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I, Ramon Echeverria, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted are true, complete, and accurate for the purposes and objectives set forth in the Title I, Part A project. I assure to the following specific programmatic assurances for this project:

• special educators
> pay for
...
...
...
K-2 SEA
November

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of the Elementary and Secondary Education as amended by the Every Student Succeeds Act (ESSA);
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [ESEA Section 1116];
- Jointly develop/revise with parents the 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 [ESEA Section 1116];
- 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 school wide program plan under [ESEA Section 1116];
- Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [ESEA Section 1116];
- If the plan for Title I, Part A, developed under [ESEA Section 1116] 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 [ESEA Section 1116];
- Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1116];
- 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 out of field [ESEA Section 1116]; 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 [ESEA Section 1116].

Ramon Echeverria
Signature of Principal

11/9/2023
Date Signed



About Our School *(Optional)*

Response:

Fellsmere Elementary School is always on a mission to become better for its mighty mustang students, awesome parents, competent teachers, and supportive city. It is a school, that from the minute you step in, you experience that we exist to empower globally competent learners, while bridging cultures, languages, and academics. The school culture and climate runs on the belief that to be an elementary student nowadays, you must develop a solid emotional, cultural, and intellectual capacity so you can embrace the multiple perspectives and challenges the world is constantly providing. Come and experience Fellsmere Elementary! Gallop for Success...Nothing Less!

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 parental involvement will be used [ESEA Section 1116].

Response:

Fellsmere Elementary 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 parental involvement will be used through:

- Title I Annual Meeting
- Parent Leadership Council Meetings for ESOL
- SAC Team
- Family Engagement Surveys
- PTA meetings
- Open House
- Parent Teacher Conferences
- Family Events
- Facebook/Twitter
- FOCUS Parent Portal
- Other Accessible Communication Apps
- School Messenger Calls

Fellsmere Elementary, as a school wide Title I program, receives support and technical assistance to develop Parent and Family Engagement Plans and engaging family activities. District facilitated professional learning occurs throughout the year for all Title I administration and school leadership teams to support data driven decisions that drive student outcomes. Power BI visualizations are used to problem solve around state and local data for continuous school improvement, including prioritizing the focus of family engagement activities.

***Please Note:** Evidence of input from parents in the development of the School-Parent Compact and the Parent and Family Engagement Plan will be documented and uploaded to the Title I CANVAS Compliance site.*

Coordination and Integration with Other Federal Programs



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: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

Count	Program	Coordination
1	Title II	Title II provides the district with supplemental funding to support the professional learning needs of staff. Funds may be used for activities such as curriculum specialists, attendance at local and state conferences and compensation for participation in professional learning activities.
2	Title III	Title III funds supplements the district’s ESOL program to increase the English language proficiency of English Language Learners (ELLs) in meeting state academic standards, provides opportunities for professional learning, and increases parental and community participation in the educational experiences of ELLs.
3	Title IX	McKinney-Vento program staff collaborate with families, students, community partners, and school/district staff to coordinate services and remove barriers for students experiencing homelessness.
4	VPK	Title I Part A supplements the funding of the district’s VPK program to expand early learning opportunities.
5	Title IV	Title IV provides student support and academic enrichment. The program provides students with access to a well-rounded education; improves school conditions for student learning; and improves the use of technology to increase the academic achievement and digital literacy of students.

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), adequately yearly progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [ESEA Section 1116].

Count	Activity	Person Responsible	Timeline	Evidence
1	Planning meeting with Title I Leadership Teams	Karen Malits, School Administration	August 21, 2023	Agenda, sign-in sheets
2	School Messenger	Principal	September 2023	School Messenger Summary Report
3	School Social Media Posts, PBIS Rewards App	Principal, Teachers	September 2023	Screenshots



4	Release of Title I Annual Meeting Handout and Family Engagement Survey on FOCUS Parent Portal	Krista Sadlers	August 22 – September 15, 2023	Screenshots, Parent Survey Results
5	Title I Annual Meeting	Principal, Assistant Principal	September 14, 2023	Sign-in sheets, Parent Survey Results

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, childcare, or home visits, as such services related to parental involvement [ESEA Section 1116].

Response:

Fellsmere Elementary will offer parent meetings at different times during the day and evening. Our goal is to host a number of meetings at different times in order to meet the needs of our families.

