

2020-21 Title I, Part A **School** Parent and Family Engagement Plan



School Name: Pine Estates Elementary

School #: 3250

Principal Name: Michelle Quarles

School Website: <https://dcps.duvalschools.org/pineestates>



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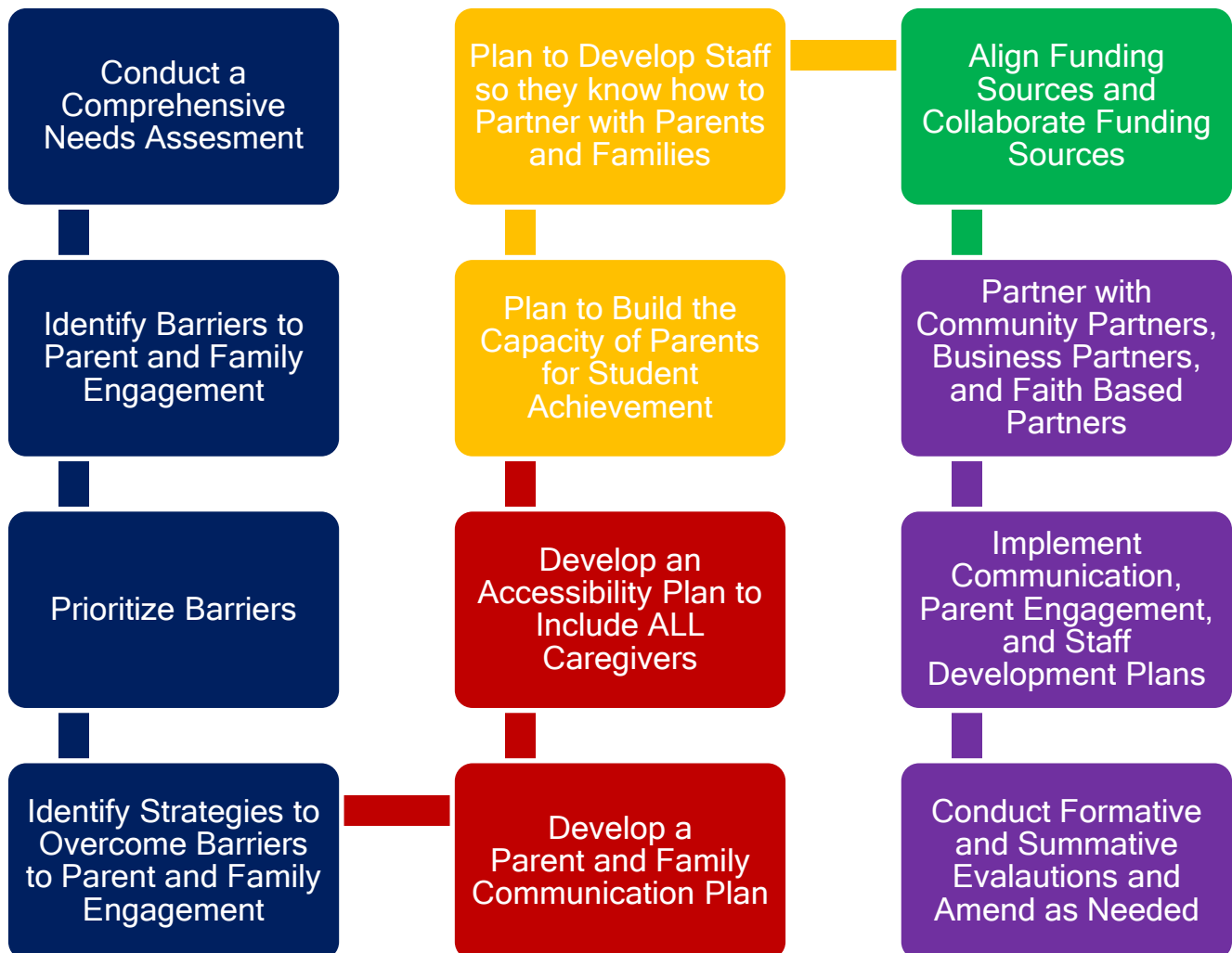
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OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Michelle Quarles, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

<input checked="" type="checkbox"/>	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 ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, 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 policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family 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)];
<input checked="" type="checkbox"/>	Provide each parent and family 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select each assurance, this page will require an original signature and submission to the District.

