



Title I, the cornerstone of the Elementary and Secondary Education Act (ESEA), previously known as No Child Left Behind (NCLB), is the largest federal education program. It's intent is to help ensure that all children have the opportunity to obtain a high quality education and reach proficiency on challenging state academic content and performance standards.

Title I began with the passage of the Elementary and Secondary Education Act (ESEA) of 1965, which provided federal funding for high-poverty schools to help students who are behind academically and at risk of falling behind. Services can include hiring teachers to reduce class size, tutoring, purchase of instructional equipment, materials and supplies, parental involvement activities, professional development, pre-kindergarten programs, and hiring highly qualified teachers and paraprofessionals.

Funding supports Title I School-wide Programs and Targeted Assistance Programs, depending on the level of students that receive free and reduced-price lunch in the school and how the school wants to function. School-wide programs are in schools that have at least a 75% poverty level, based on the number of children designated as economically disadvantaged.



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Hungerford Elementary School

2023-2024 Parental Family Engagement Plan (PFEP)



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PARENT FAMILY ENGAGEMENT PLAN

The mission of Hungerford Elementary School is to ensure that each student has an opportunity to acquire the necessary skills to become productive citizens in a changing society. Having the involvement of families and the community volunteering during the academic day will provide additional support. We believe that our students are; “Learning Today.....Leading Tomorrow.”

INVOLVEMENT OF PARENTS

Hungerford Elementary will provide an overview of the Title I program during the Annual Title I meeting. During this meeting, Hungerford’s parents and staff will provide input on how they feel parental involvement will take place. Hungerford will involve parents in decision-making through surveys, SAC, PTO and other on-going parental involvement activities. The SAC is directly involved in the development and the evaluation of the PFEP. Members of the SAC and PTO are formed on a volunteer basis, which are approved by the school body.

COMMUNICATION

Hungerford’s Annual meeting in September, parents will be informed of Title I programs. The school will provide a variety of opportunities throughout the school year to inform parents of Title I programs and curriculum in order to help parents understand how to help their child at home. Hungerford will communicate with parents through the Class Dojo, the school marquee, students’ planners, teacher conferences, Skyward and monthly newsletters. Student Performance Reports for Write Score and Class Assessments will be made available to parents. Parents are encouraged to become apart of SAC and PTO where they are kept informed of school-based and Title I events. The school marquee keeps parents informed of upcoming events.

PFEP ACCESSABILITY

Hungerford’s PFEP will be summarized and printed in English and Spanish. It will be distributed to each student. Copies will also be made available in the front office, media center and Title I contact Office. The complete PFEP will be posted on Hungerford’s website. The school will provide the parents with timely information about Title I programs, curriculum, and other school-wide programs through Connect Orange, school newsletters, classroom newsletters, curriculum nights and parent teacher conferences. Accommodations are made for parents with disabilities as the campus is wheelchair accessible.

cessible. Transportation is provided upon request. Childcare is also provided if needed for parent activities such as SAC and PTO. Flyers are sent home in English and Spanish.

PARENT/TEACHER/ STUDENT COMPACT

A Parent/Teacher/Student Compact will be reviewed with parents each nine weeks. The compact will include a description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the state’s academic achievement standards. It will also identify ways parents will be responsible for supporting their children’s learning; highlighting the importance of communication between teachers and parents on an ongoing basis through parent-teacher conferences, during which the compact will be discussed as it relates to the individual child’s achievement.

Frequent reports will be provided to parents on their child’s progress. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities will also be provided to parents.