

Tarpon Springs Elementary

Parent and Family Engagement Plan

I, Arthur Steullet, 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 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 parent and family e, 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)

Response: Tarpon Springs Elementary School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement by our families in all school activities. We also provide parent involvement activities informing, educating and supporting parents while encouraging parent input throughout our school year.

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parent and family engagement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Involvement 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: Tarpon Springs Elementary School believes in involving parents in all aspects of its Title I programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PFEP. More than 50 percent of the members of the SAC are parent (non-employee) representatives. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval. For the FPEP, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by the SAC to determine needed changes. During the SAC meeting when the PFEP and/or SIP developed, the committee will decide, with the input from parents how the parent and family engagement funds will be used.

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and

- Information on how the school will provide other reasonable support for parent and family engagement activities under section 1118 as parents may request [Section 1118(e)(14)].

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	VPK	Tarpon Springs Elem. and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: inviting VPK students into Kindergarten classrooms towards the end of the VPK school year, and inviting VPK students to work with Kindergarten students throughout the school year.
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I will be discussed with parents during the development of the student's IEP.
3	Kindergarten Open House	The school will provide families information important to help their children transition from PreK to Kindergarten. Local preschools were visited to encourage attending TSES as upcoming Kindergarten students.
4	Parents As Educational Partners (PEP)	The ESOL office and Tarpon Springs Elem. will work together to provide information and education on ways parents can help their children at home.
5	Headstart	The local Headstart director and teachers are invited to visit the school to better understand the expectations of incoming KDG. students, so that they can work on specific skills for success with the children and their families.

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

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	Create PowerPoint to share with parents informing them on how Title I funds are appropriated.	Curriculum Specialist	August 2019	Copy of PowerPoint
2	Create and distribute flyer advertising annual Meeting and inviting parents to attend	Curriculum Specialist, Community Liaison	One week prior to Annual Meeting (August 2019)	Copy of flyer
3	Create sign in sheets and agenda	Curriculum Specialist/ Administrator Contact	August 2019	Copy of sign in sheets and agenda
4	Advertise Annual Meeting on school marquee and website	Media Specialist	August 2019	Screenshot of website
5	Follow up with families who did not attend by sending home an informational letter	Administrator	Weeks following Annual Meeting (August 2019)	Copy of Letter
6	Website Notification	Media Specialist	August 2019	Screenshot of website

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

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 parent and family engagement. [Section 1118(c)(2)].

Response: Tarpon Springs 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 morning and evening events throughout the year. Parent conferences are scheduled in either the morning or afternoons. The Social Worker works with teachers, parents, and administration to provide home visits as necessary. At TSES we strive to accommodate our families' needs and busy schedules by offering a variety of meetings. Our PTA and Title I meetings are coordinated to be combined meetings so that more parents will attend. We try to combine academic events with parent meetings to

encourage involvement. For example, our Science Fair and Chorus Concert both fall on PTA/Title I meeting nights.

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family engagement an 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 parent and family engagement 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	Curriculum Title One and Open house	Principal and Assistant Principal	Assist parents and students with school-wide and classroom expectations so that their children will be successful during and after school.	August 2019	Sign-in sheets, handouts, agendas, and presentation materials
2	SAC Meetings	Principal and SAC chair	The SAC committee will work with community members and the school to support in an ongoing way, progress and initiatives within the school.	Monthly	Sign-in sheets, handouts, agendas, and presentation materials, support given
3	Fall Festival	PTA, Principal	By hosting this event, the school will continue to build community, and families and staff will continue to build their relationships	October 2019	Attendance, feedback from stakeholders.
4	Student led conferences	Classroom Teachers	Students, Teachers, and Families will work together to better understand each student’s individual achievement and next steps for continued progress. Parents and families will increase their capacity for support at home.	November 2019	Attendance, Feedback from stakeholders
5	Books and Bagels	Classroom Teachers,	Teachers work together with students and families to enjoy a reading event at school designed to build reading skills in both	January 2020	Sign-in sheets, handouts, agendas, and presentation

		Curriculum Specialist	with students and the supportive skills of parents.		materials, support given
6	Ready, Set, Kindergarten	Curriculum Specialist	Knowing what is expected for incoming Kindergarteners helps families better prepare for kindergarten.	January 2020	Sign-in sheets, handouts, agendas, and presentation materials, support given
7	Connect for Success Night	Media Specialist	Students and families will have access to at home technology and will be able to continue their learning at home.	August/September 2020	S Use of at home technology. Increase in MAP/FSA Scores.
8	Connect for Success Night for ELL Families	Curriculum & Media Specialists	Students and families will have access to at home technology and will be able to continue their learning at home. Training will be targeted to ELL families specifically our high Spanish Population. Parents and families will learn strategies for working at home on technology and at home. Interpreters will be present.	August/September 2020	Use of at home technology. Increase in MAP/FSA Scores.
9	Science Fair Night	Curriculum Specialist	Students will have a better understanding of grade level science content, and science processes which include the scientific method.	March 2020	FSA Scores/ MAP Scores
10	Maker Faire STEM	Media Specialist	Families will have a better understanding of how coding and 3D technologies work, and how STEM works at Tarpon Springs Elementary	October 2019	FSA Scores/MAP Scores

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
 - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parent and family engagement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