Michelle Quarles
Signature of Principal/School Administrator

6/23/2020
Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3,400.00	\$3306.72	\$93.28
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
We expended the majority of our budget was expended. However, we were not able to utilize all funding due to factors surrounding time. We will ensure in the future that we expend all funds prior to deadlines.		

Programmatic Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
6	0	We will use the parent resource room to provide workshops for our Tuesday Talks as well as make and take opportunities. We are also going to continue to provide access to computers for parents to access the Focus Parent Portal and resources. We will also provide materials for parents to check out so that they may work with their children. We will advertise the room also on the marquee, social media, website, flyers and any other means necessary.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)

	listed on sign in sheets in Digital Compliance)	
Annual Meeting (Beginning of Year)	15	<p>Parents gained an understanding of the following:</p> <ol style="list-style-type: none"> 1. Purpose of Title I 2. What is Title I 3. Review of the Title I Plan to include parent workshops and activities 4. Parents Rights to Know 5. Development of the Parent Compact Agreement 6. Suggestions on improving the Parent and Family Engagement Activities <p>Parents provided input and shared ideas to enhance our program. Parent feedback was reflected in the evaluation forms.</p>
Developmental Meeting (End of Year)	17	<p>Parents collaborated with staff and administrators on the evaluation of our Parent and Family Engagement Activities. Parents completed a survey and shared next steps for improvement.</p> <p>Parent feedback was reflected in the evaluation forms and in the development of our Parent and Family Engagement Plan and activities.</p>
Steam Parent Night	88	<p>Parents were actively engaged with demonstrations from the Engineering is Elementary Units of Inquiry. (Pre-K 2) In addition, parents gained an understanding of the scientific process through the presentation of science fair and class projects. Parent feedback was reflected in the evaluation forms.</p>
FSA Parent Night	41	<p>Parents received information and instructional strategies on how to support their students with preparing for the FSA (3rd - 5th). Parents also received strategies to support Pre-k 2 grade students with Language Arts and Mathematics. Parent evaluation sheets indicate that one parent was new to Florida and found the information helpful with understanding the FSA. Another parent indicated that the presentation and information on the various websites provided was very detailed. Parent feedback was reflected in the evaluation forms.</p>
Tuesday Talk: Space Jam	2	<p>Parents participated in a learning session with our fifth grade science teacher on the</p>

		scientific process and the development of a science fair project. Parents utilized this information to support their child with developing a hypothesis, selecting a project that is testable, conducting the experiment, analyzing data, and creating the completed science fair project. Parents were also provided with websites and resources to support their children. Parent feedback was reflected in the evaluation forms.
Tuesday Talk: Waiting to Exhale	1	Parents participated in a book talk over a course of several weeks. They gained an understanding of how to support their child through positive communication. The discussions focused on the importance of words and strategies taken from the book entitled, "The Five Love Languages". Parent feedback was reflected in the evaluation forms.
Tuesday Talk: Moving Higher	0	NA
Transition to Kindergarten		Parents gained an understanding of how to support their children as they transition from pre-k to kindergarten.
Mid-year Stakeholder's Meeting	9	Stakeholders gained an understanding of the following: <ol style="list-style-type: none"> 1. Current State of the School 2. Overview and analysis of student performance data 3. Support with the development of an action plan and School Improvement Goals (Participation and input was received from stakeholders) 4. Community and Family Engagement Parent feedback was reflected in the evaluation forms.

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

The meeting was held to collect parent input via survey on the 2019-2020 school year in order to strengthen and build capacity for our Parent and Family Engagement Plan (PFEP).

The results were to continue the previous activities held during the school year. A parent suggested that we implement a Team Up and Summer Camp. Another suggestion was to have more evening events to accommodate parents who work during the day.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. The loss of our Parent Liaison who provided support to parents and assisted with the implementation of parent workshops and activities.
2. Parent attendance at events that do not incorporate student participation continues to be a barrier to their involvement in school related events and activities.
3. Parents having a variety of work schedules that may not allow them to attend morning and/or evening events.
4. Parent participation and understanding of the resources that are available to assist them with extending learning to the home. (Parent Resource Center resources, materials and support of the Parent Liaison)
5. Parents needing translation

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)

(2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Parent Involvement	<ol style="list-style-type: none"> 1. Send home flyers colored by grade level in parent folders 2. Send out telephone calls to parents reminding them of upcoming events 3. Get students excited about upcoming events to encourage their parents to attend. 4. Email flyers to parents regarding upcoming events 5. Identify resources to fund a part-time Parent Liaison to support and communicate with parents
2)	Use of Resource Center	<ol style="list-style-type: none"> 1. Increase the percentage of parents who utilize the resources and services provided by our Parent Liaison and the Parent Resource Center. 2. Have the front office staff encourage the parents to visit the 3. Resource center.

