**Skyview Elementary 2020-2021**

**Parent and Family Engagement Plan**

I, Suzanne Hester, 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)].

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| **Suzanne Hester** | **May 15, 2020** |

**Mission Statement**

Parent and Family Engagement Mission Statement (Optional)

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| **Response:**The Skyview Elementary 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. |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:**Skyview Elementary 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.Our Title One School Compact and Parent and Family Engagement Plan is jointly developed by parents and community stakeholders. In an effort to build the capacity of our parents we will offer Meet the Teacher, Open House, Title One Parent Conference Day, Scouting sign-up, Six Parent Academies to support parents’ Title One Compact Pledge Success, Monthly Eagle Student Score Card Review by parents with teacher conferences scheduled if needed, Extended Learning Time twice a week for one hour after school for their child if Eagle Score Card student data indicates need for acceleration, quarterly Report Card conferences with parent and teacher if child scores below a C in Literacy, Math or Science or a behavior grade below a S. Friday Pizza for Parent’s Day to have lunch with their child, Thanksgiving Lunch, Donuts for Dad, Jog-a-thon, Field Day, Kindergarten Mother’s Day Tea, Ready, Set, Kindergarten for Pre-K parents, and Eagle Showcase Night featuring 4th/5th grade chorus. Additionally, our Eagle Team Staff will attend pre-school training to continue our work with Equity with Excellence for All where every teacher and school-based staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every Eagle student are known and met creating learning environments where students feel they belong and are welcomed. We will also coordinate with other federal programs such as VPK, IDEA, Kindergarten Open House, ESOL and ESE parent meetings. Each year we review our Title One Compact and Parent Family Engagement Plan with parent input being essential to this process. Parents will be notified of the Title One Compact review the week of May 26, 2020 through our website at <http://www.pcsb.org/skyview-es> with a link to our Title One Representative Katie Hamm to give feedback and make suggestions on how to improve our Title One Compact. Parents will be notified of our Parent Family Engagement Plan and Budget (using a pie chart to represent how budget will be spent) to review the week of August 17, 2020 through our website at <http://www.pcsb.org/skyview-es> with a link to our Title One Representative (TBA) to give feedback and make suggestions on how to improve our Parent Family Engagement Plan and Budget. Parents will also read the Parent Family Engagement Plan and view pie chart Budget in the August/September 2020 Newsletter with an opportunity to make comments and send through their child’s agenda. We will make every reasonable effort to provide our parents with information with an understandable language and format. Our Title One Compact and Parent Family Engagement Plan and Budget is located at our website at <http://www.pcsb.org/skyview-es> and at our Title One Parent Station, and you may request a complete copy by contacting Suzanne Hester.  |

**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)].

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| **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 students' IEP. |
| 2 | VPK | Skyview Elementary and the VPK district support will work together to coordinate transition programs for students entering the regular public-school program. Activities will include Meet the Teacher, Open House, and individual parent conferences, VPK teachers, SBLT Team and Kindergarten teachers to discuss the specific learning needs of students, joint parent meetings with VPK and designated Kindergarten teacher to discuss transitioning, etc. Kindergarten Transition meeting with parents prior to school opening. |
| 3 | Kindergarten Open House | The school will provide families information important to help their children transition from Pre-K to Kindergarten |
| 4 | ESOL Parent Meetings | ESOL Ambassadors will meet quarterly with ESOL parents to review their child’s report card and Eagle Scorecard Data including current Running Record and MAP data. Ambassadors will answer questions and give specific feedback to parents on how they can support their child’s learning progress for grade level proficiency.  |
| 5 | ESE Parent Meetings | ESE Ambassadors will meet quarterly with ESE parents to review their child’s report card and Eagle Scorecard Data including current Running Record and MAP data. Ambassadors will answer questions and give specific feedback to parents on how they can support their child’s learning progress for grade level proficiency. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | Principal and Assistant Principal | September, 2020 | Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box |
| 2 |  Annual Title I Parent Meeting | Assistant Principal | September, 2020 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | Assistant Principal | August, 2020 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal and Assistant Principal, Website Master | August, 2020 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal, teachers, and Assistant Principal | August, 2020 | Flyer with date of dissemination and posting on school website |
| 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**