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 Principals, Instructional Coaches, Assistant Principals	Improve the ability of staff to work effectively with parents.	August 2019- May 2020	Conference agenda and other appropriate documentation as required
2	Restorative Practices Training	Principal, Assistant Principals	Students whose teachers understand them and their way of work, perform better in school.	August 2019	Discipline data, teacher lesson plans, FSA data, attendance data
3	Curriculum Meetings	Principal, Assistant Principal	Improve the ability of the staff to work effectively with struggling students and their families.	August 2019, ongoing.	Teacher/Parent/Administration observations and meetings, classroom walkthroughs
4	ESE Book Study	Assistant Principal, Behavior Specialist, Curriculum Specialist	Professional Development to continue our work of improving services to ESE students	Spring 2020	Discipline data, teacher lesson plans, FSA data, attendance data
5	Data Chats	Principal	Designated time for teachers to look deeply at MAP Data and FSA data and study deeply students gaps and weaknesses	September 2019 & Spring 2020	Discipline data, teacher lesson plans, FSA data, attendance data
6	Ready Math Training	Curriculum Specialist, Assistant Principal, Principal	Increased achievement in mathematics	August and ongoing	MAP Math Scores, FSA Scores, formative assessment
7	Collaborative Planning	Curriculum Specialist,	Planning across all content areas	August, ongoing	MAP ELA and Math Scores, FSA Scores and SSA Scores

		Assistant Principal, Principal			
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Review Rubric:

- Content and type of activity including the following:
 - Valuing of parent and family engagement,
 - Communicating and working with parents,
 - Implementation and coordination of parent and family engagement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
 - Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

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: Tarpon Springs Elementary School will create a family-friendly school; encourage teachers to help parents become involved in ways that don't require the parent to come to the school; creating and maintaining our school website; developing support groups for parents and families and providing workshops for parents in the academic areas.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

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: Our parents receive information about the Title I program in a variety of ways. At the Title I Annual Meeting/Open House in August, TSES will hold a general meeting where information will be presented about the Title I program, the curriculum, and academic assessments. Parents will learn about the school-wide program, how to schedule parent-teacher conferences and opportunities for participation in decisions related to the education of their child.

Ideas for working at home with children are presented in calendar and newsletter form. Often surveys requesting parents to share what information they would like provided by the school are included.

Articles will be submitted regularly for inclusion in our school's newsletter. These articles tell about the program as well as, offer ideas for parenting and working with children at home.

Workshops presented by our teachers, specialists and consultants address the curriculum as well as explain the forms of assessments that are used to drive instruction. During these sessions as well as at conferences, parents are informed of their child's progress and offered the opportunity to provide input regarding their child's education.

Each spring a survey is sent home for parents to complete regarding their child's educational experience for the year. On this form comments may be added regarding their level of satisfaction with our school's programs including but not limited to Title I. Articles will be submitted regularly for inclusion in our school's newsletter. These articles tell about the program as well as, offer ideas for parenting and working with children at home.

Workshops presented by our teachers, specialists and consultants address the curriculum as well as explain the forms of assessments that are used to drive instruction. During these sessions as well as at conferences, parents are informed of their child's progress and offered the opportunity to provide input regarding their child's education.

Each spring a survey is sent home for parents to complete regarding their child's educational experience for the year. On this form comments may be added regarding their level of satisfaction with our school's programs including but not limited to Title I.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement 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: We strive to involve all parents in the activities and learning here at Tarpon Springs Elementary School. Our ESOL teacher and assistant attend parent meetings to serve as translators. Being in a new facility makes access easier for parents with disabilities. For those parents unable to come to school we regularly send home information about our school programs along with suggestions on what can be done at home to help all of our children meet and exceed expectations. Many times this information is sent home in English, as well as Spanish. For notices and forms requiring translation our ESOL staff provides that. In order to reach all of our families, we advertise our events in a number of ways including newsletters, flyers, on our school marquee, and phone calls home using a Connect Ed. message.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent’s native language;
- Description of how the school will ensure that parents with disabilities will have access to parent and family engagement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Discretionary Activities

School Level Parent and Family Engagement Components Check if the school does not plan to implement discretionary parent and family engagement activities. Check all activities the school plans to implement:

Not Applicable

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline

1	Maximizing parental involvement and participation in their children's education by arranging school 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)];	Parent sessions occur prior to school, during school hours, and in the evenings.	Administrator, Title I associates, PTA	Parental involvement in their child's education and related activities increases the success of those students.	Ongoing
2	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Scheduled meetings with local businesses and organizations	Administrator, Guidance Counselor, Social Worker	Increased business partners and community involvement, which will increase student achievement by using their time and resources to assist school-wide.	Ongoing

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family activities, training parents to help other parents, adopting and implementing model parent and family engagement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parent and family engagement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

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	FSA Strategies	1	48	Parents will receive grade specific information regarding SSS and strategies they can use at home with their child
2	Assessments Individual Conferences	1	450	Parent/teacher discussion of child's assessment results, expectations, and goals together with strategies for helping their child be more successful in school
3	Student led conferences	1	180	Students showed parents what they were learning and accountable for in school, and what their next steps in learning were.
5	Title One Annual Meeting	1	200	Parents will receive specific information about reading at home with their child which will increase student achievement.
6	Connect for Success Night	2	100	Parents received specific information about how to use their child's Connect for Success laptops at home and how to use technology to springboard their child's education at home. Impact: students are prepared to use technology.

7	Maker Faire	1	70	Parents and students used current technology to create, make, and play with coding, 3D printers, etc. Families and students learned how to use modern technology. Impact: Students are prepared for a 21 st Century world.
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Review Rubric:

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

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	Active Assailant Training	1	100	All staff were trained in active assailant training.
3	Restorative Practices Training	5	54	Teachers learned to use restorative best practices to continue to improve their skills as culturally responsive teachers.
4	Trauma informed Training	1	50	Teachers learned about identifying students from trauma and learned strategies for working with students who have trauma in their past or present. This should translate to higher student achievement.

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	Time of Workshops	Flexible times
2	Child Care	Offer activities that include children (Economically Disadvantaged, Hispanics, African American)
3	Language	ESOL translators available (Hispanics)

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 policies 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.