SAC meetings are in the morning. PTA meetings are in the afternoon and/or morning. Parent training and information meetings are in the evenings.

Parent conference meetings are offered during conference weeks in October and February. Parents also have the opportunity to request conferences as needed. Teachers are available before and after school for conferences as needed throughout the year.

Food and childcare may be offered.

Parents are invited to come for special activities during the school day.

During the school year, there are Family Engagement Activities on weekends and/or weeknights.

Title I Program staff work with parents and teachers to coordinate and provide flexibility in the scheduling of conferences. (i.e., childcare, home visits, etc.)

Additionally, Fellsmere Elementary will expand its use of online supports such as Social Media, FOCUS Parent Portal, PBIS Rewards App, and School Messenger.

Building Capacity



Describe how the school will implement activities that will build the capacity for strong parental involvement, 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 [ESEA Section 1116]. 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 [ESEA Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

Count	Activity	Person Responsible	Timeline
1	District Title I Annual Meeting	Karen Malits, Krista Sadlers, School Administrators	September 14, 2023
2	Orientation	Ramon Echeverria, Natalie Corsanico	August
3	Back to School Open House	Administration and Staff	September 14, 2023
4	SAC meetings/ PTA meetings	Ramon Echeverria, Natalie Corsanico, Claire Storts, Brenda Boyzo, Elizabeth Cruz, Diodiance Gamez	6 Times yearly
5	Parent Teacher Conferences	All staff	October, February
6	Award Ceremonies	Ramon Echeverria, Natalie Corsanico	Semester
7	Family Celebrations	Administrative Staff/PTA	Ongoing
8	Academic Events	Faculty Literacy Team, Math Leadership team, and school staff	Ongoing
9	Community Engagement Events in and out of school	Administrators, Teachers, Staff	Ongoing
10	Digital Support for Parents – FOCUS Parent Portal Access, PBIS, etc.	Arlene Espinal	Ongoing
11	Minority Parent Group Meeting	Administration	TBD
12	Dual Language Parent Night	Administration, Staff	TBD
13	Fellsmere Action Community Team (FACT)	Administration, Staff	Ongoing

Evidence of Effectiveness: Student achievement results that meet identified targets in the District Strategic Plan, Achieve 2025, and Fellsmere Elementary’s Schoolwide Improvement Plan.

Staff Development

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 parents /families, in the value and utility of contributions of parents/families.



Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in how to reach out to, communicate with, and work with families as equal partners.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs and in building ties between parent/ families and the school. [ESEA Section 1116]

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	School-Family Partnership	Karen Malits	*	October
2	Consultation with teachers	School Leadership Team, Administration	*	Throughout the school year
3	Dual Language Program	Ramon Echeverria, Natalie Corsanico, Dual Language Team	*	Throughout the school year

*Evidence of Effectiveness: Student achievement results that meet identified targets in the District Strategic Plan, Achieve 2025, and Fellsmere Elementary’s Schoolwide Improvement Plan.

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 child(ren) . [ESEA Section 1116].

Response:

- Fellsmere Elementary has additional bilingual personnel to support the parents since the schools is located in a predominately Spanish Speaking community.

Communication

Describe how the school will provide parents of participating children the following [ESEA Section 1116]:

- Timely information about the Title I program [ESEA Section 1116];
- 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 [ESEA Section 1116];
- 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 [ESEA Section 1116]; and
- If the school wide program plan under [ESEA Section 1116] 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 [ESEA Section 1116].



Response:

Fellsmere Elementary School will provide parents with timely information via:

- School Messenger in English and Spanish
- Teacher emails
- Personal calls home
- Home visits
- Monthly Newsletters with Calendar of Events
- School marquee
- School website
- District website
- Orientation Night
- Back to School Night
- Title I meetings
- ESOL Parent meetings
- SAC meetings
- PTA
- Conferences with the teacher
- Conferences with the school administration (as needed)
- Social Media
- Flyers
- FOCUS Parent Portal
- Student Planner
- PBIS Rewards App

Accessibility

Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. 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 [ESEA Section 1116].

Response:

The Parent and Family Engagement Plan (PFEP) is discussed and/or distributed to parents of Fellsmere Elementary students during the Annual Title I Meeting and other parent informational meetings. Parents are notified of the availability of the PFEP via School Messenger, parent meetings, social media, brochures, and the school newsletter. Parents requesting the plan in Spanish will receive that support. The PFEP's are distributed and made available via hard copy and on the district and school websites. The SDIRC website and FOCUS Parent Portal have the capability to toggle between English and other languages.