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| **Response: Skyview Elementary** 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. Skyview Elementary will provide a variety of meetings/trainings/family activities in the mornings prior to school, during the school day and in the evenings to accommodate the different schedules of our parents. The schedule will be modified as needed based upon family/parent participation.  |

**Building Capacity**

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title One Annual Meeting/Meet the Teacher | Principal, Assistant Principal | Title One Coordinator will provide Title One specific information and classroom teachers will provide general information for use throughout the school year | August 10, 2020 | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Open House Pre-K-5th grades | Principal, Assistant Principal  | 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 | Parent Academies | Principal, Assistant Principal, Music Teacher and Grade Level Teams | Parents will attend five Parent Academies throughout the school year to learn how to successfully support their child’s grade level learning proficiency or beyond utilizing the Title One Compact Pledge as the standard | September-May 2020-2021 | Sign-in sheets, handouts, agendas, and presentation materials |
| 4 | Friday Parents for Pizza Days | Principal, Assistant Principal, Eagle Team Staff | Parents are invited to eat lunch with their child on Fridays to increase positive culture of our school giving parents an opportunity to experience their child’s learning environment while maintaining safety standards of a closed campus.  | August-May, 2020-2021 | Number of pizza lunches served. Parents pay for their pizza.  |
| 5 | Transition to Kindergarten, Ready, Set, Kindergarten | Principal, Assistant Principal and Kindergarten Grade Level Team | Teachers will provide parents with information and supplies to better prepare and support their child academically for kindergarten | January, 2021 | Sign-in sheets and handouts |
| 6 | SAC Meetings | Principal and Assistant Principal | Parents will have the opportunity to review and discuss the SIP and to meet monthly to review and analyze SIP Goal progress giving input on how to improve school-wide Eagle students grade level proficiency or beyond. | August-May 2020-2021 | Sign-in sheets and minutes |
| 7 | Title One Compact Parent Teacher Conference Day | Principal, Assistant Principal | Parents will meet with their child’s teacher for a parent-teacher conference day using the Title One Compact Pledge as the standard for students to achieve grade level proficiency or beyond | October 12, 2020 |  |
| 8 | Conferences | Principal, Assistant Principal | Additional Parent Conferences will be held quarterly when students report cards are D or F in a core content subject or N or U in Specials to discuss how to support their child’s improvement | Quarterly2020-2021 | Sign-in sheets and conference notes |
| 9 | ESOL and ESE Parent Meetings | Principal, Assistant Principal, ESOL and ESE Ambassadors | ESOL and ESE Ambassadors will meet quarterly with parents of ESOL and ESE students to discuss how to support their child’s grade level proficiency or beyond | Quarterly, 2020-2021 | Sign-in sheets |
| 10 | Fourth/Fifth Grade Chorus Presentations | Music Teacher | Fourth and Fifth Grade will present two musical presentations to students, parents and community members. Students musical presentation is integrated with literacy, math and science as students read the music, learn the rhythms of the music and understand how sound is created.  | Winter and Spring2020-2021 | Number of programs handed out at performances to stakeholders |
| 11 | Eagle Honor Showcase Night | Principal, Assistant Principal and Eagle Team Staff | Students and parents celebrate their child’s learning success as they review their child’s showcase work for the school year 2020-21 school year and attend an Eagle Night of students and parents Celebrating Eagles “Read Across the USA” as parents have supported their child’s reading at home for 30 minutes or more and have worked with their child’s teacher to support their child’s reading comprehension as evidenced in home reading response journals and Reading Counts quizzes.  | May 20, 2021 | Sign-in sheets |