		4. Increase the resources available for parents to check out
3)	Translation	Have a translator during parent meetings

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

1. Increase the percentage of parents who visit and utilize the Parent Resource Center in order to support the academic needs of their children.
2. Develop a fully operating and active PTA.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

In an effort to ensure and provide full opportunities for all parents and families to participate in all parent and family engagement activities, the following strategies will be utilized:

1. Ensure that the staff works closely with parents to identify needs and develop flexible schedules that incorporate times and opportunities for parents to participate in activities during the school day as well as evenings.
2. Provide flexible times to schedule teacher parent conferences during times that are convenient to parents.
3. Ensure that transportation is addressed by instead offering virtual meetings.
4. Ensure that parents who speak English as a second language are provided with resources such as translators to assist with accessing services and support for their children.
5. Ensure that school-related events and parent meetings provide opportunities for parents to meet with and support events on multiple grade levels.
6. Incorporate student performances into events and activities where it is reasonable in an effort to generate more parent participation.

These strategies will remove barriers and allow parents a better opportunity to participate in the enhancement of their child's education.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

In an effort to ensure we are sharing information related to school and parent and family programs, meetings, school reports, and other activities that are in an understandable, uniform format and in languages that the parents and families can understand, we deliver information through various mediums. These mediums range from the monthly newsletters, flyers in the students' home language, the School Messenger System, and the school's website. The school has a small population of ESOL students that would require information in a different language. The small ESOL population of Hispanic speakers would need Spanish translation. If there is a need for parents to have information in a specific

language, the classroom teacher or school counselor will work with district staff and provide this information using TransAct. In addition, we will utilize Title I to provide translators who are available to meet the needs of parents. Pine Estates utilizes a continuum of services to ensure that we meet the needs of parents with children with disabilities and/or limited English proficiency.

What are the different languages spoken by students, parents and families at your school?

English
Spanish

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

- (1) **Road Runner Newsletter:** Parents and students receive the monthly Road Runner Newsletter at the beginning of each month. The newsletter contains important dates and an outline of school related activities and events.
 - (2) **School Marquee:** The school marquee serves as a way to communicate school related activities, events, and programs. At the beginning of each month, the marquee is updated to include current events, dates, and times.
 - (3) **Flyers:** Weekly flyers are sent home as a way to communicate information about Title I programs and activities.
 - (4) **Student Planners:** Student Planners are utilized to communicate and schedule important meetings and events that include Parent Compact, Progress Monitoring Plan, and academic progress meetings.
 - (5) **Blackboard Communication System:** The Blackboard Communication System is utilized to contact parents via telephone. Important dates, times, events, and school related activities are communicated through this system.
 - (6) **Parent Information Board:** A parent information board is maintained and easily accessible to all parents visiting Pine Estates Elementary School. The "Parent Corner" provides access to the Road Runner Newsletter, flyers, important dates and times for upcoming events and activities as well as district communication.
 - (7) **School Website:** Information related to upcoming school-wide events, activities and parent meetings are posted and maintained on our school website.
- Information sent home will always be sent in the students' home language.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

