through the use of a Google Form and will be available in both English and Spanish. The Parent and Family Engagement Committee will review the Google Form results at the end of each parent and family engagement activity and make revisions as necessary. The form will solicit input on the following items---effectiveness of activity, date and time offered, suggestions for future activities, and other educational help that can be offered. This will be used to revise and guide our family involvement plan.
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3	When will your school distribute and explain the 2020–2021 PFEP to parents and family members?	The Parent and Family Engagement Plan will be shared via Facebook and the school’s website. A copy will also be available in the front office for our families and community to view. The plan will be available in English and Spanish.
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4	Identify the various formats your school will use to distribute the 2020–2021 PFEP?	Central Elementary will provide parents timely information through monthly school newsletters (school newsletter will be in English and Spanish) on website and social media, weekly classroom newsletters, weekly online parent newsletters, the Remind app, Classroom Dojo, APTT (D&D) stickers in the agenda, APTT (D&D) flyers and posters, school website, Facebook, school marquee, and by an automated calling system. Documentation will include sign-in sheets, meeting logs, and copies of newsletters and automated messages sent via the automated call system.
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Central Elementary School shall 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 parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school’s programs, the school may use that process, if such process includes an adequate representation of parents of participating children. [Section 1116(c)(3)]

5	Describe how parents participate in developing the family engagement program and activities.	The school will work with parents, families, and staff to develop the Parent and Family Engagement Plan. Parents and families will be regularly polled in order to determine the effectiveness of parent and family engagement activities. This poll will be conducted through the use of a Google Form and will be available in both English and Spanish. The Parent and Family Engagement Committee will review the Google Form results at the end of each parent and family engagement activity and make revisions as necessary. The form will solicit input on the following items---effectiveness of activity, date and time offered, suggestions for future activities, and other educational help that can be offered. This will be used to revise and guide our family involvement plan.
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6	Explain the role of parents when developing the schoolwide program.	SAC, PTO, and the Parental and Family Engagement Committee will be responsible for planning, review, and improvement of programs under Title I Part A, and will have input in the development of the Parental and Family Engagement Plan and the School Improvement Plan. The first PTO, SAC, and Title I Annual Parent meetings will be held virtually in September, at which time members in attendance will be asked to provide input on the PFEP and SIP. Parent input will be documented through a live discussion and survey
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		<p>and will also be included in the meeting notes. Parents will be asked to review Parental and Family Engagement activities at each PTO and SAC meeting, which will be recorded through a live discussion and survey. Parents, families, and community members will be invited to join SAC and PTO during the first few weeks of school, and invitations will also be sent home with students after the start of the school year. The principal and assistant principal will also work to increase membership by contacting families and community members. All communication will be sent in dual languages.</p> <p>The principal and assistant will choose one grade level representative to serve on the Parental and Family Engagement Committee. Open invitations will be sent to parents and families encouraging participation in this committee.</p>
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Annual Title I Meeting

Central Elementary School shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under this part and to explain the requirements of this part, and the right of the parents to be involved. [Section 1116(c)(1)]

7	When and where will the annual Title I Meeting take place?	The annual Title I Meeting will take place on September 30 via Zoom.
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8	How will parents be notified about the annual Title I meeting?	<p>Central Elementary will provide parents timely information through monthly school newsletters (school newsletter will be in English and Spanish) on website and social media, weekly classroom newsletters, weekly online parent newsletters, the Remind app, Classroom Dojo, school website, Facebook, school marquee, and by an automated calling system. Documentation will include sign-in sheets, meeting logs, and copies of newsletters and automated messages sent via the automated call system.</p>
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9	Who is responsible for conducting the annual Title I meeting?	School Principal, Assistant Principal, Instructional Faculty, Guidance Counselor, Instructional Coach
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Flexible Meetings

Central Elementary School shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. [Section 1116(c)(2)]

