



2024-2025

### **Parent and Family Engagement Plan**

School Name: Chiefland Elementary School

LEA: Levy County Public Schools

The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

#### **Assurances**

The above named school agrees to the following assurances:

Involve parents of children in Title I, Part A in decisions about how Title I Part A funds are spent;	Use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the schools' parent and family engagement plan;
Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;	Provide each family with timely notice information regarding their to request information on the professional qualifications of the student's classroom teachers and paraprofessionals;
Jointly develop/revise plan with parents and make available to the local community;	Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field:
Involve parents and families in planning, reviewing, and improving schoolwide program plan;	Provide each family with an individualized student report about the performance of their child(ren) on the State assessments (ESEA Section 1116)

## **Mission Statement**

**At Chiefland Elementary School the staff, parents, and community work together to ensure the success of all students while cultivating their dreams for tomorrow.**

## **Involvement of Families**

List and describe how the school will involve stakeholders (families, community members, school staff) in an organized, ongoing, and timely manner, in the planning, implementation, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used and the creation of School Improvement Plans (SIP) and Comprehensive Needs Assessments (CNA).

Chiefland Elementary School will ensure the organized, ongoing, and timely manner of involving parents through the following methods:

- Annual Title I Parent Meeting- prior to school year
- The SAC meets six times a year on the 2nd Tuesday of each month, with review of the Title I programs. Reminders are sent via backpack announcement, Remind messages, and Facebook posts. The first meeting is advertised as the opportunity to provide input on how Title funds will be spent and creation of the SIP and CNA. Each meeting has an organized agenda and minutes are taken and approved by SAC at the following meeting.

Chiefland Elementary School parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used. They do this by:

### **Attending**

- The members of the SAC are comprised of lead teachers, voluntary community members, and parents from a diverse range of ethnic and socioeconomic backgrounds. We strive to have more than 50% of our SAC members be non-employee representatives. Parents from each class are invited to commit to joining the SAC committee at the Title I Parent Meeting through a sign-up sheet.

### **Reviewing**

- Items that will be reviewed are provided in advance so that parents can review and give thorough feedback as needed prior to SAC meetings. This also gives parents the opportunity to provide feedback if they are unable to attend.

## Coordination and Integration with Other Federal Programs

How will the school coordinate and integrate parent and family engagement programs and activities?

How will the school coordinate and integrate parent and family activities that teach families how to help their child(ren) at home?

Chiefland Elementary School will coordinate and integrate parent and family engagement programs and activities through various means, as well as:

VPK- The administrative team works with local preschools and school based VPK to offer professional development in academics and behavior management. Parents will be invited to attend trainings and Family Learning. VPK parents are actively invited to participate in the decision making of the school and how to better the VPK program in the school. Students and parents are invited to attend sessions to better equip them in assisting with the academic and social development of their children.

(Title III)

- ESOL Family Nights - ESOL families are invited on campus to partner with administration and teachers to support the success of their child.
- ESOL Paraprofessional provides support for students and families in and out of the classroom.
- Imagine Learning is an online program that helps to support student academic success.

Program	Coordination
Title I, Part A	Administrators and the Title I Coordinator will coordinate to provide opportunities for parent involvement at home, school and in the community. Professional development will provided to teachers on effective parental involvement practices.
Title II, Part A	Provide professional develop to teacher and provide information to parents should a teacher be out of field.
Title III	Supports ESOL teachers to support English Language Learners (ELLs) in the classroom setting as needed. Teachers participate in ESOL professional development.
Title X	McKinney Vento Program provides support to our homeless students. Our homeless students

	receive support for housing, curriculum and tutoring.
IDEA (Part B Preschool and K-12)	Our Pre K Teachers, Pre K Coordinator and administrators work together to coordinate a parent orientation and student transition program for students entering the regular public school program. IDEA funds support for all students with disabilities (SWD) through the use of supplemental curriculum and manipulatives and provide professional development for school personnel that provide services to SWD.

### Annual Title I Parent Meeting

Describe the specific steps the school will take to conduct the annual meeting in order to inform parents and families of participating children about the school's Title I Program and ensuring the following information explained to parents in an understandable language:

- ✓ A description and explanation of the curriculum in use at the school.
- ✓ The forms of academic assessment used to measure student progress.
- ✓ The proficiency levels students are expected to make.

Chiefland Elementary School will host an annual Title I Parent meeting to inform parents and families of children participating in Title I programs at the beginning of the school year.

Parents and families were notified of the meeting by:

- Remind Message
- Facebook Post
- Student calendar

A description of the school-wide Title I Program is shared with parents at our Title I Annual Meeting by

- Administration and Teachers
- Google slides presentation

Below are the specific steps that Chiefland Elementary will take to conduct the Annual Title I Parent Meeting.