All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages.



The Title I Department works closely with the district's ESOL program ensure that specific language barriers are addressed. They also collaborate in the implementation of family engagement activities and meetings for the ESOL Program. The Director of Federal Programs and staff also support the ESOL and McKinney-Vento Homeless Education programs.

Discretionary Activities *(Optional)*

Discretionary 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:

Response:

N/A

Evaluation of the previous year's Parent & Family Engagement 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 [ESEA Section 1116]. Include participation data on the Title I annual meeting.

Count	Content & Type of Activity	Number of Activities	Number of Participants	Outcomes
1	Title I Annual Meeting	1	71	Provided families with information to support student academic achievement through parent and family engagement; Received input from families on Title I programming and the use of funds
2	Parent-Teacher Conferences	2	478	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students.
3	Academic Parent Meetings (<i>core content areas, access to technology platforms</i>)	3	165	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students



4	Family Celebrations - virtual	2	480	Promoted the importance of a positive friendly school relationship in order to achieve better outcomes for students
5	Celebrating Student Success (<i>Awards, Science Fair, Speech Contest, Spelling Bee, etc.</i>)	1	185	Reflected on gains and celebrations for the year; Set goals for the future
6	Community Engagement (<i>Day of Caring, Tunnel of Hope, Community Events</i>)	3	112	Developed appropriate roles for community-based organizations and businesses in family engagement 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 [ESEA Section 1116].

Count	Content & Type of Activity	Number of Activities	Number of Participants	Outcomes
1	Academic Success <i>(Standards Based Instruction, collaborative planning, data reviews/feedback cycles, etc.)</i>	13	205	Provided training, information and support services that strengthened the relations between parents and the school in meaningful ways that supported academic achievement; Increased rigorous classroom lessons, engagement; Implemented a comprehensive, improved system of instructional planning to optimize student performance
2	Communication & Engagement <i>(Communication with Parents, Community, IMPACT Parent Academies, etc.)</i>	3	37	Developed appropriate roles for community-based organizations and businesses in family engagement activities; Identified and offered district and school-based parent workshops that enhanced and expanded parents' knowledge and skills in supporting their children's education
3	Talent Development & Support <i>(Leadership, certificate/endorsement trainings, TEAM SDIRC/new teacher/mentoring, etc.)</i>	2	14	Implemented a plan that aligned resources and practices for the recruitment and retention of a diverse instructional staff
4	Organizational & Fiscal Responsibility	1	57	Aligned instructional strategies with school goals resulting in increased student engagement; Expanded technological



	<i>(School safety & security, technology platforms)</i>		utilization to enhance academic success; Implemented the Office of Safe Schools' mandates related to school safety and security resulting in students and families feeling more comfortable in the school setting.
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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 an migratory children) [ESEA Section 1116].

Count	Barriers (including the specific subgroup)	Steps the School Will Take to Overcome
1	Time of meetings	Schedule meetings at different times of the day, before or after school. Utilize results from family engagement surveys when planning events.
2	Parents who work multiple jobs and have varying word schedules.	Schedule meetings at different times-before, during, after school or make phone conferences.
3	Transportation	Look into costs and routes for providing bussing for family engagement events.
4	Child Care	Teacher Assistants could be compensated to provide childcare during family engagement events.

Reflection

Response:

Based on the feedback of stakeholders, including parents and families, the effectiveness of activities in last year's PFEP yielded the following results:

- Using the Power BI tool, staff will address any performance gaps for African American students, which may include additional extended learning opportunities specific for this subgroup of students. Staff will conduct increased outreach to provide information and assistance to this group of families to encourage more participation and involvement in school activities.
- We would like to provide more educational opportunities for parents surrounding the dual language program and the new math & ELA curriculums. Translation services will be provided at these events.
- Partnerships with business and community members have been very motivational for families, students, and staff. We will continue to establish more business and community connections, including with the Fellsmere City Police Department and the Children's Foundation of IRC, to plan extracurricular events and holiday celebrations.

Best Practices *(Optional)*



Describe the parental involvement 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.

Count	Content / Purpose	Description of the Activity
1		