10	Describe the types of meetings your school will offer parents.	Title I Annual Parent Meeting, School Improvement Plan Meeting, Parent Teacher Organization, Family Ready Night Trainings for parents on reading comprehension and other reading strategies.
11	Describe the flexible meeting schedule your school will offer parents.	Multiple dates and times will be offered to parents when scheduling meetings. For example, parents will be offered the opportunity to sign up for the most convenient conference times to obtain their student's academic information through Data and Donuts/ APTT. Parents will be offered conferences before, during, and after the school day. PTO and other parent meetings will be held in flexible settings, such as the cafeteria, where the school's projector can be utilized to share academic information in an environment where social distancing can take place. A parent survey will be conducted during each meeting to solicit parent input on our meeting times, in order to make adjustments, as needed, to accommodate parents and families. An adjustment was made to APTT meetings being held after school, based on the input of parents.
12	How will your school assist with transportation, childcare, or home visits when requested?	Virtual Meetings will allow for many parents to attend without worrying about childcare. When students request copies of the presentations they will be sent home. Activities for preschool age children are often incorporated into meetings.

Communication

Central Elementary School shall provide parents of participating children—

- A. timely information about programs under this part;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- C. 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 respond to any such suggestions as soon as practicably possible. [Section 1116(c)(4)]

13	Describe how your school will provide timely information to parents about Title I, Part A programs and activities throughout the school year?	Central Elementary will provide parents timely information through monthly school newsletters (school newsletter will be in English and Spanish) on website and social media, weekly classroom newsletters, weekly online parent newsletters, the Remind app, Classroom Dojo, school website, Facebook,
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		school marquee, and by an automated calling system. Documentation will include sign-in sheets, meeting logs, and copies of newsletters and automated messages sent via the automated call system.
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14	List the tools and resources you will use to provide timely information to parents about Title I, Part A programs and activities throughout the school year.	Newsletters, Website, social media, Classroom Dojo, Facebook, School marquee, Remind, Automated call system, parent info folders in office, notes in agendas, teacher newsletters and class pages.
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15	Give a description and explanation of the curriculum used at your school.	Curriculum is standards based, rigorous and engaging for students. Assessments are outlined on the curriculum maps and students are progress monitored.
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16	Give a description and explanation of the forms of assessment your school uses to measure student progress.	iReady diagnostics are administered 3 times per year. Standards Mastery Assessments also provide feedback on performance of students. Data is used to determine what supports are needed. Students who are below grade level are tiered in MTSS and supports are provided to ensure academic growth.
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17	Give a description and explanation of the achievement levels students are expected to obtain.	Students are expected to make at least a year's growth if not more due to grade level expectations, MTSS supports, ESE supports, or other supports needed in order to ensure maximum learning gains and proficiency for all students.
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18	What decision-making opportunities are available for parents at your school?	Parents are given the opportunity at every meeting to ask questions and provide input. Parents are part of our SIP and our SAC/PTO. Surveys are sent out to seek input at least 4 times a year. Parents comment on our SIP draft and student compact each year. With COVID-19 changes, parents are given opportunity both face to face and in virtual settings to give input and attend training or informational meetings.
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19	How will the school communicate opportunities for parents to participate in decision-making?	Website, email, Social Media, Surveys online and paper/pencil. Both english and spanish will be available.
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If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. [Section 1116(c)(5)]

20	Briefly describe how and when the schoolwide program plan is explained to parents. Also, how	If parents have negative comments, give the comments to the principal who will work to find a solution with the school leadership and SAC/PTO groups. If there is an issue that needs
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will your school address unsatisfied parents?	a higher level of attention, the principal can present them to the district office.
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Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, **Central Elementary School** shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children. [Section 1116(e)(1)]

21	Name of Activity	List resources provided to assist parents	List actions provided to assist parents
	Title I Annual Parent Meeting	Title I Annual Meeting Powerpoint and Handouts	<ul style="list-style-type: none"> Update and present the Title I Annual Meeting Powerpoint and solicit input, at the Title I Annual Meeting

Central Elementary School shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. [Section 1116(e)(2)]

22	Name of Activity	List resources provided to assist parents	List actions provided to assist parents
	APTT/Data & Donuts/Family Read Nights	Various educational resources relating to reading and math instruction are provided for parents at APTT meetings.	During APTT meetings parents are provided with various instructional resources and strategies to use at home to help their child academically. In addition, during APTT meetings teachers model and provide examples for parents of how to support their child educationally from home.