**Staff Training**

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Weekly Grade Level PLCs | Principal, Assistant Principal, Grade Level Teams, ESE and ESOL Ambassadors | Improve teacher BEST practices impacting grade level student proficiency or beyond | August 2020- May 2021 | PLC grade level notes and PLC instructional teacher sign-in |
| 2 | Ongoing Collaborative Planning | Principal, Assistant Principals, Grade Level Teams | Weekly grade level collaborative planning where grade level teams share resources aligned to FL Standards based on current student data; ESE and ESOL Ambassadors participate | August 2020-May 2021 | Lesson Plans and Preparations monitored by Administrators weekly |
| 3 | Grade Level Data Chats | Principal, Assistant Principal, Grade Level Teams and ESE and ESOL Ambassadors | After Fall and Winter MAP assessments grade level teams will review and analyze data determining strengths to build on and areas to improve | Fall and Winter 2020-2021 | Sign-in sheets |
| 4 | Book study – UDL Now! and Review of “Mosaic of Thought” | Principal | Instructional staff will study how to incorporate UDL strategies while integrating metacognitive strategies for students to learn how to think about their thinking using seven metacognitive strategies across all core content. Book study will occur once a month during grade level PLCs | August 2020 - April 2021 | Implementation sharing and notes at PLCs and sign-in sheets |
| 5 | Safety Training | Assistant Principal | One-hour Safety Training for Eagle Team Staff learning how to incorporate Safety First throughout the instructional day | Pre-school training, August 2020 | Sign-in sheets |
| 6 | OngoingEquity with Excellence Training | Principal | Eagle Team Staff will continue to deepen knowledge of Restorative Practices utilizing PBIS and Eagle Guidelines for Success to build inclusive culturally responsive learning environments where ALL Eagle students feel they belong and can make meaningful contributions | Pre-school training, August 2020 | Sign-in sheets and reduction in ODR |
| 7 | Pre-school Data Chat Training | Sam Whitten | Pre-school data chat training to review and analyze current student MAP data  | Pre-school training, August 2020 | Sign-in sheets |
| 8 | Pre-school training to set up student Red Data Folders with accompanying Eagle Student Scorecards | Principal | Pre-school training to set up student Red Data Folders with accompanying Eagle Student Scorecards for students and teachers to track proficiency daily across all core content | Pre-school training, August 2020 | Sign-in sheets |
| 9 | Pre-school training on celebrating Eagle student success | School Counselor, Social Worker | School Counselor will continue to train Eagle Team Staff on how to acknowledge individual and collective Eagle student successes. Teachers will review criteria for Eagle Honor Medals and Eagle Certificates to award outstanding academics, behavior and attendance. Grade level teams decide the process for recognition and celebration. | Pre-school, August 2020 | Sign-in sheets |

**Other Activities**

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| **Skyview Elementary** 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 on the weekends to promote positive parent-student-teacher communication and Connect-to-Success computer program will provide home computers to students who are in need of grade level acceleration using on-line programs to practice and review reading and math content and skills.  |

**Communication**

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| Skyview Elementary 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 Meet the Teacher Night the stand-alone Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. 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 provided 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. |

**Accessibility**

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| **Skyview Elementary** School will make the Parent and Family Engagement Plan (PFEP) available to parents in English and Spanish on the school's website. A pie chart providing a visual of how the Title I Parent Engagement Budget and Title I Budget is spent will be posted on the school’s website and sent home in the August-September Newsletter. A link for parents to respond to the PFEP and Budget will be provided on the school’s website going directly to Title One Coordinator to answer parent questions or concerns and to receive parent feedback to improve the PFEP and Budget. 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. |

