

English Estates Elementary School

I, **Shannon Akerson**, 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 Section 8101. ESEA;
- Involve the parents and families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents and families of participating children and make available the parent and family engagement plan to the local community;
- Involve parents and families, 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 plan and the joint development of the school-wide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement plan;
- 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 (4) or more consecutive weeks by a teacher who is not highly qualified;
- Provide each parent timely notice information regarding their right to request information on the professional qualities of the student's classroom teachers and paraprofessionals.

Signature of Principal or Designee

Date Signed

Mission Statement

English Estates strives to provide ongoing encouragement, information, and opportunity for every family to play a valuable role in the education of their children, and a contributing role toward the betterment of English Estates Elementary. The parents/families, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners.

Our Wildly Important Goals (WIGS) for the 2018-2019 school year are: All student will achieve one year's growth in one year's time. All students will have an opportunity to participate in a leadership role on campus. All parents at English Estates Elementary will attend at least one school event.

Involvement of Parents/Families

In the fall of this year, the Title I Parent Engagement Team and the School Advisory Council will meet to discuss the Title I Family Engagement Plan and activities for the coming year. The School Advisory Council also discusses and reviews Student Improvement Plan and Title I funding for the coming year. In the welcome folder, all families receive information (Spanish forms translated) inviting their participation in the Title I Family Engagement Team, Volunteer/become a Dividend, join various family programs, such as 7 Habits Family Book club, Parent & Principal Chats, Room parent, PTA, Mentoring Program, English Adult Learners Night Classes and School Advisory Council. Meetings are held monthly and a Spanish interpreter is available upon request for each meeting. A monthly Parent Newsletter and Roadrunner News with event dates along with reminder flyers are sent home with the students. Specifically, Title 1 Parent Team and School Advisory Council group of volunteers collaborate with school administration and Parent Liaison to develop/review the school policy and to brainstorm its application. All ideas are considered and documented in team minutes.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents and families how to help their children at home. [ESEA Section 1116]

Count	Program	Coordination
1	Kindergarten Registration & Orientation	K Teachers provide each incoming student with a packet of ideas & hands on materials (letter & number flash cards, pencils, playdough, activity sheets & book) all received upon registration.
2	VPK and Pre K VE (Varying Exceptionalities)	Parents & EEE students in the Pre K and Pre K VE (Varying Exceptionalities) programs at EEE are included in all school-wide activities. VPK & Pre K VE teachers meet w/K teachers to coordinate& discuss learner's needs & transitioning, this information is disseminated to parents. VPK and Pre K VE Parents

		are offered an opportunity to participate during the last week of each school year shadowing K student's activities& routines. Additionally, Pre K VE and VPK parents are provided a "Kindergarten Readiness Tips and Strategies" and invited to the beginning of the year Kindergarten Orientation.
3	SCPS Title 1	EEE will coordinate and integrate Family Engagement SCPS programs and Family workshops/activities that teach parents how to help their children at home, by disseminating SCPS Family workshop flyers, adding to EEE Roadrunner Principal Newsletter and EEE website in the Family Engagement Resources link.
4	Title X FIN	Parents & EEE students will be offered assistance through our social worker and the FIN department with uniforms, supplies and food from our food pantry. Family Engagement Resources are provided in newsletters, flyers and on EEE website.
5	Title III ESOL	EEE will coordinate and integrate Family Engagement, SCPS programs and Family workshops/activities that teach ESOL parents how to help their children at home by disseminating SCPS Family workshop flyers, adding to the EEE Roadrunner Principal Newsletter and EEE website in the Family Engagement Resources link. Parent workshops to assist with learning English is offered by our ESOL teachers.

