**Calvin Hunsinger School**

**Parent and Family Engagement Plan**

I, Douglas Keimig, 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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| **Douglas Keimig, Principal** | **5/28/20** |

**Mission Statement**

Parent and Family Engagement Mission Statement (Optional)

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| **Response:**Educate and prepare each student for college, career, and life while making at least one year of learning gains.  Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:   * Explanation of the purpose of the parent and family engagement program; * Description of what will be done; and * Description of the beliefs or value of the LEA. |

**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: Calvin Hunsinger School** believes in involving parents in all aspects of its Title I program, 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.  Parents and guardians are asked to complete a written survey at the conclusion of each parent training or activity regarding programs, strategies, and workshops they feel would enable them to help their children advance academically. Surveys are also mailed home each Spring requesting parent input on the Compact, the Parent and Family Engagement Plan, and the Title 1 budget.  These surveys will be reviewed by administration, the School Advisory Council, and the School Leadership Team to determine how our Title l funds will be used to effectively serve our students and families.  Strong responses include:   * Identification of the group responsible for the development, implementation and evaluation of the plans; * Description of the procedures for selecting members of the group; * Explanation of how the input from parents will be documented; and * Description of the process and involvement of parents in the development of required plans; and * Information on how the school will provide other reasonable support for parent and family engagement activities under section 1118 as parents may request [Section 1118(e) (14)]. |

**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' IEPs. |
| 2 | Connect for Success – Title 1 | Students are given the opportunity to receive a laptop computer funded by Title 1 to use at home for extended learning. These computers provide access to Beyond the Classroom online educational activities, information for school projects and homework, and important software applications. |
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Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**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 | August, 2020 | Title I audit box housed in Principal's secretary’s office, documentation will be uploaded to electronic audit box |
| 2 | Stand Alone Annual Title I Parent Meeting | Principal and Assistant Principal | August, 2020 | Agendas and sign-in sheets, Power Point Presentation, handouts, parent surveys to be completed at the conclusion of the meeting. |
| 3 | Create sign-in sheets | Principal and Assistant Principal | 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, posting on school website, flyers sent home to parents |
| 5 | Develop and disseminate invitations | Principal, Teachers, and Assistant Principal | August, 2020 | Flyer with date of dissemination and posting on school website, School Messenger, Marquee Message |
| 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 |
| 7 | Alternate Title 1 Parent Meeting to accommodate parents’ schedules | Principal and Assistant Principal | August, 2020 | Copies of agenda, PowerPoint Presentation, handouts, parent surveys to be completed at the conclusion of the meeting |
| 8 | Missed Annual Meeting Documentation | Principal and Assistant Principal | August & September, 2020 | Copy of Missed Annual Meeting Notification in school newsletter and school website |

Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**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)].

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| **Response:**Calvin HunsingerSchool 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.  Calvin Hunsinger School will offer parent involvement meetings as well as School Advisory Council meetings during school hours, afternoons, and evenings.  Our School Advisory Council meets at 9:30 a.m. and 2:30 p.m. on the second Monday of each month. The principal will also hold a telephone conference with SAC members or parents upon request if they are unable to attend the meetings.  Our Stand Alone Annual Title 1 Parent Meeting will be held in August, 2020; we will hold an alternate meeting for parents who were unable to attend the first meeting.  Our parent involvement meetings and sessions will include information on reading, math, writing, science, state assessments, family bonds, and Florida Standards. Child care and language translation services are provided upon request. We will assist parents who have transportation issues to ensure they are able to attend; supervised activities are provided for the students who attend the trainings with their parents.  If parents are unable to attend meetings or trainings but would like to receive the information, our social workers will contact them through phone calls or email, they will also make home visits.  We notify our parents of upcoming events in a number of ways; flyers sent home with students, School Messenger, marquee messages, individual phone calls, and information written on daily point cards. Our school website is updated frequently. Our social workers, teachers, and administrators also use every opportunity to speak with parents when they are on campus picking up students or attending meetings. |

Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Stand Alone Annual Title 1 Meeting | Principal and Assistant Principal | Parents understand what it is to be a Title 1 School, where to find important information and how to get involved. Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school. | August, 2020 | Sign-in sheets, handouts, agendas, presentation materials, and parent surveys |
| 2 | Parent Resource Library | Principal and Assistant Principal | Increase student achievement by providing parents with resources on subjects such as Autism, Dyslexia, Health, Preparing Children for School, and Parenting Children with Challenging Behaviors. | Available to parents during normal school hours and beyond the school day upon request. | Resource Book Sign out Sheets |
| 3 | Technology/Connect for Success | Connect for Success Liaison | Provides technology to students as well as technology training for parents (FOCUS) | 2020-2021 School Year | Parent Training Session, Sign Out Sheets |
| 4 | Semester 1/Parent Involvement Title 1 Reading/Mathematics/Writing  Night | Principal and Assistant Principal | Increase student achievement by modeling instructional techniques for parents to apply at home with their children. | December, 2020 | Sign-in sheets, handouts, agendas, presentation materials, and parent surveys |
| 5 | Semester 2/Parent Involvement Title 1 STEAM Night | Principal and Assistant Principal | Mad Science will present at our Title 1 STEAM Night; students and parents rotate through stations, each booth contains interactive hands-on activities and demonstrations that promote scientific learning. | May, 2021 | Sign-in sheets, handouts, presentation materials, and parent surveys |
| 6 | Coffee at Calvin Parent Connect/Resource Overview Meeting | Principal and Assistant Principal | Parents will have the opportunity to meet with school administrators to discuss school issues and work towards improving school culture. Session topics will include highest student achievement, making learning gains in math, science, and reading. | Once per semester | Sign in sheets, handouts, presentation materials, and parent surveys |