**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:

X Not Applicable

**Upload Evidence of Input from Parents (into the Audit Box KIA Folder)**

Upload evidence of parent input in the development of the Parent and Family Engagement 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title One Annual Meeting/Meet the Teacher | Principal, Assistant Principal  | TBA will provide Title One specific information and classroom teachers will provide general information for use throughout the school year | August, 2020 |
| 2 | Open House Pre-K-5th grades | Principal, Assistant Principal  | 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 |
| 3 | Parent Academies | Principal, Assistant Principal, Music Teacher and Grade Level Teams | Parents will attend six Parent Academies throughout the school year to learn how to successfully support their child’s grade level learning proficiency or beyond utilizing the Title One Compact Pledge as the standard | September-April 2020-2021 |
| 4 | Friday Parents for Pizza Days | Principal, Assistant Principal, Eagle Team Staff | Parents are invited to eat lunch with their child on Fridays.  | August-May, 2020-2021 |
| 5 | Transition to Kindergarten, Ready, Set, Kindergarten | Principal, Assistant Principal and Kindergarten Grade Level Team | Teachers will provide parents with information and supplies to better prepare and support their child academically for kindergarten | January, 2021 |
| 6 | SAC Meetings | Principal and Assistant Principal | Parents will have the opportunity to review and discuss the SIP and to meet monthly to review and analyze SIP Goal progress giving input on how to improve school-wide Eagle students grade level proficiency or beyond. | August-May 2020-2021 |
| 7 | Title One Compact Parent Teacher Conference Day | Principal, Assistant Principal | Parents will meet with their child’s teacher for a parent-teacher conference day using the Title One Compact Pledge as the standard for students to achieve grade level proficiency or beyond | October 12, 2020 |
| 8 | Conferences | Principal, Assistant Principal | Additional Parent Conferences will be held quarterly when students report cards are D or F in a core content subject or N or U in Specials to discuss how to support their child’s improvement | Quarterly2020-2021 |
| 9 | ESOL and ESE Parent Meetings | Principal, Assistant Principal, ESOL and ESE Ambassadors | ESOL and ESE Ambassadors will meet quarterly with parents of ESOL and ESE students to discuss how to support their child’s grade level proficiency or beyond | Quarterly, 2020-2021 |
| 10 | Fourth/Fifth Grade Chorus Presentations | Music Teacher | Fourth and Fifth Grade will present two musical presentations to students, parents and community members | Winter and Spring2020-2021 |
| 11 | Eagle Honor Showcase Night | Principal, Assistant Principal and Eagle Team Staff | Parents are invited to review their child’s showcase work for the school year 2020-2021 school year and to attend an Eagle Night of Celebrating Eagles “Read Across the USA” when reaching goal of reading across 50 states.  | May 20, 2021 |

**Staff Training Summary**

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Weekly Grade Level PLCs | 20 | 61 | Increase BEST practice implementation of grade level FL Standards across all content for student mastery |
| 2 | Ongoing Collaborative Planning | 20 | 61 | Instructional staff will collaborate to provide culturally relevant lesson planning and preparation that includes UDL strategies integrated with metacognitive learning |
| 3 | Grade Level Data Chats | 2 | 61 | Analyzing student proficiency and instructional levels determining strengths to build on and acceleration barriers to increase grade level student learning proficiency |
| 4 | Book study “UDL Now” integrated with “Mosaic of Thought” | 20 | 61 | Instructional staff will learn UDL strategies to integrate with metacognitive learning to prepare and plan culturally relevant teaching and learning across all content PreK-5th  |
| 5 | Safety Training | 1 | 88 | Pre-school safety training to review safety handbook and social isolation when school opens |
| 6 | Equity with Excellence Training | 1 | 88 | Pre-school on going Equity with Excellence Training as teachers continue to learn how to support the academic, behavioral and social/emotional needs of each and every student |
| 7 | Pre-school Data Chat Training | 1 | 88 | Title One district data person will present Skyview current MAP data providing strengths and barriers to overcome to increase grade level student proficiency |
| 8 | Pre-school training to set up student Red Data Folders with accompanying Eagle Student Scorecards | 1 | 61 | Continue to train instructional staff how to teach students to set individual learning goals and to track learning progress. Teachers will also continue to learn how to provide actionable feedback and how to regularly communicate to parents their child’s learning progress. |
| 9 | Pre-school training on celebrating Eagle student success | 1 | 88 | Assistant Principal and School Counselor will present Restorative Practices aligned to PBIS with Eagle Guidelines for Success as a focus  |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parents need support to be successful implementing the Title One Compact Pledge to help their child achieve grade level proficiency or beyond | Parents will attend six Parent Academies throughout the school year to learn how to successfully support their child’s grade level learning proficiency or beyond utilizing the Title One Compact Pledge as the standard |
| 2 | Parents of ESE and ESOL children need support to understand how to support their child to achieve grade level proficiency or beyond | ESOL and ESE Ambassadors will meet quarterly with parents of ESOL and ESE students to discuss how to support their child’s grade level proficiency or be beyond |
| 3 | Parents need a variety of times during the day and evening to attend trainings and their children’s activities | Provide flexible and varied times for activities, events and parent trainings |
| 4 | Parents need a platform to ask questions, state concerns and give feedback regarding Title I Parent and Family Engagement Plan and Budget | Skyview will post the Parent and Family Engagement Plan and Budget (pie chart visual) on the school website for parents to access with a direct link for parents to respond to the Title One Coordinator.  |

**Best Practices (Optional)**