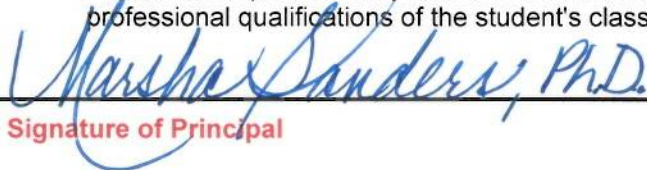


Astoria Park Elementary 2018-2019 Title I, Part A Parent and Family Engagement Plan

I, Dr. Marsha Sanders, 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 8101, ESEA; as amended by ESSA.
- Involve parents/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, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.


Signature of Principal


Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

Response: Astoria Park Elementary School, in cooperation with the family and community, is committed to preparing each child for the future by meeting, not only their educational needs with a focus on proficiency in literacy and math, but also their social needs. This will occur in a student-friendly, nurturing, high quality learning environment dedicated to the success of each child.

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 1116].

Response: Astoria Park will involve parents in an organized and ongoing planning, review, and improvement of the Title I programs. This should include the planning, review, and improvement of the school parent involvement policy, as well as the joint development of the school-wide program plan under section 1116 (b)(2). A school-parent compact, which outlines how schools, parents, and students will share responsibility for ensuring student achievement, will be implemented. The School Advisory Committee (SAC) will meet monthly to plan, review, and provide input into the school's Parent Involvement Policy/Plan and parent activities and School Improvement Plan. The SAC will approve the Parental Involvement Budget and the School Improvement Budget, and will review the school grade, and SPAR Report, and other measurable school related data.

Success will be measured by the Title I Parent Survey Results. Feedback from discussions in PTO meetings, SAC meetings, and parent and teacher conferences will also be measured. Feedback will be used to develop the next year's School Improvement and Title I Plans.

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 1116].

count	Program	Coordination
1	Title I	Funds will be used to hold parent workshops and to train teachers on strategies that will support student achievement.
2	Title II	Funds will be used for staff development where staff members will discuss expectations and plan strategies to share with parents.
3	21 st Century After School Program	Funds will be used to support academic achievement and enrichment activities.
4	Title X	District provides funds to provide resources for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.

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 (school-wide or targeted assistance), Adequate 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 1116].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop an invitation for parents	Principal	September	Copied information that will be kept in the Title I Notebook to ensure that parents understand the Title I requirements.
2	Develop an agenda, sign-in sheets, and PowerPoint presentation	Principal	September	Included pertinent information about Title I
3	Publicize the event	Principal	September	Listserv, website, social media, marquee and flyers sent home with students

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

Response: Astoria Park will offer a flexible number of meeting times and may use Title I funds to provide childcare, or home visits, and such services related to parent involvement. Meeting dates and times will be advertised and posted on the school's marquee, webpage, and listserv in advance to encourage parent involvement. The school newsletter containing this and other school related information will also be sent home to parents. Monthly SAC meetings and PTO meetings, programs, assemblies, school celebrations, and parent workshops are used to encourage parent involvement.

Flexible meetings are provided by giving parents the opportunity to participate in school activities (Orientation, Open House and Curriculum Nights). Childcare is provided when needed.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and 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 to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Orientation	Principal/APC	Positive Correlation	August 2018	Sign-in Sheets, Parent Feedback, Positive Communication among teachers and parents

2	Annual Parent Meeting/Open House	Principal/APC	Positive Correlation	September 2018	Sign-in Sheets, Parent Feedback, Positive Communication among teachers and parents
3	Grade Level Parent Workshops	Grade Level Team Leaders and Teachers	Finding out what their children are expected to know and to be able to do and reinforcing lessons at home.	Monthly 2018 - 2019	Sign-in Sheets, Agenda, and Parent Feedback Earn higher grades and test scores Better social skills, show improved behavior, and adapt well to school Positive Communication among teachers and parents
4	Family Math and Science Night	Principal, APC, Science Committee and Grade Levels	Higher FCAT Science scores, increased knowledge of science skills and concepts.	Winter 2018	Sign-in Sheets, Family Science Night Parent Survey, Earn higher grades and test scores Positive Communication among teachers and parents
5	Watch D.O.G.S. Family Night	Principal	Building positive parent/students/school relationships and connections. Promote volunteerism	ALL School Year	Agenda, sign-in sheets

Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Using Data to Drive Differentiated Math and Science Instruction Series	Principal, APC and 5 th and 4 th Grade Teachers	Increased student achievement and Higher FCAT Science scores, increased knowledge of science skills and concepts.	All School Year	Increased communication between parents and schools, Increased academic performance as evidenced by progress monitoring data (STAR, iReady, AIMS Web, class assessments) progress alerts and report cards
2	ELA, Math, and Science Collaborations	Administration and District Coaches	Increased student achievement and Higher FSA, FCAT Science scores, increased	All School Year	Increased communication between parents and schools, Increased academic performance as evidenced by progress

			knowledge of science skills and concepts.		monitoring data (STAR, iReady, AIMS Web, class assessments) progress alerts and report cards
3	FOCUS Training	APC, Focus Trained Teachers	Increased attendance, knowledge of parent portal, report cards	All School Year	Effective parent/teacher communication
4	Harmony Training	Administration, Harmony Trained Teachers	Positive communication among students, Social-emotional learning	All School Year	Effective and positive relationships among students and parents.

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 [ESEA Section 1116].

Response: The Astoria Park Parent Resource Area/Computers is located in the Media Center. This resource will be immediately identified to parents and stakeholders at the beginning of the school year. Parents can access informative materials regarding parenting. Computers are also made available. The result of the Parent Resource Area is increased parental involvement (Sign-in Sheets) and Improved student performance.

Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

Response: Astoria Park will provide parents of participating children timely information about the Title I programs, 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 at the annual Title I meeting at the beginning of the year. We will also provide opportunities for all stakeholders to meet regularly to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children. We will provide LCS promotion/retention requirements that will be shared with parents during Open House. At least one parent-teacher conference will be held for students in grades K-5, during which assessments and grade level proficiency levels will be shared. Student progress reports and report cards will be sent home regularly. All grade levels will host a Parent Workshop within the first nine weeks. The Annual Title I Parent Survey will be used to improve and plan Parent Involvement activities for the following school year.

Success will be measured by the Title I Parent Survey results, as well as feedback from discussions in PTO meetings, SAC meetings, and parent, teacher and student conferences. Feedback will be used to develop the next year's School Improvement Plan, Title I Plan and Parent and Family Engagement Plan. If the plan is not satisfactory, parent comments will be submitted to the district Title I Office.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

Response: Astoria Park will involve parents during regular School Advisory Council (SAC) meetings. The SAC will meet regularly to review, revise the Title I plan, and be involved in deciding how funds for parental involvement will be used. Specifically, we will convene an annual meeting at a time convenient for parents of participating children. All parents shall be invited and encouraged to attend. The school will provide information and explain the requirements of Title I and the rights of parents. We will also hold regular PTO meetings. We will distribute the *Parent Right to Know* and Parent Information Resource Center (PIRG) letters, and post them in the front office, and inform parents of their rights and Title I requirements via our monthly newsletter, listserv, school website, marquee, flyers, and school ITV. In the event parents need special accommodations, we will coordinate with FDLRS/ESE to ensure these needs are met.

Administrators, School Counselor or Team Leaders will facilitate meetings between bilingual teachers and LEP parents to make sure parents understand written information and are able to ask questions related to their children's academic progress and behavior, and school programs, functions and activities.

Astoria Park currently employs one teacher who is fluent in Spanish. One staff member is fluent in Creole.

Discretionary Activities (Optional)

Activities that are not required, but will be 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					
2					

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement 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 1116].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Food	Provide dinner or snacks for as many events as possible.
2	Work Schedule	Provide flexible meeting times for parents.

