

Skycrest Elementary

Parent and Family Engagement Plan 2019-2020

I, Eliza Defant, 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, 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)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parent and Family Engagement Mission Statement (Optional)

The Skycrest 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 with families.

Engagement of Parents

Skycrest 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.

Our Title One School Compact and Parent and Family Engagement Plan is jointly developed with parents and other stake holders. To build the capacity of our parents, we will offer Meet the Teacher, Open House, and Student-Led Teacher Parent Conference Day. Additionally, we will provide families opportunities to attend events at our school to help support their child at home. Furthermore, We will coordinate with other federal programs such as VPK, IDEA, Kindergarten Open House, ESOL and ESE parent meetings.

Each year we review our Title One Compact and Parent Family Engagement Plan with parent input being essential to this process. Parents will be notified of the review date by May 1, 2020. We offer flexible meeting times, by scheduling morning, afternoon, evening times to reach as many parents as possible.

Our Title One Annual Parent meeting will be held on September 5, 2019. During the meeting we will discuss the Parent's Right to Know, What Is Title One, the Title I Budget and the importance of parent involvement, curriculum and assessments.

We will communicate with parents via Newsletters, Parent Connect Messages and Teacher/School Website, and Facebook. We will make every reasonable effort to provide our parents with information with an understandable language and format.

Our Parent Family Engagement Plan (PFEP) is located on our website:

<http://www.pcsb.org/skycrest-es> at our Title One Parent Station, and you may request a complete copy by contacting Michelle Ladd.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement 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	Skycrest Elementary and the VPK office will work together to coordinate transition programs for students entering the regular public-school program. Activities may include meetings with parents, VPK teachers and the Kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, Kindergarten screening, etc.
3	Kindergarten Open House	The school will provide families information important to help their children transition from Pre-K to Kindergarten.
4	ESOL Parent Meetings	ESOL teachers will meet at least twice a year with ESOL parents to review their child's report card and MAP scores. ESOL teachers will answer questions and give specific feedback to parents on how they can support their child's learning progress for grade level proficiency. In addition, ESOL teachers will host monthly International Café meetings to provide various supports to families on ways to help their child at home.
5	ESE Parent Meetings	ESE teachers will meet with ESE parents at least twice a year to review their child's IEP goals, report card grades and MAP scores. Teachers will answer questions and give specific feedback to parents on how they can support their child's learning progress for grade level proficiency.

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	MTSS Coach	September, 2019	Title I audit box housed in MTSS office and documentation will be uploaded to electronic audit box
2	Annual Title I Parent Meeting	MTSS Coach	September, 2018	Agendas and sign-in sheets
3	Create sign-in sheets	MTSS Coach	August, 2019	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal Website Manager Facebook Manager	August, 2019	School Messenger messages, school marquee, and posting on school website and Facebook
5	Develop and disseminate invitations	Principal, Teachers, Assistant Principal and MTSS Coach	August, 2019	Flyer with date of dissemination and posting on school website and Facebook
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal Assistant Principal and MTSS coach	August, 2019	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, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Skycresty 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. Skycrest Elementary will provide a variety of meetings/trainings/family activities in the mornings prior to school, during the school day and in the evenings to accommodate the different schedules of our parents. Childcare and translations offered based upon need. The schedule will be modified as needed based upon family/parent participation.

