

# Ponce de Leon Elementary School

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## Parent and Family Engagement Plan

I, Kristy James, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents 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 [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- 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 plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- 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 [Section 1111(h)(6)(B)(I)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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Signature of Principal or Designee *Kristy James*

Date Signed 11/1/2022

### Mission Statement

Parent and Family Engagement Mission Statement (Optional)

# Ponce de Leon Elementary School

## Parent and Family Engagement Plan

**Response:** The Ponce de Leon Elementary school community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships.

### Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** Ponce de Leon Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

### Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.
2	VPK	Pre-School Instruction is provided at the school in preparation for kindergarten. The program is monitored by the VPK gold assessment and STAR assessment
3	Parent Engagement Events	Funded from Title One, Part A, these programs educate families on grade level standards, their own child's progress and ways families can assist students at home.

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### Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	Principal and Assistant Principal	September, 2022	Documentation will be uploaded to Title I Crate
2	Stand Alone Annual Title I Parent Meeting	Assistant Principal	September, 2022	Agendas and sign-in sheets; Increased awareness of Title I resources
3	Create sign-in sheets	Assistant Principal	August, 2022	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal and Assistant Principal	August, 2022	School Messenger messages, school marquee, and posting on school website
5	Develop and disseminate invitations	Principal, teachers, and Assistant Principal	August, 2022	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	August, 2022	Copies of agendas, PowerPoint presentation, and handouts

### Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Response:** Ponce de Leon Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year. Meetings will be offered virtual and/or in-person. These events will engage families in understanding individual student progress, academic standards, curriculum resources, specific grade level expectations, as well as, skills/strategies and resources to support home learning through the use of academic games, computer-based learning programs, and interactive activities. Further, our bilingual assistants will be available to translate information to Spanish speaking families. For families who are unable to attend the Title I Annual Meeting, a missed meeting notification letter will be sent home to parents that details information shared during the meeting. The Title I Annual Meeting will be recorded for families who are unable to attend the meeting. The recording will be

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available for families to view at a convenient time. The recording will be posted on the school website. Families will also receive a school messenger parent call from the principal, notifying them of how to access the recorded version of the Title I Annual Meeting. Additionally, PTA & SAC meetings are held the 4<sup>th</sup> Thursday of each month during the evening.

### Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement <small>What skill that reinforces learning at home will families gain during this event?</small>	Timeline	Evidence of Effectiveness
1	Family & School Meet and Greet	Principal and Assistant Principal	Building relationships with parents from the onset. Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school.	August 2022	Sign-in sheets, handouts, agendas, and presentation materials
2	Title I Annual Meeting	Principal and Assistant Principal	Families will learn about Title I resources available to support their child’s academic progress. Under academic state standards, testing, upcoming parental involvement opportunities and ways to partner with the school, Title I budget, input, and expenditures, as well as our Title I Parent Station located in the Front Office.	August 2022	Sign-in sheets, handouts, agendas, and presentation materials
3	Back to School Night – Open House		Understanding state standards, curriculum resources, classroom expectations, family engagement activities, and	September 2022	Sign-in sheets, handouts, agendas, and presentation materials

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			<p>skills/strategies to support home learning.</p> <p>Understanding the new B.E.S.T standards to increase student mastery of the K-5 standards.</p>		
4	Literacy Night	Principal and Assistant Principal	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement in literacy across all content areas to support 100% gains on FSA Reading.	November 2022	Sign-in sheets, handouts, agendas, and presentation materials, S.M.A.R.T Goal
5	STEM Night	Principal and Assistant Principal	Engage in fun activities that center around the integration of science, technology, engineering, and mathematics.	January 2023	Sign-in sheets, handouts, agendas, and presentation materials
6	Book Fair (Fall & Spring)	Principal and Assistant Principal/Media Specialist	A station will be setup by the check-out counter that contains various reading strategies (grade level specific) that parents can do at home to support their child.	November 2022 March 2023	Sign-in sheets, handouts
10	Ready, Set, Kindergarten	Principal and Assistant Principal	Families will learn about our school, programs, and kindergarten readiness skills.	January 2023	Sign-in sheets, handouts, advertisements
11	I heart Music & Art	Principal and Assistant Principal/Music Teacher/Art Teacher	Musical recital-Student Performance	December 2022	Sign-in sheets, handouts, advertisements

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11	Standardized Testing Informational Family Night	Principal and Assistant Principal/Intermediate Teachers	Understanding standardized testing, Assessments given, test specification, scheduling, expectations, using the data to support achievement across all subject areas.	March 2023	Sign-in sheets, handouts, advertisements
12	ESOL Parent Events	Principal and Assistant Principal/ESOL Teachers	ESOL families will learn a variety of strategies to support learning at home. School information will be explained and translated in Spanish	October December 2022  February April 2023	Sign-in sheets, handouts, advertisements
13	All Pro Parents	Principal and Assistant Principal/PTA	Families will be invited to participate in our parent workshops to learn ways of supporting their child at home. Resources related to parenting skills will be shared.	October December 2022  February April 2023	Sign-in sheets, handouts, advertisements
14	Parent Conference Event	Principal and Assistant Principal	Parents were invited to stop by the school to conference with teachers. Teachers also set phone conferences, to receive specific academic information on grade level standards, expectations, and their child's progress, as well as instructional strategies and activities that allow the parents to extend learning at home. Child care and translation available.	October/March	Sign-in sheets and conference notes