Evaluation of the Previous Year's Parental Involvement Plan

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 1116]. 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	Orientation	1	600 students and their families	Build collaborative relationships based on trust among teachers, families
2	Annual Parent Meeting/Open House	1	400 students and their families	Build collaborative relationships based on trust among teachers, families
3	Grade Level Parent Workshops	6	200 families	Finding out what their children are expected to know and to be able to do and reinforcing lessons at home.
4	Family Math and Science Night	1	300 students and their parents	Increased FSA and FCAT Science scores, increased knowledge of science skills and concepts.

Provide a description of 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)? [Section 1116].

Response:

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 1116 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Staff Book Study: The Next Step Forward in Guided Reading	15 Sessions	35 Teachers	Positive Communication among teachers and parents Improved student performance, Improved school leadership, Higher-quality learning programs for students

Please submit your Parent and Family Engagement Plan to the Title I office by October 19, 2017.

Evidence of Input from Parents/family members

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other document with parent input).

Submit Parent and Family Engagement Plan with principal signature.

Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Submit Parent-School Compact with principal signature.

Evidence of Parents/family members in development of Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Evidence of parent input in the development of the compact.



Astoria Park Elementary School

2018-2019 Title I Scholar/Parent/Teacher/Principal Contract

This Contract is for:

The mission of Astoria Park Elementary School is based on the worth and dignity of the individual child. Our school strives to create a quality and caring learning environment that fosters a positive self-image while preparing the student to become a responsible, self-motivated, independent and contributing citizen in an ever-changing world.

SCHOLAR AGREEMENT

It is important that I work to the best of my ability. As a Student, I, _____ will:

- Believe that I can learn and will learn.
- Come to school on time, prepared with my homework and my supplies.
- Always try to do my best work while using my best behavior.
- Work cooperatively with my classmates.
- Show respect for myself, my school and other people.
- Obey the school and the bus rules.
- Take pride in my school.

Scholar Signature: _____

PARENT/GUARDIAN AGREEMENT

I want my child to achieve. As the parent, I, _____ will:

- See that my child attends school regularly and on time.
- Provide a home environment that encourages my child to learn.
- Support the school in its efforts to maintain positive behavior.
- Volunteer time at my child's school and with school activities.
- Establish a time for homework and review it regularly.
- Communicate regularly with my child's teacher, attend conferences, and call the teacher with questions.
- Read with my child and let my child see me read.
- Monitor my child's TV and social media viewing.
- Show respect and support for my child, the teacher and the school.

Parent/Guardian Signature: _____

TEACHER AGREEMENT

I believe that all students will achieve. As the Teacher, I, _____ will:

- Believe that each student can learn.
- Show respect for each child and his/her family.
- Come to class prepared to teach.
- Provide an environment conducive to learning.
- Help each child grow to his/her fullest potential.
- Provide meaningful and appropriate homework activities.
- Enforce school and classroom rules fairly and consistently.
- Maintain open lines of communication with students and their parents.
- Seek ways to involve parents in the school program.
- Demonstrate professional behavior and a positive attitude.
- Use special activities to make learning enjoyable.

Teacher Signature: _____

PRINCIPAL AGREEMENT

I believe that parental involvement is essential in improving student performance and in enhancing school improvement. A

As the Proud Principal, I, Dr. Marsha Sanders will:

- Provide an environment that allows for positive communication between teachers, parents and students.
- Provide an environment that is safe, orderly and conducive for learning.
- Encourage and support academic excellence for all students.
- Provide resources, training, and activities that support the educational needs of students, staff and parents.

Principal Signature: *Dr. Marsha Sanders*

MISSION: POSSIBLE – D.O.M.E. (Don't Offer Me Excuses! Only Effort!)

The Leon County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, military status, or genetic information.

Astoria Park Elementary School
SAC Meeting
Tuesday, September 11, 2018
5:30 P.M.