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	Timeline	Evidence of Effectiveness
1	Title I Annual Meeting and Open House	Principal, Assistant Principal and MTSS Coach	Assist parents and students with school-wide and classroom expectations so that their children will be successful.	September 5, 2019	Sign in sheets, handouts, presentation materials, agendas
2	International Cafe	ESOL teachers and ESOL assistants	Increase community outreach to help share the importance of literacy, math, science, and social studies with our students by providing supplemental resources.	Monthly beginning in September 2019.	Use sign in sheets and surveys to measure increased attendance and interests.
3	Skycrest Academy	Principal or Assistant Principal, K-5 Teachers and Coaches	Provide students in grades 3-5 FSA and SSA practice and review. In addition, provide parents and students the opportunity to check-in and out library books to promote and increase literacy development.	1 st Saturday of each month beginning September 2019	Sign in sheets, handouts, presentation materials, agendas
4	SAC Meetings	Principal, Assistant Principal and SAC Chairperson	Parents will have the opportunity to review and discuss the SIP and to meet monthly to review and analyze SIP Goal progress giving input on how to improve school-wide.	August-May, 2020	Sign-in sheets, handouts, agendas, and presentation materials
5	Title One Compact Student-Led Parent Teacher Conference Day	Principal, Assistant Principal and K-5 grade level teachers	Parents will meet with their child's teacher for a student-led parent teacher conference night (4:00 - 7:30pm) using the Title One Compact Pledge as the standard for student to achieve grade level proficiency or beyond.	October 2019 and February 2020	Sign-in sheets and handouts
6	STEM Night	Connect For Success Liason and K-5 Teachers and MTSS Coach	Increase math and science proficiency incorporating technology and using Connect for Success computers. Parents will learn about computer programs that their child can use daily in school and at home.	November 2019	Increased usage of home use of ST Math and iStation using their Connect to Success Computers and increased student interest in STEM.
7	Restorative Practice for Parents	Guidance Counselor & Social Worker	Parents will gain knowledge of Restorative Practices that they can use with their child at home and/or support positive behavior at school.	December 2019	Sign in sheets, handouts, presentation materials, agendas

8	Transition to Kindergarten, Ready, Set, Go	Principal & Assistant Principal, Kindergarten Lead Teacher	Teachers will provide parents with information and supplies to better prepare their child academically for kindergarten.	January 2020	Sign-in sheets, handouts, agendas, and presentation materials
9	Literacy night	Literacy Leadership Team	Increased reading and writing proficiency and fluency in English Language Arts integrating Social Studies curriculum.	January 2020	Sign in sheets, handouts, presentation materials, agendas
10	FSA Information and Middle school night	3rd - 5th Grade Teachers and MTSS Coach	Parents gain understanding of the complexity of the FSA test and support their child in practicing at home. 5 th grade families will have the opportunity to learn about what to expect in Middle school and begin to schedule electives and courses.	February 2020	Sign in sheets, handouts, presentation materials, agendas
11	Multicultural Festival	ESOL team	Families will be invited to participate in a festival celebrating and learning all about diverse countries from around the world.	March 2020	Sign in sheets, handouts, presentation materials, agendas
12	Art and Curriculum Showcase	All Staff	Students will feel a sense of pride and accomplishment through presenting their accomplishments and points of pride (school work) to parents.	May 2020	Flyers/Notice in newsletter, sign in sheets to measure family participation

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	Timeline	Evidence of Effectiveness
1	Ongoing PLC	Principal, Assistant Principal, MTSS Coach	Improve the ability of staff to work effectively with students and parents. Analyze student data with an equity lens to create action plans which	August 2019 – May 2020	Conference agendas, sign in sheets, meeting minutes and Problem-solving worksheets

			ensure student improvement and growth in academics and behavior. Instructional staff will collaboratively plan for action steps and monitor progress of those action steps.		
2	Restorative Practices in the Classroom/PBIS	Guidance Counselor and Social Worker	Teaches social emotional skills and character development (Sanford Harmony and RP).	August 2019- May 2020	Teachers will be able to effectively use RP strategies in their classroom to cultivate a positive school culture and climate. Staff Surveys/Feedback
3	Thinking Maps	District Personnel and Teacher Trainers	Teachers will continue to understand how to utilize Thinking Maps within their content and connect the work to the Florida Standards.	August 2019 and October 2019	Student work displayed in the classroom.
4	Book study in the area of Equity-Digging Deeper into Literature for more Equitable Outcomes in ESE	Principal and Assistant Principal	To decrease referral and behavior incidences of students of color, students with emotional, behavioral and cognitive disabilities.	August 2019 – October 2019	Focus behavioral reports and PBS meeting minutes
5	Ongoing Collaborative Planning	Principal, Assistant Principals, Team Leaders, Teachers	Grade level teams collaboratively plan student instruction utilizing district curriculum as a guide to embed Culturally Responsive teaching and learning with equity for all students. Teachers will collaborate with parents on ways their child BEST learns and learning interests by asking students to fill out on-going interest and learning style surveys.	August 2019 - May 2020	Weekly Lesson Plan reviews and collaborative planning observations by Administration

