Legacy Elementary

Parent and Family Engagement Plan

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents and family members in ongoing consultation and meaningful communication involving student academic learning and other school activities, including ensuring that:

(A) Parents and families play an integral role in assisting their child's learning.

(B) Parents and families are encouraged to be actively involved in their child's education.

(C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described under ESSA Section 1116.

About the Parent and Family Engagement Plan

This plan will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals.

We value our families and believe that ALL children can learn!

MARION COUNTY
PUBLIC SCHOOLS
Developing Successful Citizens -
Every Student, Every Day

Principal Name: Shameka Murphy

School Website: https://www.marionschools.net/les

School Year: 2020-2021

BARRIERS

This section is not required for new Title I Schools.

Summarized data from stakeholder engagement surveys from events held during the 18-19 school year (not applicable to new Title I, Part A schools).
Looking at the event data the average rating was a 4(Agree) or 3(Neutral) that the information provided in trainings/events:

…has increased the parents/families knowledge in the content area

…has taught the parents/families something new

…will be useful in helping my family and children

…provided resources to help child(ren) succeed

…will increase the parents/families child's education

…helped the parents/families understand the importance of education

Parent Survey data:

- 94% of students feel comfortable asking for help form adults at a school
- 96% of parents feel the school offers them a variety of ways to give feedback
- 95% of parents feel that the school has informed them of the Title 1 rights and the family takes part of the decision making process.
- 92% of parents feel that the school offers a variety of ways for them to be engaged when they are unable to physically be present at school
- 89% of parents have participated in learning opportunities that assisted them to support their child's/children's educational needs
- 47% of parents would prefer parent/family meetings and workshops to be held Weekday (afternoons)
- Parents/Families would like more information on Reading, Writing, Math, FSA Assessments, and Grade Level Skills

Communication (needs improvement)

Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.

1. Barrier 1 - communication
2. Barrier 2 – language barriers
3. Barrier 3 – parents attend fun events and not academic focus event – more engaging then academic focus events.

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (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.

1. Barrier 1 – Use variety of communication modes (English and Spanish translation, responding in a timely manner, and using other modes of communication ex. Twitter, school website)
2. Barrier 2 – Translators for those in need of assistance with Spanish and/or American Sign Language are available upon formal request, as well as informally, through our many bi-lingual staff members
3. Barrier 3 - combine fun events with academic focus

What is your Parent and Family Engagement Plan goal for the 2020-2021 school year *(must be tied to student academic achievement and aligned with your school improvement plan)*?

To increase student achievement if we provide capacity building strategies to parents and families that address and promote authentic literacy then the at home environment will foster continued learning linked to ELA, Math and Science as measured by local assessments and FSA scores will improve by the following:

FSA ELA will increase from 38% to 43%
FSA Science will increase 39% to 44%
FSA Math will increase from 48% to 53%

COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for <u>all</u> 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, and guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Title I, funds are not used at Legacy to fund transportation and childcare as the school is a neighborhood school with many families living in the neighborhood. However, childcare is provided as well as home visits via the HIPPY program. Additionally, parents are provided interpreters to translate meetings, conferences, and events to ensure family understanding. Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up. Additional strategies will be applied as the need arises on a case-by-case need.
Also, our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.

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?

The faculty and staff at Legacy also encourage parents to become engaged by signing onto the Family Access in the Skyward portal to review grades, etc., communicating with teachers through class Dojo, attending parent information events, attending parent conferences and establishing a line of communication with their child's teacher. Parents may also become involved by volunteering in a variety of ways i.e. tutoring, helping with PBIS initiatives, helping students read, etc. Our school has a School Advisory Council (SAC) consisting of parents, community members, and school staff. All parents are encouraged to become a member of the SAC committee. An implementation evaluation of all Title I, Part A funded programs will be provided to parents during these meetings, and feedback will be solicited from parents to help improve the quality of services to students and parents. SAC meeting minutes will document all parental input. For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.

(1)Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2)Include the tools and resources that will be used for communication.

(1) We will use a communication plan that starts approximately 60 days before any family engagement activity. The communication plan includes weekly posts will call to action to engage family and community. Students will be provided invitations two weeks in advance with an option to reserve spot and sign up. Skylert will be used the Monday before any event to remind parents of upcoming events.

(2) The communication plan will include compacts, social media campaign, website, newsletters, teacher DOJOs, school marquee and Skylert messaging. The communication plan will notify of upcoming events: purpose, time/date, audience, and activity.

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?

During parent/teachers conferences and planned Events (Open House/FSA Parent Hour/Reading Night), Legacy will provide opportunities to describe and explain the curriculum, forms of assessment used to measure student progress and the achievement levels students are expected to obtain. If parents are unable to attend, information will be placed in the front office and school website.