- (1) **Open House, Title I Annual Meeting and Orientation:** During our Open House, Title I Annual Meeting, and Orientation meetings, parents receive an overview of the school and district expectations, curriculum and instruction, academic goals for each grade level, school-wide rituals and routines, parental involvement, and information on how to receive support with the academic needs of their individual child.
- (2) **Parent Teacher Conferences:** During these meetings, teachers assist parents with understanding the academic grade level expectations, required district assessments, and the academic progress of their individual child. Teachers share and discuss reports from Performance Matters, i-Ready and Achieve 3000 to help parents gain an understanding of their child's academic progress. Teachers work in conjunction with parents to develop Progress Monitoring Plans to support the academic needs of students.
- (3) **Tuesday Talks / Parent Workshops:** Parents attend bi-weekly Tuesday Talks / Parent Workshops. During these sessions, the Parent Liaison, instructional coaches, and administrators provide opportunities and training for parents in the areas of language arts, math, and science. Parents receive information on how to utilize and access the Blended Learning Programs such as i-Ready and Achieve 3000. Parents participate with hands-on activities related to the core curriculum, they receive information on how to unpack and understand the Florida State Standards, and they receive helpful tools to extend student learning from the school to home.
- (4) **Parent Night activities** that include the following the FSA and STEAM/Science Parent Nights will provide opportunities for parents to gain an understanding of the Florida State Standards along with curriculum and instruction.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

- (1) **School Advisory Council Meetings (SAC) and Mid-year Stakeholder's Meetings:** Stakeholder's (SAC Members, Faith Based Partners, Parents, Community Members, Faculty and Staff) are invited to participate in a minimum of 8 School Advisory Council Meetings (SAC) each year. Stakeholder's will receive information related curriculum and instruction, student assessments, school improvement goals, and the School Improvement and Parent Involvement Funding. Stakeholders will also have opportunities provide feedback and input on these initiatives during the monthly SAC Meetings.
- (2) **Title I Meetings:** Parents are invited to participate in the decision making process and provide feedback through the Annual Title I, Developmental Meeting and Mid-year Stakeholder's Meetings. During these meetings, parents will receive information related to the Title I Programs that includes the development of the Parent Involvement Plan and Budget, the development of the Parent Compact, School Improvement Goals and Objectives, curriculum and instruction, types of assessments that measure student progress, and the current achievement levels and goals for our students and school. Parents will also receive information on their Right to Know as a part of the Title I Program.
- (3) **Parent Involvement Surveys:** Each year, parents are invited to provide feedback by completing the Gallup Parent. Feedback from this survey is used in the decision making process and the development of the School Improvement Plan. Additionally, parents fill out Parent Involvement Surveys after each Parent Involvement activity or school-related event or professional development session. The feedback obtained from these surveys assists with the decision-making process and development of the Parent Involvement Plan and Budget.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to

them? [ESEA Section 1116]

At any time, parents can come into the front office and request to speak with the LEA. If the LEA is unavailable there is a form that can be completed detailing their comments and they will receive a call back within 48 hours. Parent concerns about the implementation of the Title I school-wide plan will be noted in parent surveys that are forwarded to the Title I office.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

Information related to the required Title I, Part A Parent and Family Engagement Plan will be communicated to parents and families through the following:

1. Road Runner Newsletter - Information on how to access the Title I Parent Involvement Plan and contact the LEA is outlined within each newsletter.
2. School Website
3. Copies provided in the main office and Parent Resource Room
4. Parent Compact Meetings with teachers
5. Parent Workshops and Trainings
6. Annual Stakeholder's Meeting

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

To ensure that parents and families receive timely information and are involved in ongoing planning, reviewing and improvement of Title I programs including the involvement in decision making of how Title I, Part A School-wide funds are used, Pine Estates Elementary will implement the following strategies:

1. Communicate meeting times and dates in advance through flyers, monthly newsletters, use of the Blackboard Communication system, the school marquee, and the school website.
2. Ensure that meetings are flexible and include both morning and evening opportunities for parents to participate.

Utilize the SAC and Mid-year Assessment meeting, Annual Title I Meeting, Title I Developmental Meeting, Parent Involvement Nights, and parent workshops to provide opportunities for parents to participate in the decision making process. Parent surveys are utilized during each meeting to obtain feedback and next steps for improvement.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Transportation - Virtual events will be an option to address this.
- Childcare - Add funding for on-site childcare to ensure that parents have an opportunity to attend Parent Involvement Meetings and professional development sessions.
- Home Visits - Utilize School Social Workers and leadership team members to conduct home visits as needed in order to ensure that parents have access to needed information and services.
- Additional Services to remove barriers to encourage event attendance include working to hire a Parent Liaison to provide times to invite parents to the Parent Resource Center to utilize resources and services to support their children and extend learning to the home. In addition, ensuring that we communicate all programs and activities in the home language of the student and parent and providing translators as needed to assist parents.