Activity/ Task	Person Responsible	Evidence
Invitation sent home to parents (English & Spanish)	Amy Webber, Principal	Invitations uploaded to crate folder
Presentation materials developed	Amy Webber, Principal	Presentation/ materials uploaded to crate

	Heather Rawlins, Assistant Principal	folder
Presentation materials submitted to Title I coordinator for review	Amy Webber, Principal	Presentation/ materials time stamped when uploaded to crate folder
Conduct Title I meeting	Amy Webber, Principal Heather Rawlins, Assistant Principal	Rosters uploaded to crate folder

**Flexible Parent Meetings** How will the school offer a flexible number of meetings, such as meeting in the morning or evening?

Alternate date/time will be available to families. For example, Title I presentation will be available during the Meet the Teacher event and online the following week.

### Building Capacity

**Staff:** A description of the professional development activities the school will provide to **educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff** in the value and utility of contribution of parents, and in how to reach out to, communicate with and work with parents as equal partners, and build ties between parents and the school.

Activity/Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
AVID APLM: Building Partnerships  AND  Professional Development on communicating with families of Tier 2 and Tier 3 students to explain academic interventions and progress	Heather Rawlins	Focusing on going beyond participation and involvement in the school community, as we want to strive for true partnerships with families where we collectively set goals, share information, and work together to promote success for every student.	10/2/2024	Roster/content material uploaded to PFEP crate folder; example conference forms from Tier 2 and Tier 3 parent-teacher conferences

**Parents:** Describe materials and training provided to parents to help them work with their children, such as literacy training and using technology.

<b>Activity/Task</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
AVID Family Workshop	AVID site coordinator/ Administration	Support home-school relationships and communication and train parents on how to support their students' organization and AVID goals from home	FALL 2024	Invitation/roster/content material uploaded to PFEP crate folder E.1.8.1
NWRI Literacy Event	Reading Coach/ Administration	NWRI will train families on how to use the books that are coming home each month to support the reading development of their children.	FALL 2024	Invitation/roster/content material uploaded to PFEP crate folder E.1.8.1
Data and Donuts- Families are invited to enjoy a donut, while their student(s) shares middle of the year data and their end of the year goals with them.	Classroom Teachers/ Administration	Ensuring parents are aware of where their students are in relationship to grade level expectations and connecting them to the academic goal-setting progress for their child(ren). Sharing resources of what they can use at home to support their student's progress.	Spring 2025	Invitation/roster/content material, including student data/goal sharing examples, uploaded to PFEP crate folder E.1.8.1

Beanstack	Reading Coach/ Administration	Training families on how to use the app to log reading minutes at home will serve to increase student reading outside of the school day. There is a direct correlation between the amount of time students spend reading and being read to and their overall reading achievement.	Video explanation, step-by-step directions, Superintendent's Reading Award and other incentive information all provided virtually and via hard copy flyers in August. Table set up to support parents at Back to School event on 8/8.	Video link, flyers uploaded to PFEP crate folder E.1.8.1
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**Other Activities:** How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren).

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Title I Resource Lab	Open to all school staff	ongoing	Resource lab sign-in roster
Student of the Month	Admin/PBIS Coordinator	Monthly	Invitation/roster/content material uploaded to PFEP crate folder E.1.15.1
School-wide activities – Music Programs, talent show, holiday festival, STEAM night, Literacy Night	All support staff	As scheduled throughout the year	Invitation/roster/content material uploaded to PFEP crate folder E.1.15.1

**Communication:** How, if requested by parents, does the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

How will the school ensure that the PFEP, SIP, CNA and other documents are shared with community stakeholders?

PFEP Brochure  
Title I Parent Meeting Presentation  
Monthly SAC meetings  
Documents shared via Remind, school calendar, and Facebook

**Accessibility:** Describe how the school will 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.

The school will provide pertinent information through Remind messages, Facebook site, newsletters, as well as the staff and student calendar. Documents and information will be provided in other languages as needed.

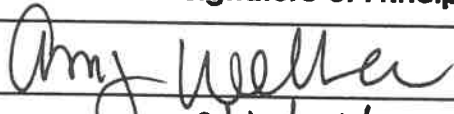

**Barriers:** Describe identified barriers that hindered the participation by parents during the previous school year and the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children).

Barriers (Including specific subgroup)	Step(s) to overcome barrier
Parents indicated via survey that their work schedules and the days/times of the meetings were a primary barrier to participation.	Give ample notice for families to make arrangements to attend; advertise in multiple ways: Facebook, Remind, etc.  Provide a Google Meet link for SAC meetings, so that parents could choose to engage virtually to accommodate their schedules.



## Adoption

The Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SAC meeting minutes.

Signature of Principal	Signature of SAC Chair
	
Date signed: 9/6/24	Date signed: 8-3-24