Annual Parent Meeting

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	September 28, 2018	Copies of Agendas, PowerPoint presentations and handouts
2	Develop and disseminate invitations and school newsletter will be sent home with Annual mtg. info.	Principal and School Administration Manager	September 2018 & January 2019	Flyer, food, and childcare, website, Social Media - Facebook
3	Advertise/publicize event	Principal and School Administration Manager	September 2018 & January 2019	Calendar, Newsletter, Marquee, Phone, Social Media- Facebook
4	Develop sign-in sheets	School Administration Manager	September 2018	Sign-in sheets for meeting
5	Maintain documentation	School Administration Manager	September 2018	Docs Maintained by Family Liaison and Title I district LEA
6	Develop a Title 1 Brochure providing families with a quick Title 1 info and distributed Annual mtg.	School Administration Manager	September 2018	Title 1 Brochures developed, updated yearly and distributed during Annual meeting and Curriculum Night
7	Annual presentation, agenda, PowerPoint and website of Title 1 information will be presented to EEE	Administration & School Administration Manager	September 2018/January 2019	Title 1 sign in sheets, PowerPoint and Title 1 Brochure

Flexible Parent/Family Meetings

The leadership, faculty, and staff of English Estates Elementary have a strong belief in the importance of parent/family engagement. Two Title I Annual School meetings will be held on two different dates and times to accommodate the work schedules of parents. Breakfast, refreshments and childcare will be provided. In addition, a power-point and Title 1 brochure of the meeting will be posted on the school website for parents to review and the power-point of the meeting will be available, as well as translated into Spanish, per parent requests.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent and family engagement. Describe how the school will implement activities that will build relationships with 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(ren). Include information on how the school will provide other reasonable support for parent and family engagement activities as parents and families may request. [ESEA Section 1116]

Count	Content & Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Florida Standards and Grade Level Specific Parent/Child Activity Nights	Grade Level Teachers and Administration	Parents will gain knowledge of hands-on activities specifically correlated to the curriculum and standards for their child's grade level.	August 2018- February 2019	Copies of Agendas, PowerPoint presentations and handouts, parent evaluation
2	Family Literacy and Small Group Classes	English Language Learner (ESOL)Teacher	English for Speakers of Other Languages course provided for parents.	Throughout the year	Copies of registration information, parent evaluation
3	Individual Conferences (MTSS)	Relevant Teachers, Guidance, Administration	Specific information about student strengths and weaknesses with specific strategies to improve achievement for parents and teachers.	Throughout the year	Agendas

4	Student Led Conferences and Conferences with parents/students/teachers	Teachers, Administration	Review of student progress and goals	Fall and Spring	Sign in Sheets, parent evaluation
5	Family Engagement in all academic areas and All Pro Dad & I-Mom Breakfast	School Administration Manager	Giving parents specific information about curriculum and how to work with their children.	Two times a year, so 4 total so both parents receive opportunities to participate. September 28, 2018, November 16, 2018, February 15, 2019 and May 10, 2019	Sign in Sheets, Parent evaluation
6	Classroom Organization, procedures and grade level expectations	Grade Level Teachers and Administration	Parents will gain knowledge of the routines & expectations for their child in the new grade level.	August/September	Copies of Agendas, PowerPoint presentations and handouts, parent evaluation
7	Assessments and curriculum Parent Nights	Grade Level Teachers and Administration	Parents will gain knowledge of the grade level curriculum and assessments used to monitor student progress.	September /October	Copies of Agendas, PowerPoint presentations and handouts, parent evaluation
8	Diverse group of parents with input from teachers, staff and community leaders to create Parent Advisory Team	School Administration Manager	Parents will be provided reasonable access to academic coaches, dividend opportunities, Room Parents and join various parent teams on campus.	Throughout the year	Increased Family Engagement, increased student grades, attendance and standard tests.
9	Specific Parent workshops, English Learners Adult literacy (ESOL), 7 Habits for Families Workshops and Musical presentations.	Administration and support staff	Families receive the tool, resource guides and websites, including student's skills practiced.	Throughout the year	Agendas, sign in sheets and PowerPoints

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other staff on how to reach out to, communicate with, and work with parents and families as equal partners, in the value and utility of contributions of parents and families, how to reach out to, communicate with, and work with parents/families as equal partners and how to implement and coordinate parent/family programs, and in building ties between parents/families and the school. [ESEA Section 116]

