

Frontier Elementary

Parent and Family Engagement Plan

I, Heather Peters, 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)].

Heather Peters

05/31/2020

Signature of Principal or Designee

Date Signed

Mission Statement

Parent and Family Engagement Mission Statement

Response: The Frontier 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.

Mission

We are committed to.....

- Take care of the whole child
- Believe the best of all stakeholders
- Work together as a school community
- Foster a growth mindset
- Create a safe environment

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: Frontier 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 student's IEP.
2	VPK	Frontier Elementary and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.
3	Title II	Professional development modules will be provided to schools to support the professional development needs of the staff related to parental involvement. LEA staff will provide support and monitor the implementation to ensure that training is provided as required.
4	Local PreKs	The local directors and teachers of local Preks will be invited to visit the school to better understand the expectations of incoming KG students to prepare their children and families.
5	Kindergarten Roundup Night	The school will provide families with important information to help their children transition from Pre-K to Kindergarten.
6	Transition to middle school	The school will provide families with important information to help their children transition to Middle School.

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, and Audit Box Coordinator	Entire year 2020	Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box
2	Stand Alone Annual Title I Parent Meeting	Principal	September 2020	Agendas and sign-in sheets
3	Create sign-in sheets	Family Community Liaison	August 2020	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal and Assistant Principal	August 2020	School Messenger messages, school marquee, newsletter and posting on school website and Facebook page
5	Develop and disseminate invitations	Principal, teachers, and Assistant Principal	August 2020	Flyer with date of dissemination and posting on school website and Facebook page
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	August 2020	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)].

Response: Frontier 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.

The leadership and staff of Frontier Elementary have a strong belief in the importance of parental involvement and therefore are flexible with times and days for parent involvement events and include mornings and evening and different days of the week for family meeting/events. We provide an interpreter and digital equipment for family members whose primary language is Spanish. We also plan to make attending SAC meetings through a virtual platform such as Microsoft Teams an option so parents can participate from home or work if needed.

For those parents who missed the Title I Annual Meeting, the PowerPoint presentation will be made available on the school's website. A missed meeting notification letter will be sent home to all parents with information on what was discussed at the Title I Annual Meeting

as well. Our website with Title I meetings/activities is updated regularly. In addition, parent meetings will be offered on a variety of days and times (am and pm) throughout the year. The Administrator and Title I Compliance Contact will maintain records of parent participation at all meetings and modify meeting times as needed based on parents' 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	Curriculum/Back-2-School Meet and Greet	Principal, Assistant Principal, and Teachers	Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school.	August 10, 2020	Sign-in sheets, handouts, agendas, and presentation materials
2	Curriculum/Back to School Night Showcase	Administrators, MTSS coach, teachers, staff	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by FSA gains.	September 2020	Sign-in sheets, handouts, agendas, and presentation materials
3	Curriculum/Individual parent conferences	Classroom teachers	Teachers and parents will discuss Title I compacts, student assessment results, expectations, and goals for the school year. Parents will learn strategies for the school year to help their students achieve.	Aug. 2020- June 2021	Conference logs
4	Title I Annual meeting	Administrators, Title I Compliance Contact	By learning about Title I programs, standards, testing and parent involvement opportunities, parents will be able to help their child(ren)'s academic achievement.	September 2020	Flyers, sign in sheets, surveys, presentation materials

5	Multicultural Festival	Administrators, MTSS coach, teachers, staff	Parents and students will learn about the cultures represented in our student population in an effort to understand each other and our differences.	September 18, 2020	Flyers, sign in sheets, surveys, presentation materials
6	Curriculum/Trunk or Treat	Administrators, teachers, Parents	Parents and students will participate in activities to support reading, math and science achievement.	October 23, 2020	Flyers, sign in sheets, surveys, presentation materials
7	Curriculum/Family Sessions – Understanding standards, assessments, and online programs	Administrators, MTSS Coach & Staff	Parents will learn all about grade level standards, programs that are utilized to ensure academic success, and assessments taken during the school year.	October 27, 2020 January 19, 2021 April 5, 2021	Flyers, sign in sheets, agenda, surveys, presentation materials
8	Curriculum/Winter Holiday Literacy Event and book give away	Administrators, teachers, MTSS coach, PTA	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.	December 17, 2020	Flyers, sign in sheets, agenda, surveys, presentation materials
9	Curriculum/Publix Family Math Night	Administrators, teachers, MTSS Coach	Parents will be provided with content specific sessions, aligned with FL standards. Parents and students will participate in real world activities to support math achievement.	January, 2021	Sign-in sheets, handouts, agendas, and presentation materials
10	Curriculum/We love to read – parent, grandparent event	Administrators, MTSS coach & teachers	Parents and students will participate in real world activities to support reading achievement.	February 12, 2021	Flyers, agendas, sign in sheets, surveys
11	Curriculum Based Spring Carnival	Administrators, teachers, parents	Parents and students will participate in real world activities to support literacy, math and science achievement.	April 16, 2021	Sign-in sheets and conference notes, surveys, and curriculum-based learning games