FLEXIBLE FAMILY MEETINGS

<p>How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]</p>
<p>Parent input was gained from the majority of parents about the times that best met their need for parent involvement meetings and activities through their participation in the Annual Developmental Meeting, Annual Title I Parent Meeting, School Advisory Council and Mid-year Stakeholder's Meeting, and during our Tuesday Talks and Parent Involvement Meeting activities and events. During these events, parents completed the Parent Survey and provided feedback and next steps for improvement of the Parent Involvement Plan.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p>
<ol style="list-style-type: none"> 1. Feedback from the Parent Compact 2. Annual Title I Meeting minutes, sign in, and surveys 3. SAC and Mid-year Stakeholder's Meeting minutes, sign in, surveys, and feedback 4. Surveys, sign in, and feedback from Parent Involvement Meetings and events 5. Annual Developmental Meeting minutes, sign in, surveys, and feedback
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other <u>Virtual</u></p>

REQUIRED ANNUAL MEETING

<p>Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]</p>
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1. Prior to the first day of school, students and parents will receive an invitation to participate in the Annual Title I Meeting and orientation.
2. The Blackboard Communication System will be utilized to contact parents via telephone to ensure that they are provided with the time and date for the Annual Title I Meeting
3. Information related to the Annual Title I Meeting will be posted on the school website and marque
4. Parent invitations to attend the Annual Title I Meeting will be translated into the home language of the student and parent
5. Information will be placed on the Parent Corner Bulletin Board and posted within the main office for parents to see as they enroll their children

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

During the Annual Title I Meeting, parents will receive information related to the Title I Programs that includes the development of the Parent Involvement Plan and Budget, the development of the Parent Compact, how to access services through the school Parent Resource Center as well as the District Title I Parent Involvement Office, and information on their "Right to Know". Additional information includes the state of the school that encompasses a historical review of the academic progress of the school, the development of School Improvement Plan Goals and Objectives, (Strengths, weaknesses and next steps for improvement) curriculum and instruction, types of assessments that measure student progress, and the current achievement levels and goals for our students and school.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

- (1) Discuss and review data charts and percentages of students making learning gains in language arts, math on the FSA in 3rd - 5th grades. This data will include students falling within each of the subgroups of students within our school.
- (2) Discuss and review data charts and percentages of students scoring at the proficient level in language arts, math, and science on the FSA in 3rd - 5th grades. This data will include students falling within each of the subgroups of students within our school.
- (3) Discuss and review data charts, comparisons, and trends on the FSA, PMA, i-Ready, and Achieve from schools within our region and district.
- (4) Discuss and review data charts and trends related to the performance and learning gains on the PMA, i-Ready Diagnostic and Achieve 3000 Assessments for all grade levels (K-5).
- (5) Orient parents to the School Choice programs and options for students to include information on our School Choice Theme and academic focus.
- (6) Ensure that the Parent Right to Know document is incorporated within the presentation and discussed as a part of Title I Part A Funding.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

To ensure that parents without access to technology receive notification of events, communication, information about parent events, school updates, and student progress the following strategies will be implemented:

1. Blackboard Communication telephone system
2. Flyers
3. School Marquee
4. Student Planners
5. Parent Corner Bulletin Board
6. Monthly Road Runner Newsletter
7. Teacher Parent Conferences (Face to Face)

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

1. In order to ensure that we will increase the participation of parents, we will conduct a Developmental Meeting prior to recognizing students for academic achievement at the end of the year. Incorporating the student program after the Developmental Meeting increases the percentage of parent attendance.
2. As a part of the Developmental meeting, parents will provide feedback and input through completing a survey. This will assist with strengthening and building capacity for our Parent and Family Engagement Plan (PFEP).
3. We will utilize the results to enhance and/or continue activities held during the school year.
4. The suggestions and recommendations of parents will assist with making adjustments that will enhance and build upon our Parent and Family Engagement Plan as well as the activities held during the 2019-2020 school year.
5. The input and feedback of participants will also assist with the development of our Parent and Family Engagement Budget for the next school year.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