Count	Content & Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Involvement Strategies	Administration	Improve the ability of the staff to work effectively with parents by providing examples of best practices for parental involvement.	Monthly Staff Meetings	Professional Development Calendar, sign in sheets, agendas, Power Points and handouts
2	Cultural Relevance	Administration & Title 1 Cultural Relevance Liaison	Improve the ability of staff to differentiate cultural norms between ethnicities	Throughout the year	Professional Development & PLC's, sign in sheets, agendas, Power Points and handouts
3	SCPS and EEE Bullying procedures	Administration & Behavior Support Teacher	Improve the ability of the staff to identify, provide support, create a safe and learning conducive classroom as well as intervene and refer bullying to administration	October 2018-December 2018	Professional Development, sign in sheets, agendas, Power Points and handouts
4	Family In Need Guidelines/ homeless students	Administration	Improve the ability for staff to identify, refer family to FIN coordinator, provide resources and understanding/support for students during stressful situations	September 2018-October 2018	Professional Development, sign in sheets, agendas, Power Points and handouts
5	Covey Habits of Highly Effective Students	Administration	Improve the ability of the staff to merge the habits along with character building and school wide expectations with their core instructional classes and curriculum.	August 2018-May 2019	Professional Development, sign in sheets, agendas, Power Points and handouts

6	Best Practices Strategies	EEE Title 1 Parent Team	Improve the ability of the staff to reflect and implement “Best Practices” strategies from the researched based materials being presented to increase positive parent-teacher relationships as well as increase parental involvement.	January 2019-March 2019	Professional Development, sign in sheets, agendas, Power Points and handouts
7	Deliberate Practice Training	Administration	Teacher will gain knowledge to improve student achievement	Throughout the year	Professional Development, Sign-in & iObservation, sign in sheets, agendas, Power Points and handouts
8	Title 1 Expectations for Classroom teachers and staff at EEE	Administration	Teachers will gain knowledge about Title 1 requirements and opportunities to increase parent collaboration.	August 2018-September 2018	Sign in sheets, power point and agenda
9	High Yield Strategies	Administration, district specialists, Instructional Coaches	Teachers will gain knowledge of high yield strategies for enhancing instruction	Throughout the year	Sign in sheets, power point and agenda
10	Deliberate Practice Training	Administration	Teacher will gain knowledge to improve student achievement	Throughout the year	i-Observation Reports & sign-in sheets, agendas, Power Points and handouts
11	Professional Learning Communities	Administration, Instructional Coaches, Teachers	Teachers will gain knowledge of best practices for instruction	Throughout the year	Agendas & sign in sheets, Power Points and handouts

Other Activities

EEE is committed and believes in encouraging and supporting parents to fully participate in the education of their children by making sure that the front office staff, teachers, administration and general staff (both main building and primary learning center offices) make the initial positive connection towards creating a family friendly school. English Estates and the Title 1 EEE Parent Team will continue assuring our stakeholders, staff and community feel welcomed and their needs met. This expectation is monitored through our Title 1 Parent Survey, sent home via Tuesday folder in the beginning of the year. EEE families and teacher responses and results are tallied, organized and released to parents 30 days after return date of the survey. Corrective steps are taken by administration when needed and stated by the Title 1 Parent Survey and SCPS

Parental Involvement Survey. Ideas are implemented for "Caring School Community" by the Principal, assistant principal, guidance counselor, and school administration manager. Parent Involvement Events such as 5K, Book Fair, Kindness Club (Food Pantry), AR Store, Holiday Shoppe and PBS Store are ways to encourage parental involvement in school-wide programs. All corrective or complimentary actions are conducted from August-May of 2018-2019 school year.

Communication

Describe how the school will provide parents and families of participating children the following:

The Annual Title I school meeting is held in September 2018 and February 2019. The Roadrunner Newsletter, sent home monthly, highlights Family Activity/trainings dates for parent/family participation. The Parent Engagement activities are posted on the EEE marquee in front of school a week before the activity/event. Students are notified of activities/events via morning announcements and utilization of their student planners. Grades K-5 received a Title 1 Meeting flyer and reminder labels for student planners. In addition, Title 1 brochures highlighting facts about the Title 1 plan, contacts at school and Title 1 requirements were distributed school wide in September prior to the annual meeting. In addition, the Title 1 Annual Meeting was presented at 8:00 am following parent activity breakfasts, and informally via EEE Title 1 notebook located in front office for easy parental access (translated into Spanish due to highest ESOL population requested).

Increasing the opportunity for all families to be engaged, each grade level (K-5) plans a Curriculum Night where teachers provide information about the subjects they teach, Florida Standards, K-5 curriculum and assessments, examples of lesson plans and how parents can help at home. The same information will be provided in an informational packet distributed the following day to parents unable to attend the Curriculum Night. Parents will be given a copy of the parent SCPS handbook that includes more detailed information on these topics.