**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, parent and family engagement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Ongoing PLCs | Principal, Assistant Principal, Instructional Coaches | Improve the ability of staff to work effectively with parents. | August 2020- May 2021 | Conference agenda and other appropriate documentation as required |
| 2 | Title 1 Principal Training | Principal | Improves student achievement by providing administrators with strategies to involve parents | August 2020- May 2021 | Notes and Agenda |
| 3 | Connect for  Success Liaison  Training | Reintegration  Specialist | Improves student achievement by providing students with technology and the skills to use it correctly at home | August, 2020 – May, 2021 | Increased student participation in the program, increased student achievement on assessments |
| 4 | Restorative  Practices | Principal, Assistant Principal, Social Workers | Restorative Practices are designed to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. These practices are paired with continuous efforts to provide students with engaging and rigorous learning opportunities. | August, 2020 – May, 2021 | Increased student achievement; students who feel safe, connected, and successful at school perform higher academically |
| 5 | Equity for  Excellence | Principal, Assistant Principal, Instructional Staff | Through the cohesive implementation of Restorative Practices, PBIS, Culturally Relevant Teaching, and Social Emotional Learning, we are meeting the academic, social emotional, and behavioral needs of each and every student. We will intentionally provide supports, resources, and set high expectations for all students to achieve at consistently high levels. Affording each student the opportunity to be served in a learning environment that is safe, inclusive, welcoming, and affirming; where all students will have access to rigorous instruction. | August, 2020 – May, 2021 | Increased student achievement; students who feel safe, connected, and successful at school perform higher academically |
| 6 | Grade Level Culturally Relevant Structured Planning/Planning to Close the Achievement Gap | Principal, Assistant Principal, Instructional Staff | Intentionally incorporating culturally relevant resources and strategies into lesson plans | August, 2020 – May, 2021 | Increased learning in all subject areas across all grade levels and in all underperforming subgroups |
| 7 | Kognito – Youth Mental Health First Aid Training | All Staff Members | Kognito recognizes the connection between mental health, school safety, attendance, and academic performance. | August, 2020 | School personnel are better able to recognize students who are at risk for developing mental health issues and to proactively intervene. |
| 8 | Early Literacy Training | Elementary Instructional Staff | All students will go to middle school on grade level in reading. | 20-21 School Year | Increased phonemic awareness and site word recognition. |
| 9 | Reading Horizons Elevate | Middle School Instructional Staff | Increased learning gains in all subject areas for middle school students. | 20-21 School Year | Decrease in the fluency and decoding deficit. |
| 10 | Child Study Team | Social Workers, Principal, Assistant Principal, School Psychologist, Therapists | The Child Study Team identifies at risk students and ensures that these students receive services to help them succeed academically and behaviorally. | 20-21 School Year | Our Child Study Team meetings twice per month; they provide consultative, evaluative, and prescriptive services for students who are experiencing difficulties in the classroom. |

**Review Rubric:**

Content and type of activity including the following:

* Valuing of parent and family engagement,
* Communicating and working with parents,
* Implementation and coordination of parent and family engagement program,
* Building ties between home and school, and
* Cultural sensitivity;
* Identification of person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**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)].

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| **Response:** Calvin Hunsinger 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.  We maintain a Parent Resource Library at our Title 1 Center in the front office. Parents may come in to the school to review the materials or they are welcome to check them out to review at home. The titles cover a variety of different subjects: academic strategies, autism, hyperactivity, raising teenagers, nutrition, and dealing with children with behavior challenges.  Calvin Hunsinger School’s website is available for parents to view current school information and provides access to the Pinellas County Schools’ Homework Helpline, the Parent and Family Engagement Plan, and all Title l information. Links to the Florida Department of Education for testing information and Florida Standards are also provided.  We create Summer Taking Home Learning Kits; each student in provided with an individualized learning kit which includes workbooks on reading and math. Each student meets individually with their teacher or media specialist to choose recreational reading books specific to their individual interests and reading level. |

**Review Rubric:**  
Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**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)].