<p>Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?</p>
<ol style="list-style-type: none"> 1. Sponsor parent night activities such as the FSA Parent Night to increase understanding of the Florida State Standards. 2. Continue to Sponsor Tuesday Talks: Provide information and strategies to parents in the areas of language arts, math, and science to assist with gaining an understanding of how to support their child with homework and blended learning activities. 3. Work towards hiring a Parent Liaison to support parents with workshops and resources housed within the Parent Resource Center such as access to computers, technology, and check out of materials.
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p>
<p>Pine Estates Elementary School will implement the following activities to build relationship with the community to improve student achievement:</p> <ol style="list-style-type: none"> 1. Continue to build partnerships with local businesses and faith based partners to provide support and incentives to motivate students and increase student achievement. 2. Implement a minimum of eight School Advisory Council Meetings to communicate with stakeholders and provide them with opportunities to collaborate with administration, faculty, and staff on analyzing trends in student achievement and developing next steps for school improvement. This will also include attendance in the Mid-year Stakeholder's Meeting. 3. Encourage volunteers to serve as a support to the school and students through attending educational field trips, assisting with our Annual Field Day, Career Day, Literacy Week Activities and other school-related events.
<p>(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.</p>
<ol style="list-style-type: none"> (1) Staff members and/or a Parent Liaison will connect and collaborate with parents through weekly workshops and professional develop. The information is communicated through flyers, Blackboard Communication System, school marque, newsletter, student planners, and the school website. (2) Identify days and times and post schedules for parents to utilize the Parent Resource Room in order to check out resources, utilize technology, and obtain support to enhance student learning at home. (3) Ensure that information related to the Parent Resource Room is visible within the building and placed within the monthly Road Runner Newsletter.

- (4) Provide professional development and training for teachers and staff during pre-planning on how to access and utilize the services of the Parent Resource Center.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

We will purchase additional resources (in multiple languages) for our parents from Postive Promotions and Channing Bete. These will be brochures and such specifically chosen based on the needs of our parents. We will also purchase additional supplies for Parent and Family Engagement events and our parent resource room so parents have access to materials they need to support their childrens' achievement. We will also purchase these additional supplies for our events that allow parents to "Make and Take" learning materials designed to help their children academically at home.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>1. How to complete the parent portions of FASFA</i> <i>2. How to research college websites for what their child need for admission</i> <i>3. How to use OneDrive and Focus to keep up on graduation indicators</i> <i>4. About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Michelle Quarles, Principal	Parents will be provided with information related to	August 2020	Sign In Sheets, Parent Surveys, Meeting Minutes

	La'Sha Hill, Assistant Principal	the implementation of Parent and Family Engagement programs. Parents will complete surveys on programs and provide feedback and suggestions to improve programs and services, and develop the Parent and Family Engagement Plan and Budget for the school-year.		and Agenda
Title I Developmental Meeting (required)	Michelle Quarles, Principal	Parents will be provided with information related to the implementation of Parent and Family Engagement programs. Parents will complete surveys on programs and provide feedback and suggestions to improve programs and services, and develop the Parent and Family Engagement Plan and Budget for the school-year.	May 2021	Sign In Sheets, Parent Surveys, Meeting Minutes and Agenda
Tuesday Talks	Sheila Morgan, Reading Interventionist Viveca Brown, Reading Interventionist	<ol style="list-style-type: none"> 1. Increase parent awareness of resources to enhance their child's education. 2. Provide parents with reading, math, and science strategies for assisting their children. 	Bi-weekly on Tuesdays (September - May)	Sign In Sheets, Parent Surveys, Increased student achievement in all areas across district platforms, benchmarks and state assessments
Space Jam	Science Teachers Reading Coach School Counselor	<ol style="list-style-type: none"> 1. Parents will be provided with strategies and project ideas for the Science Fair. 2. They will also 	November 2020	Sign In Sheets, Parent Surveys, Increased student achievement in science across district platforms, benchmarks and