During all EEE parent/family engagement nights, parents will learn about the school-wide program and opportunities for participation in decisions related to their child. Per Title 1 documentation, teachers will maintain sign-in sheets and provide a copy to administration who will maintain documentation on the dissemination of information-agendas, distribution methods-PowerPoints, and timelines and suggestions/tips for parent home practice. Per parent request and or during scheduled (dates posted on master calendar & posted in PTA calendar for members) each grade level (K-5) plan "Student Led Data conferences" to encourage family engagement and student empowerment using student data to demonstrate student progress. Additional Parent-Teacher conferences are also scheduled as needed per parent/family request or teacher to discuss academic assessments and input for parent comments.

All documents can be translated into Spanish or in family's native language upon parental formal request to the front office. A disclaimer and resource statement (contact name & phone number) printed at the bottom of each school-wide parent flyers, on the EEE Family Needs Assessment form and in the EEE Title 1 Brochure (English & Spanish) stating if family accommodations for disabilities or interpreters are needed to please contact EEE staff. Plus, Families in Transition (FIT/homeless) families are provided with a contact person and phone number, resources to facilitate their participation, and any school materials needed for their child to have an equal opportunity for success at school. We also provide uniforms, school supplies, food program, agency for support and personal hygiene products as needed per family or teacher request.

Moreover regular and consistent communication includes: 1. Tuesday Folders sent home for all school-home communications (flyers, newsletters, notices, student made invitations), 2. Phone Notification System phone calls about school events, 3. posting events on school marquee, 4. student homework folders, 5. student planners, 6. Title 1 brochure, 7. Title 1 Parent/Family Engagement Access Notebook located in front office, 8. EEE school website, 9. skyward email/texting distribution list and 10. Sticker reminders posted on individual students reminding families about our Family Engagement activities.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents and families (including Parents and families with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school, parent and family programs, meetings, school reports, and other activities in an understandable and uniform format, and to the extent practical, in a language parents and families can understand.

In the beginning of the year, all parents receive the following EEE literature in English and Spanish (which is the 2nd most spoken language at EEE) Roadrunner newsletter, visual reminder on marquee, variety of flyers, teacher grade level newsletters, PTA newsletter, Parent/Student Handbook, Family Needs Assessment Survey, FIN Residency Survey/homeless, plus flyers which encourage our EEE parents to sign up to be a dividend, participate in our Reading programs RAP or Backpack Readers, volunteer for any school-wide functions through PTA, join our Title 1 EEE Parent/Family Team, School Advisory Team or become a room parent. Our EEE ESOL/ELL teacher provides, adult English classes one time a week for 10 weeks to assist parents in learning basic English language, strategies to help their children with homework tasks and self-help skills, includes a reading program called Parents as Reading Partners. In addition, we provide child care during curriculum nights and other parent training when the activities are not designed for parent/child interaction, encouraging all parents (ESOL & Parents with disabilities or FIN) to fully participate with the security of their children being cared for onsite by a hired EEE staff member. The Family Engagement Title 1 team will be established representing ELL, Special Needs, Latin American, Low-Socio-Economic, Homeless and our general EEE population of parents/families. All documents can be translated into Spanish or

other languages and interpreters are available upon parent/family request (all EEE school wide flyer documentation states a phone number and name of contact person to notify for special accommodations or assistance a week prior to activity or event). Moreover, the Title 1 Annual is held in September and February to increase the opportunities to reach all our EEE families. In the annual meetings information is provided about Title 1 programs, curriculum, assessment and Student led Conferences which is our Parent Conference nights. Most activities are listed in the PTA calendar, this calendar is a tool provided to all FIN/homeless families for free as a support and encouragement to feel welcomed. Teachers will maintain sign in sheets, power points, flyers and title 1 packets of information that are completed and sent to Parent liaison. Parent Liaison will maintain a record of dissemination of information, distribution of methods and timelines.