AGENDA

1. WelcomeKim Sherman
2. Approval of Minutes from May. Kim Sherman
3. Meeting Dates and Times. Kim Sherman
4. Annual Title I Meeting Items.....Dr. Sanders
 - What is Title I
 - Parent Right to Know Teacher Letter
 - Parent Right to Know Four Week Notification Letter
 - Parent and Family Engagement Plan
 - School-Parent-Student Compact
 - Grade Level promotional Requirements and Expectations
 - School Improvement Plan (SIP)
 - Title I Funds
 - Curriculum
 - Academic Assessment
5. Professional Development..... Keyvette Jones
6. Safety.....John Hollenbeck
7. DAC.....Louis Dilbert
8. 21st Century Update..... Jackie Vanterpool
9. Principal's CommentsDr. Sanders
10. Parents' Comments Anyone
11. Business and Community Member's Comments Anyone
12. News and Information Anyone
13. Closing CommentsKim Sherman

***** Next Meeting November 13, 2018 5:30 P.M. *****

**Astoria Park Elementary
School Advisory Council Minutes**

May 8, 2018

Astoria Park Elementary Media Center

Members Present: Kim Sherman, Beth Ray, Dr. Sanders, Jackie Vanterpool, Maxine Jones, Belinda Rudzik, Keyvette Pendleton Jones, Elizabeth Glenn, Evangeline Wiggins, Latonia Artis, Karen Leon, John Hollenbeck, Brittany Evans, Janar Hollaway,

Members Excused Absent:

Guest: Brenetta Lawrence

Is there a quorum of the SAC membership present (YES/NO): Yes

1. Welcome

SAC meeting was called to order at 5:32 p.m. Maxine Jones motioned to approve the minutes and Ms. Vanterpool seconded the motion.

2. Parent Involvement

- ❖ 16 days to go!
- ❖ 3rd – 5th graders did an excellent job on the FSA
- ❖ The District Parent Liaison, Brenetta Lawrence discussed parental engagement plans and went over what has been accomplished and that we are in compliance.
- ❖ Ms. Lawrence explained DOE was requesting feedback from parents through survey monkey and paper surveys.
- ❖ Surveys are due May 11, there were 6 sections now only have 4 sections.
- ❖ Principals gave feedback to state if everything was covered in the parental involvement plan.
- ❖ Astoria Park will look over the Parent/Teacher/Student Contracts – make corrections for 2018-2019 school year.
- ❖ Sign in sheets – now must only include Parent Name and signature – DO NOT include student name, email, or phone number.
- ❖ Astoria provides many workshops, programs, science nights, curriculum nights, literacy/wellness night, Black History Program, as well as many other programs, awards celebrations, and parent/teacher gatherings.
- ❖ Some of the barriers discussed on the surveys – hours, flexible schedules, food, and timing

3. Professional Development

- ❖ Everyone has recertified
- ❖ 10 teachers and administrators will be attending the Black Educators Rock Conference in Jacksonville the month of July.
- ❖ Teachers will be working the Summer Enhancement Program, Science Idea Professional Development, 21st Century Program and the Reading Academy

4. DAC Report

None at this time

5. Safety Report

- ❖ Astoria Park has been safe this school year
- ❖ Wood around the playground equipment is bowing up and needs to be replaced.
- ❖ Wood pieces are missing from the primary playground equipment
- ❖ Level 2 Compliance - make sure all parents fill out volunteer form and are approved through the district before they can attend field trips.

6. 21st Century

- ❖ 21st Century students performed an African Dance on 4/18 at the STOMP out diabetes event
- ❖ On 4/28 at the March of Dimes event students sang the Star Spangled Banner
- ❖ Thank you to everyone who donated to the March of Dimes. We were able to raise \$555
- ❖ We have enrolled students for the summer and now have a waiting list.
- ❖ Applications were due on April 10.

7. Principal Comments

- ❖ Be academically sound
- ❖ Have heart, be helpers, be givers, help one another
- ❖ Staff appreciation week is May 7-11.
- ❖ Thank you to PTO and the committee for all you do.
- ❖ Teachers received many goodies including a t-shirt

8. Parent Comments

No reports at this time

9. Business and Community Member's Comments

No reports at this time

10. News & Information

May 14 – Kindergarten walk through

Girls on the run will run 5K @TCC May 12

11. Closing Comments

Thank you for your service on the SAC Committee and attending our meetings.

Meeting was adjourned at 6:15 p.m.

******Next Meeting – September 11, 2018 at 5:30 p.m.******