		be given strategies to enhance positive communication with their child.		state assessments
Reading is Fundamental	Sheila Morgan, Reading Coach Viveca Brown, Reading Interventionist	<ol style="list-style-type: none"> 1. Parents will learn different Reading Strategies to help their students at home. 2. Parents will learn to build on skill taught in class which will re-enforce daily lessons. 	October 2020	Sign In Sheets, Parent Surveys, Increased student achievement in reading across district platforms, benchmarks and state assessments
FSA Parent Night	Sheila Morgan, Reading Coach Michelle Quarles, Principal La'Sha Hill, Assistant Principal Reading Interventionist Math Coach Teachers	<ol style="list-style-type: none"> 1. Parents will learn information about the upcoming assessment to include an understanding of the grade level expectations and Florida State Standards. 2. Parents will be given strategies and to help their child when test taking and techniques for helping to decrease test anxiety. 	March 2021	Sign In Sheets, Parent Surveys, Increased student achievement in all areas across district platforms, benchmarks and state assessments
Moving Higher with Mathematics	Math Coach, TBA Math Teachers 3 rd - 5 th	Provide families with math skill and strategies to re-enforce learning at home. Parents will learn how to use math in everyday living from going to the grocery to cooking. Parents will also receive strategies for helping their grandchild throughout the school year.	January 2021	Sign In Sheets, Parent Surveys, Increased student achievement in mathematics across district platforms, benchmarks and state assessments

STEAM Parent Night	Sheila Morgan, Reading Coach Michelle Quarles, Principal La'Sha Hill, Assistant Gail Math Coach, TBA Viveca Brown, Reading Interventionist Teachers	Parents will be given information about the S.T.E.A.M. The use of Science, Technology, Engineering, Art and Math. Parents will be able to participate in a hands on activity using the STEAM	December 2020	Sign In Sheets, Parent Surveys, Increased student achievement in math and science across district platforms, benchmarks and state assessments
Transition to Kindergarten	Pre-k Teacher Parent Liaison	Parents will receive resources and information on the academic expectations and curriculum and instruction for the transition from Pre-k to kindergarten	May 2021	Sign In Sheets, Parent Surveys, Improved readiness for students entering kindergarten
Mid-year Stakeholder's Meeting	Administrators	Stakeholders will gain information on the academic progress of the school and provide feedback on the next steps for school improvement	February 2021	Sign In Sheets Parent Surveys Meeting Minutes and Agenda

Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

Each year, Pine Estates Elementary School conducts a developmental meeting where parents are provided an opportunity to share feedback on parent involvement programs and school-wide activities. During this time, parents review and update the Parent Compact. Each year, parents are invited to meet with teachers to review the goals and objective of the Parent Compact Agreement. The teachers then submit the signed Parent Compact Agreements to administration. Evidence to support conferences held with parents will include the following:

Parent Feedback Form

Developmental Meeting Agenda, sign-in, and meeting minutes

Parent Compact Agreement Form

Parent Logs

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

The principal will provide professional development sessions and orientation on school-wide expectations, policy and procedures relating to the implementation of parent conferences and completion of the Parent Compact Meetings.
The principal will ensure that copies of the Parent Compacts are completed and submitted on time.
The principal will submit documentation to the Title I Office.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

Twice a year, the principal will work with the DCPS Certification Office to identify teachers who are out-of-field or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

Our school will mail the parent notification letters that will include a list of identified teacher who fall under the criteria listed above.

We will then submit documentation of the four-week notification letters to the DCPS Certification and Title I Offices.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Building Relationships with Parents and Families	Administration	We provide ongoing training of faculty and staff on improving relations with parents and families. We are continually discussing conferences, PMP's, and student data with faculty. We are also having an ongoing conversation with them on how to best address these items with parents as well as ways to involve parents in their children's education. We also provide ongoing training on building a sense of community with the school.	Ongoing via Early Release, Faculty Meetings, PLC's	Sign-in sheets, follow up with teachers, improved student achievement, improved climate surveys

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	Our students identified as having special needs are provided additional services with designated instructional staff as well as appropriate accommodations per their IEP's. Parents are also strongly encouraged to attend events designed to help their children achieve as well as visit the resource room for materials for assisting their children at home.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	Our school houses a VPK program to provide students with the much needed preparation for entering elementary school successfully and ready for the rigors of meeting the standards. Through the use of our PFEP funds, we are further able to provide parents with additional training and support in preparing their children to enter school and transition successfully. Our resource room is also available for them to check out materials to support their children at home as well.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	With our SAI funds, we utilize these funds to provide additional instructional support to these students through additional tutoring in a small group setting provided by qualified staff. Students that are provided this additional support are students performing below grade level expectations that need additional small group instruction to meet the standards and achieve. Our PFEP events are also designed with these students in mind to provide their parents with additional ways they help their children achieve through activities at home.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	

☒	Title III, Part A - Helping English Language Learners achieve English proficiency	
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Schools may add lines as needed.