Discretionary Activities

Discretionary School Level Parent and Family Engagement Plan Components List all the activities that is required, but not paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parent to Kid and ELL Parents as Reading Partners and English/Spanish take home parent literacy program	ESOL teacher and Reading Coach	Increased ESOL parent participation in reading strategies at home with ESOL students.	September-May
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Dissemination of information and flyers about SCPS Parent Workshop	LEA Title 1 and Community Liaison	Increased parent networking, communicating of local resources and parent participation in SCPS workshops for Math, Reading, Science and Writing strategies.	September-May
3	Maximizing parental involvement and participation in their children's education by arranging school	Conferences and meetings will be offered at various times of the day to accommodate parent schedules	Administration, Teachers	Flexible scheduling will allow for increased parental involvement	September-May

	meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];				
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Building Capacity Summary

Provide a summary of activities during the previous school year that were designed to build the capacity of parents and families to help their children. Describe the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children). [ESEA Section 1116]

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Curriculum Night	1	200	Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement.
2	Meet the Teacher	1	470	Improve the ability of staff to work effectively with parents.
3	All Pro Dad's Breakfast	2	150	Increase parent involvement by communicating math and reading strategies to increase student achievement.
4	Title I Meeting	2	50	Parents will gain information on state requirements of a Title I school and how it benefits the student.
5	Reading, Math, Science and FSA Parent Nights	5	100	Families receive the tools, resources and websites to assist their child in practicing the skills in all subject areas.

6	Student Led Conferences K-5	4	150	Improve the ability of the staff to work effectively with parents in reviewing the student's progress and goals.
7	IMoms Breakfast	2	170	Increase parent involvement by communicating math and reading strategies to increase student achievement.
8	ESOL Nights	3	120	Improve the ability of staff to differentiate cultural norms between ethnicities.

Staff Development Summary

Provide a summary of the professional development activities 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 and family programs; and how to build ties between parents, families, and the school.

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Engagement Strategies	1	80	Improve the ability of the staff to work effectively with parents by providing Title 1 Requirements for the classrooms, distribution of information to parents, best practices in parent conferences and data collecting.
2	Student Led Data Conferences	2	80	Improve the ability of staff to work effectively, provide updated academic data to families and help parents understand how to help their children at home.
3	MTSS and Data Collection Trainings	2	100	Improve the ability for teachers to collect, track and maintain the data in the Edinsight SCPS programs, print out graphs for families and support student interventions/tiers
4	SCPS and EEE Bullying Procedures and policy	1	80	Improve the ability for staff to identify, provide support,

				create a safe learning environment as well as intervene, and refer students for bullying or being bullied in a timely manner.
5	7 Habits of highly Effective Leaders/Leader in Me Trainings	2	80	Improve the ability of staff to merge the 7 Habits with the Keys to Character, PBS school wide behavior expectations with the core instructional classes and curriculum classroom lessons.
6	Math Instruction	2	80	Improve the ability of staff to provide updated mathematical lessons using the framework and real life applications.
7	Classroom Management- PBS positive behavior support system	2	90	Improve the ability of staff school wide to encourage positive peer interactions, staff interactions, practice real life scenarios reflecting positive outcomes to stressful personal situations and building problem solving/conflict resolution skills.
8	Differentiated Instruction	1	75	Improve the ability of staff to adapt, create opportunities and monitor student's learning and skills learned via student's instructional levels.
9	Education Leadership for 21 Century	1	70	Improve the ability for staff to teach, model and increase the student's abilities to assimilate 21 Century Work skills and Habits for future work force.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents and families 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	Communication translated into Spanish or any other languages requested	On all the school-wide brochures and parent flyers from administration, we have added contact names and specific phone numbers or any special needs request
2	Multiple jobs and economically disadvantaged	Annual meeting, parent conferences, parent workshops or activities vary in times, food provided, child care in all activities, when needed bus passes and car pools set up for transportation, sometimes after hours' parent teacher conferences.
3	Transportation is lacking for many families	Continual brainstorming with Title 1 Parent team, talked to local boys & girl clubs for support and helped parents network with other EEE families for transportation
4	Time of events conflicting with middle and high school activities	Every effort is made not to conflict with other higher level schools, unfortunately, middle and high school activities are made mandatory from their teachers as basis for their involvement in activities, so elementary activities become a non-priority
5	Younger children as infants and pre-school age	Administration has posted in Roadrunner newsletter and explained to staff, that families are allowed to attend with younger siblings as long as parent takes responsibility for caring for the infant.

***Please attach evidence of parent/family input on the development of the parent and family engagement plan and the school compact.**