12	Curriculum/STEM night	Administrators, teachers, Curriculum coach	Parents and students will participate in real world activities to support math and science achievement.	TBD	Flyers, agendas, sign in sheets, surveys
13	Curriculum/Celebration of Learning	Administrators, teachers, Curriculum coach	Students will present their portfolios, data and learning across all subjects with their parents and celebrate their success.	May 18, 2021	Flyers, agendas, sign in sheets, surveys

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	Tips for communicating with parents	Administrator	Staff will learn strategies on how to best communicate and engage parents in their student's academic achievement. Research shows that parents who participate and are engaged in their student's academic achievement perform better in school. Staff will learn ways to effectively communicate with students and families to ensure that all relationships in the classroom remain positive.	August 2020	Handout & presentation materials
2	Ongoing PLC	Principal, Assistant Principals, Instructional Coaches,	Improve the ability of staff to work effectively with parents.	August 2020-May 2021	Conference agenda and other appropriate documentation as required

		Assistant Principal			
3	Ongoing Culturally Relevant Teaching training	Principal, Assistant Principals, Team Leaders, teachers	Staff awareness of cultural differences in people and an increased sensitivity to cultural differences will result in an increase of overall academic performance as students and teachers dialogue and read about diversity.	August 2020-May 2021	Training agendas & handouts
4	Parent Involvement workshops	Parent Involvement committee	Increase staff awareness of the importance of increasing parent involvement, esp. with our ELL subgroup	Ongoing – Fall 2020 – June 2021	Surveys
5	Focus 101-using the parent communication tab	Administrators	Increase parent /staff communication documentation	Ongoing – Fall 2020 – May 2021	FOCUS documentation
6	Digital learning continued teacher development	Principal & Library Media Tech	Provide ongoing support for use of digital learning tools to increase student engagement both in and out of the classroom	August 2020 – May 2021	Parent & teacher Surveys and reflection forms, training agendas and artifacts

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: Frontier 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. School staff will attend extracurricular events during the evenings to promote positive parent-student-teacher communication.

A Title I parent station containing informational pamphlets for parents is available in the front office. Frontier Elementary also utilizes Connect for Success program, as well as offering an English language learning opportunity through the adult education office. Frontier Elementary will maintain a system

to provide parent resources, as well as inform others of their availability. Parents will also receive information on grade level content standards and expectations of students at all grade levels. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email.

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: Frontier 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 information, distribution methods, and timelines. Parents will be provide 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.

Review Rubric:

At the Title I Annual Meeting in September, parents will learn about the school wide Title I program and opportunities for participation in decisions related to the education of their child including SAC and PAC meetings. The assistant principal and Family Community Liaison will keep a sign in sheet. At a variety of curriculum related parent events throughout the year, parents will learn about the curriculum, Florida State Standards and academic assessments. The Title I Compliance person will keep sign in sheets from the Annual Meeting and curriculum related meetings and will also maintain documentation on the dissemination of information and distribution methods. Parents will be given surveys at the end of each parent activity/workshop to help Frontier monitor for improvement.

A parent handbook including Title I information is made available in the front office. A hard copy of the FEFP will be housed in the "Parent Station" located in the front office and will be copied upon parent request.

The school newsletter, marquee, and school messenger messages will keep parents informed of Title I news and activities.

The Pinellas County School District Title I Parent Involvement Policy Summary will be sent home to each parent.

Members of Frontier Elementary School Advisory Council (SAC) will review and give input into Frontier's Family and Parent Engagement Plan (FPEP). A copy of the FPEP will be made available to parents in the Title I Resource Center available in the front office.

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: Frontier 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.

Review Rubric:

Written and oral communication will be provided for parents in English and Spanish. Translators will be available at all parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. If other languages are needed, the school will ask the District's ESOL Department to provide translation services. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English.

Copies of all translated agendas, flyers, handouts, etc. will be kept on file.

In the event of having a parent with vision/hearing impairment, we will contact Cross Bayou Elementary (Center for Vision and Hearing Impaired).

Frontier Elementary is equipped with ramps and an elevator to meet the needs of families with physical disabilities. The school entrance and designated restrooms throughout Frontier are handicapped accessible.

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 in all languages represented at school site.

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	Back to School Night	1	300	Parents understand the resources provided by Title 1 to increase student achievement. They are also offered the opportunity to increase student and parent knowledge of the new state assessment as well as how to get involved.

2	Multicultural Festival	1	80	Parents had the opportunity to experience student cultures and curriculum content related to reading and writing.
3	Holiday Reading Event	1	200	Parents had the opportunity to experience student cultures and curriculum content related to reading and writing.
4	Math Night	1	28	Parents had the opportunity to engage students in real world math experiences.
5	Publix Night	1	50	Parents had the opportunity to engage students in real world math activities.

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	30	35	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.
2	PBIS Training	1	24	Led by PBIS trainer from a middle school. Staff had the opportunity to learn more about PBIS and how to better implement at the school level.

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 events – with the exception of the Holiday Reading Event	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)	Teachers used all forms of communication including Class DoJo to communicate with parents.

3	Parents unable to get information on what is happening in their child's classes (economically disadvantage)	Use texting and Class DoJo – also use the school messenger system to contact parents via the phone.
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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.