6	Individual and Grade Level Data Chats	Principal, Assistant Principal and MTSS Coach	Work within grade level teacher and teams to identify students' and personal areas of strength and support. Ensure teachers are collaborating with parents on ways they can help support their child's grade level proficiency or beyond throughout the school year.	September 2019 -May 2020	Teacher/Parent/Administration observations and meeting notes
---	---------------------------------------	---	--	--------------------------	--

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)].

At Skycrest we ensure a family friendly school by supplying a Family Resource Center in the front office that is maintained by the front office staff with materials for parents to use to help their children with academics, behavior issues and community support. We provide school supplies, backpacks and clothing for children as needed. We will have various workshops and trainings throughout the year to help promote family involvement at Skycrest Elementary. Our school continues to update and create an effective school website where parents can find various information about our school and ways that they can support their child at home.

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)].

Skycrest 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, school website and Facebook. At our Title I Annual Meeting and Open House, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided a response form to complete to provide input or to ask questions. The principal will respond 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)].

Skycrest Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in English and Spanish 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.

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

Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

- Upload evidence of parent input in the development of the plan

Upload Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement 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 Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement 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 Section 1118(d)].

Upload evidence of parent input in the development of the compact.

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
1	Title I Annual Meeting/Open House	1	350	Students and parents gleaned an understanding of expectations in academic areas and assessments. Parents and students will have an awareness of the benefits of belonging to a Title I school.
2	Parent/Teacher Conferences	1	250	Parents have a better understanding of all expectations for students, therefore; can better assist their child with upcoming assessments.
3	Literacy Night	1	150	Parents and students participated in literacy activities. Parents learned how to utilize the games at home with their students to support becoming fluent readers with materials provided to them at the workshop.
4	International Cafe	6	300	Parents gained a better understanding of resources our school and community has to offer them to assist their children to be successful students and their families to be safe.
6	FSA and Middle school Information night	1	40	Parents gained an understanding of the grade specific expectations for the FSA assessment and 5 th grade parents received information on middle school.
8	Math Night	1	110	Parents and students participated in math activities to increase mathematics number sense and fluency. Parents learned how to utilize math games at home with their students to support becoming more fluent in number sense activities.
9	Art and Curriculum Showcase	1	350	Students were able to share with their families their many accomplishments both academic and in the field of the arts.
10	Ready, Set... Kindergarten	1	30	Potential kindergarten students and their parents were introduced to a typical day in kindergarten via

				a power point. Kindergarten teachers were introduced. Lastly, parents and children enjoyed a tour of the school.
--	--	--	--	--

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
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.
2	Literacy Leadership Team	6	10	Led by the principal with support from MTSS coach, grade level representatives collaborated purchase culturally relevant books for each classroom and to plan our Literacy night with a focus on Culturally relevant activities.
3	Restorative Practices	5	60	Build and strengthen community culture and communication with students, staff and families.
4	Equity Cohort Training	5	10	Skycrest Equity Cohort to become a micro-credentialed PCS Equity Champion

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

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/participation at Title I	Create more engaging school-wide activities later in the evening (after 6 p.m.) periodically throughout the school year. Encourage classroom teachers to call more

	events (African American and Hispanic Populations)	frequently focusing on positive behavior and academic progress. Create, utilize, and share Skycrest Facebook page.
2	Parents feel they are no informed regularly of how their child is being graded (AdvancED Survey results).	Grade level teams will create and submit grade level grading criteria for approval from the Principal and share with families and students during Open House and throughout the school year, as needed.
3		

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parent and family engagement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement plan described in Section 1118.

Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count Content/Purpose Description of the Activity

- **Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.