Central Elementary School shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value

and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. [Section 1116(e)(3)]

23	Name of Activity	List activities (such as book studies, PLCs focusing on family engagement, on-site PD, training venues)	Describe the role of parents when developing training sessions
	PLCs	During PLCs teachers are provided with information on research and best practices for communicating with parents. Teachers are trained on how to support parents on the educational process from home.	Parents are surveyed multiple times throughout the year. Parent input is requested at all staff and PTO meetings which take place quarterly.

Central Elementary School shall to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities that teach parents how to help their children at home, including but not limited to, other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. [Section 1116(e)(4)]

24	Name of Program	List examples of coordination and integration with other programs (examples of coordination)
	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP
	Title I, Part C	Migrant Advocates - Services include translation, home visits, referrals to outside agencies, ensuring parents attend all school based family engagement and academic progress meetings
	Title IV, Part A	<ul style="list-style-type: none"> • Science Olympiad tutor salaries/benefits, transportation materials and supplies • Ripple Effects Professional Development for guidance counselors, new administrators and mental health counselors

Central Elementary School shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. [Section 1116(e)(5)]

25	How will your school share information in a format and language that parents and	Central Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in English and
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	families can understand?	Spanish on the school's website. A hard copy of the PFEP will be located in the Parents Information Binder in the front office and copied upon parent request. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.
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26	What languages are spoken by the families and students in your school?	English, Spanish
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Central Elementary School shall provide such other reasonable support for family engagement activities as parents may request. [Section 1116(e)(14)]

27	Family Engagement Program or Service	Describe other types of PFE programs or services provided by the school or frequently requested by parents and families (such as: high school equivalency programs, English classes, access to computers)
	N/A	Any parental requests will be evaluated and addressed as they occur.

Barriers

Identify barriers that hindered the participation and involvement of parents and family members during the 2019-2020 school year (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). Then, describe the steps that will be taken during the 2020-2021 school year.

28	Barrier	Steps to Overcome the Barrier
	Limited English Proficiency (LY subgroup)	Central Elementary will provide translators for parents who have limited English proficiency and will ensure material sent home is available in Spanish.
	Limited Literacy Skills	Central Elementary will provide verbal explanations through phone calls and meetings, when written information is distributed.
	Scheduling Conflicts	Central Elementary will provide flexible meeting times.

Title I Family Engagement Survey Results

Using your 2019–2020 Title I Family Engagement survey results, choose a minimum of two (2) questions to address during the upcoming school year. [19–20 CES FE Survey Results \(ENGLISH\)](#)
[19–20 CES FE Survey Results \(SPANISH\)](#)

29	Topic	Question #	Actions, Activities, and Evidence of Effectiveness
	Assisting families to increase their decision making	18	Utilize ZOOM, newsletters, class dojo and other platforms to make information available for families.
	Access to the Family Engagement Plan	25	Utilize the newsletter, classroom dojo, and other sources to inform parents where the family engagement plan is located.

Evidence of Parent & Family Input in the Development of the Plan

Upload Parent–School Compact to your [school FE Folder](#).

Upload Evidence of Parent Involvement in Development of Parent–School Compact to your [school FE Folder](#).

Upload Family Engagement meeting sign-in sheets, agendas, minutes, invitations to parents, etc. to your [school FE Folder](#).

- ★ **Note:** As a component of the school-level family engagement 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.
- ★ **NEW:** Compacts must be discussed and signed during parent–teacher conferences (**only applies to elementary**).
- ★ **NEW:** Compacts must be signed by all parties (**applies to elementary, middle and high**).