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| **Response:** Calvin Hunsinger School will provide information to parents regarding our Title I program in a timely manner using various methods of communication including meetings, letters home, School Messenger, email, and the school website. At the Open House and stand-alone Annual Title IMeeting, 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 provided a response form to complete to provide input or to ask questions. The principal will respond by email to all questions submitted. 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.  Title 1 information will be included in the September newsletter for parents who were unable to attend the annual meeting. Our website is also maintained with current Title 1 information and dates of parent involvement activities.  Our teachers are in daily contact with parents in person, by email and phone, and through the use of daily point cards which are sent home with the students each day. The point cards contain information on their child’s activities each day; parents are asked to sign the form and return it with the student the next school day. Parent requests for meetings are encouraged and always honored. |

**Review Rubric:**  
Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**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)].

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| **Response:**Calvin Hunsinger School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at the 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.  Calvin Hunsinger School is completely accessible for physically handicapped individuals (doorways, restrooms, ramps). Visually impaired individuals will be provided with preferred seating at events.  Our school website is updated frequently. Parents are surveyed after each parent/training/event; a Spring Survey is also mailed requesting their input on the Compact, the Parent and Family Engagement Plan, and the Title 1 budget. |

**Review Rubric:**  
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**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

**Review Rubric:**  
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Connect for  Success | 11 | 3 | Students were provided with a computer which allowed them to access technology at home. They were also provided with free online educational resources geared toward boosting student achievement. Connect for Success improves student achievement by providing students with technology and the skills to use it effectively at home. |
| 2 | Stand Alone Title 1 Annual Parent Meeting & Alternate Parent Meeting | 1 | 32 | Assist parents and students with school-wide and classroom expectations so their child(ren) will be successful during and after school. Parents understand what it is to be a Title 1 school, where to find important information, and how to become involved. |
| 3 | Semester 1/Parent Involvement Title 1 Reading Night | 1 | 47 | Assistant Principal gave a presentation on digital resources such as PLP, Dreambox, Reading Plus, iReady, MyOn, Khan, Brainpop, Safari Montage, and Discovery Ed. The valuable programs help students navigate their path to academic and career success. |
| 4 | Coffee at Calvin Parent Connect/Resource Overview Meeting | 1 | 0 | Parents were invited to meet with administrators to receive information on Equity with Excellence for All, Guidelines for Success, Assessments, and our School Improvement Plans goals and progress. |
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**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**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)].

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| Count | Content and  Type of Activity | Number of Activities | Number of Partcipants | Anticipated Impact on Student Achievement |
| 1 | Ongoing PLCs with ESE Coaches (Elementary, Middle, High) | 1x per month | 41 | We anticipate school wide learning gains; collaborative teams discuss curriculum, lesson plans, assessment results, and areas of needed focus. Collaborative planning affords teachers the opportunity to share successful techniques and experiences which will benefit students with varying abilities. |
| 2 | Connect for Success Liaison Training | 1 | 1 | Increased student participation in the Connect for Success Program, increased student achievement on assessments |
| 3 | Equity for Excellence | Ongoing through the Year | 80 | Through the cohesive implementation of Restorative Practices, PBIS, Culturally Relevant Teaching, and Social Emotional Learning, we are meeting the academic, social emotional, and behavior needs of each and every student. We will intentionally provide supports, resources, and set high expectations for all students to achieve at consistently high levels. Affording each student the opportunity to be served in a learning environment that is safe, inclusive, welcoming, and affirming; where all students will have access to rigorous instruction. |
| 4 | Grade Level Culturally Relevant Structured Planning/Planning to Close the Achievement Gap | 30 | 41 | Increased learning gains in all subject areas across all grade levels and in all underperforming subgroups |
| 5 | Child Study Team | 20 | 10 | Our Child Study Team meets twice per month; they provide consultative, evaluative, and prescriptive services for students who are experiencing difficulties in the classroom. |
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**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**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 | Unable to contact parents/multiple calls from several teachers in one day (ESSA Subgroups) | Structured cross content teams with time built in to work with parents through parent calls, emails and conferences |
| 2 | Parents being unaware of upcoming school events. (ESSA Subgroups) | We use several different methods to notify parents of upcoming events: school newsletter, flyers, notes on point cards, marquee, and School Messenger. Social workers and teachers will also call parents individually to make sure they are aware of special events and to offer assistance with transportation if necessary. Our school website is updated with activities frequently. |
| 3 | Parents do not have transportation to school events. Our students live county wide and the distance from home to school becomes a hardship for parents. (ESSA Subgroups) | Our Social Workers arrange car pools and other forms of transportation to enable our parents to attend events. We will provide bus passes and Pinellas Suncoast Transit Authority information for parents who need assistance in getting to the school. |
| 4 | Parents are unable to attend events due to conflicting work schedules. (ESSA Subgroups) | We vary the time of our meetings and trainings which allows parents more flexibility in attending events. Parents who are unable to attend events can view the Power Point Presentations and activities at their convenience. |
| 5 | Many of our parents have pre-school age children (ESSA Subgroups). | We offer child friendly activities during the parent trainings; parents will attend the trainings while the children enjoy organized activities. |
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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)

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| **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.