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### Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement <small>How will this help staff build school/family relationships?</small>	Timeline	Evidence of Effectiveness
1	Ongoing PLC	Principal, Assistant Principals, Instructional Coaches, Assistant Principals	Improve the ability of staff to work effectively with parents.	August 2022- May 2023	Staff sign in sheets, Minutes/Notes, S.M.A.R.T goal
2	Less, Jargon, More Grace – Book Study	Principal, Assistant Principals, Team Leaders	Teachers and staff learned how to communicate with families in a way that is both explicit and understandable. Since parents don't attend school with their children, teachers will be clear and transparent by educating families with acronyms, words, and phrases that are commonly used within virtual and face-to-face communications.	August 2022- October 2021	Teacher/Staff questionnaire pre/post-book study was conducted
3	How to engage with families? How to conduct parent conferences	Principal, Assistant Principals, Team Leaders, teachers	Training will focus on a variety of ways to engage families in their child's education as well as provide strategies for effective conferencing with parents.	September 2022 February 2023	Agendas, sign in sheets, Nearpod follow-up training
4	SAC	Principal	Provide background knowledge on student population, collaborate on school wide routines and processes	September 2022 May 2023	Teacher/Parent/Administration observations and meeting
5	Equity Training	Principal	Working from an equity-based lens/approach to improve		Sign-in sheet, handouts,

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	Teacher Induction Program	Principal	student academic & behavioral outcomes.  Acclimate new staff to the school. Discuss expectations, policies, programs, and supports to meet the needs of the individual teacher/staff	Aug 2022- May 2023	Sign-in sheet, handouts,
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### Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

**Response:** Ponce de Leon Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. A Title I Parent Station will be located in the Front Office that has brochure information, fliers, and resources to support families. Resources will be translated/printed in both English and Spanish.

### Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- 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[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

**Response:** Ponce de Leon Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back-2-School night and **stand-alone Annual Title I Meeting**, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of



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information, distribution methods, and timelines. Parents will be provided a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience.

### Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** Ponce de Leon Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. 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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### Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

Not Applicable

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### Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement What skill that reinforces learning at home did families gain during this event?
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1	Curriculum Night/Academic Night/Meet the Teacher	2	300	Parents and students had the opportunity to get to know the teachers and learn ways to support students at home. Parents were able to see work students completed in school and plan for improvement where needed. Childcare and translation were available.
2	Title I Annual Meeting	1	250	Parents were informed regarding resources and programs available through Title I to increase student achievement. Families learned about the Title I budget and expenditures, curriculum used, resources, staff model, and parental involvement opportunities. Parents understand what it is to be a Title I school, where to find important information and how to get involved. Childcare and translation were available.
3	Open House	1	150	Parents had the opportunity to see student work from all content areas. Additionally, they were able to choose from different breakout sessions on topics such as AVID strategies, Parents and Technology, and literacy routines to use at home. Childcare and translation were available.
4	Ready, Set, Kindergarten	1	20	Transition to kindergarten, content, processes and procedures, activities, games, and registration.
5	ESOL Family Event	1	50	ESOL Families learned reading strategies and were given a chance to practice with their child. Families also learned information regarding registering for Summer Bridge and ways to support summer learning at home.
6	All Pro Parents	1	50	Parents learned and practiced reading strategies with their child. They all engaged in fun activities such as basketball, walking around the track, dodgeball, etc.

### Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
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1	Ongoing PLC's with Instructional Coaches	36	60	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom. The information will be used to have data led conferences with parents and students in which together goals were set for individual student needs.
2	Parent Engagement Training	2	60	Led by the principal with support from coaches, staff collaborated to learn new strategies to increase parent engagement.
3	Understanding Our Data	5	60	Led by the principal with support from coaches, staff collaborated on current school and grade level data to provide a deeper analysis of student grade level and subgroup needs, learned more about our student demographics. The information was used to have data led conferences with parents and students in which together goals were set for individual student goals.
	SAC Meetings	8	12	Parents were invited to the monthly SAC meetings to learn about the progress of the school, programs, and how to support learning at home.

### 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 who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of parent involvement at Title I Nights (African American, economically disadvantage)	Offer alternate meeting times in the morning periodically throughout the year
2	Unable to contact parents/multiple calls from several teachers in one day (African American, economically disadvantage)	Structured cross content teams with time built in to work with parents through parent calls, emails and conferences

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3	Parents unable to get information on what is happening in their child's classes (economically disadvantage)	Cross content team send home quarterly newsletters with information on class content, testing, field trips and other relevant information. Use the school messenger system to contact parents via the phone.
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