Legacy's faculty and staff are proud to deliver a quality education designed to meet the needs of all students and ensure our students become self-sufficient, responsible citizens. By using the resources available at Legacy, students will be able to continue to grow academically, as demonstrated by data.

Literacy: Our current English Language Arts (ELA) is Amplify education Core Knowledge. Reading, grammar, and writing are combined within the Florida Standards Standards. Science and social studies are integrated through reading during the daily ELA block. In addition to the ELA program, we supplement instruction with I-Ready (a computer-based program) remediation and intervention. These small group based activities and various other strategies will help our students maintain and improve in English Language Arts. Enrichment activities are also provided for the students who excel in reading.

Math: Our current math adoption is GO MATH! Florida. This series has been aligned with the Florida Standards. Math is taught for sixty minutes each day. In addition to the math program, we supplement our mathematics curriculum with I-Station. Teachers also utilize resources from CPALMS, the Marion County Focus Calendar, and manipulatives when teaching math and consistently teach problem solving strategies to our students. Math standards are effectively integrated throughout the curriculum daily.

Science: The curriculum is based on the Florida Standards. Students learn through the 5 E's of Science.

-Engage/Elicit: Object, event or question used to engage students.

-Explore: Hands on activities, with guidance.

-Explain: Students explain their understanding of concepts and processes.

-Elaborate: Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.

-Evaluate/Expand: Activities permit evaluation of student development and lesson effectiveness.

Social Studies: The curriculum is based on the Florida Standards. Social studies is integrated through reading. Teachers use units of study to supplement the curriculum throughout the year. Students are graded by classroom assignments, tests/quizzes, and individual/collaborative projects.

(2) **Assessment**
Assessment data is used to evaluate instructional effectiveness, enhance learning gains of all students, and to inform parents of the educational progress of their child(ren). [§ 1008.22, Fla. Stat. (2018)]
a. Statewide Assessments
-Each student must participate in statewide assessment tests required by § 1008.22, Fla. Stat. (2018). Each student who does not meet specific levels of performance in English Language Arts (ELA), mathematics, and science, for each grade level, or who does not meet specific levels of performance as determined by the commissioner of education on statewide assessments at selected grade levels, must be provided with additional screening to determine the nature of the student's difficulty and areas of academic need. [§ 1008.25, Fla. Stat. (2018)]

- Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test preparation activities for a statewide assessment.
- Students with disabilities may be alternately assessed if the Individual Education Plan (IEP) team determines that regular statewide assessments are not appropriate.
b. District Assessments
- Each school will administer district-approved assessments for grades K-5 in ELA, mathematics and science. The administration date(s) will appear annually on the MCPS District Assessment Calendar.
- Reading Assessments: Each elementary school must regularly assess the reading ability of each K-5 student.
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Other Assessments: Other assessment tools may be used to diagnose and determine student needs.
- **Classroom/Teacher-made Assessments**: Formative assessment tools are acceptable and encouraged by the Florida Department of Education (FLDOE). Some of these alternatives include, but are not limited to, learning logs and journals, role play activities, portfolios, Venn diagrams or other graphic organizers, student self-ratings, projects, or other performance based assessments.

(3) In cases where state assessment data are missing or are inconsistent with a student's classroom performance, teachers' professional judgment, using specified criteria, may be used to determine student proficiency. In such cases, teachers shall take into consideration a variety of evaluation data, such as: classroom work, observations, tests, district and state assessments, equivalent portions of national norm referenced tests, and other relevant information which shows mastery of essential skills. Using this data, the school may determine that the student is either proficient or non-proficient. (This will not apply to 3rd grade students.) If the preponderance of evaluation data indicates that the student is meeting the levels of performance for student progression, the school shall determine that the student is proficient.
Proficiency threshold charts for Grades K-2 and 3-5 are on the following:

i-Ready: AP1 - Use "Beginning of the Year" view / AP2 AP3 - Use "End of Year" view.

Subject	Proficiency Level	Kindergarten		1st Grade		2nd Grade	
ELA	Proficient	AP1 - Not applicable		AP1 - 434 and above		AP1 - 489 and above	
		AP2- 362 and above		AP2 - 434 and above		AP2 - 489 and above	
		AP3 - 396 and above		AP3 - 458 and above		AP3 - 513 and above	
	Non-Proficient	Required Intervention	Further Discussion & Data Rvw Prior to Intervention	Required Intervention	Further Discussion & Data Rvw Prior to Intervention	Required Intervention	Further Discussion & Data Rvw Prior to Intervention
		AP1-Not applicable	AP1-Not applicable	AP1 - 100-346	AP1 - 347-433	AP1 - 100 - 418	AP1 - 419 - 488
		AP2-Emerging K phonological awareness	AP2 - 100-361	AP2 - 100-346	AP2 - 347-433	AP2 - 100 - 418	AP2 - 419 - 488
		AP3-Emerging K phonological awareness	AP3- 100-395	AP3 - 100-346	AP3 - 347 - 458	AP3 - 100 - 418	AP3 - 419 - 512
MATH	Proficient	AP1 - Not applicable		AP1 - 402 and above		AP1 - 428 and above	
		AP2- 362 and above		AP2 - 402 and above		AP2 - 428 and above	
		AP3 - 373 and above		AP3 - 413 and above		AP3 - 441 and above	
	Non-Proficient	Required Intervention	Further Discussion & Data Rvw Prior to Intervention	Required Intervention	Further Discussion & Data Rvw Prior to Intervention	Required Intervention	Further Discussion & Data Rvw Prior to Intervention
		AP1-Not applicable	AP1-Not applicable	AP1 - 100-346	AP1 - 347-401	AP1 - 100 - 386	AP1 - 387 - 428
		AP2-Emerging K numbers / operations	AP2 - 100-361	AP2 - 100-346	AP2 - 347-401	AP2 - 100 - 386	AP2 - 387 - 428
		AP3-Emerging K numbers / operations	AP3- 100-373	AP3 - 100-346	AP3 - 347 - 412	AP3 - 100 - 386	AP3 - 387 - 440
SCIENCE / SOCIAL STUDIES	Proficient	Final passing grade of "N" or above in on-grade level course		Final passing grade of "N" or above in on-grade level course		Final passing grade of "N" or above in on-grade level course	
	Non-Proficient	Final grade of "U" in on-grade level course		Final grade of "U" in on-grade level course		Final grade of "U" in on-grade level course	

"Further Discussions Data Review" must include Reading/Math diagnostic reports by student, DRA for ELA, and FLKRS for K in ELA.

i-Ready: AP1 - Use "Beginning of the Year" view / AP2 AP3 - Use "End of Year" view.

Subject	Proficiency Level	3rd Grade		4th Grade	5th Grade
ELA	Proficient	AP1- 511 and above		Level 3 or above on FSA ELA	Level 3 or above on FSA ELA
		AP2- 511 and above			
		End Year: Level 3 and above on FSA ELA			
	Non-Proficient	Required Intervention	Further Discussion & Data Rvw Prior to Intervention	Required Intervention	Required Intervention
		AP1 - 100-473	AP1 - 474-510		
		AP2 - 100-473	AP2 - 474-510	Level 1 or 2 on FSA ELA	Level 1 or 2 on FSA ELA
		End of Year: Level 1 or 2 on FSA ELA			
MATH	Proficient	AP1 - 449 and above		Level 3 or above on FSA Math	Level 3 or above on FSA Math
		AP2 - 449 and above			
		End Year: Level 3 and above on FSA Math			
	Non-Proficient	Required Intervention	Further Discussion & Data Rvw Prior to Intervention	Required Intervention	Required Intervention
		AP1 - 100-412	AP1 - 413-448		
		AP2 - 100-412	AP2 - 413-448	Level 1 or 2 on FSA Math	Level 1 or 2 on FSA Math
		End of Year: Level 1 or 2 on FSA Math			
SCIENCE / SOCIAL STUDIES	Proficient	Final passing grade of "C" or above in on-grade level course		Final passing grade of "C" or above in on-grade level course	Final passing grade of "C" or above in on-grade level course
	Non-Proficient	Final grade of "D" or "F" in on-grade level course		Final grade of "D" or "F" in on-grade level course	Final grade of "D" or "F" in on-grade level course

"Further Discussions Data Review" must include Reading/Math diagnostic reports by student, DRA for ELA, and FLKRS for K in ELA.

d. Below Grade Level Designation (Refer to MCPS K-12 Comprehensive Research- based Reading Plan)
(1) Students working below grade level (working on curriculum standards below their current grade level) must be diagnostically assessed and provided remediation through Multi-Tier System of Supports (MTSS) and considered for possible retention.
(2) Students marked below level for reading on the report card must:
(a) Be diagnosed and provided remediation through intensive reading instruction.
(b) Based on diagnoses, have individual areas of deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary identified, addressed, and monitored frequently.
(c) Be considered for possible retention and have this marked in the comment section.
(d) Be reassessed by locally determined assessments and teacher observation at the beginning of the grade following the intensive reading instruction.
(e) Continue to be provided intensive reading instruction until the reading deficiency is remedied.
(f) Students with report card grades of "D", "F", "N", or "U" in ELA/reading, mathematics, science, or social studies, should be monitored closely and may be considered for diagnostic assessment. If needed, remediation will be provided through the MTSS process or Individual Education Plan (IEP). These students will be considered for possible retention.

(3) English Language Learners (ELL), two years or less in the program, will not be marked below grade level.

(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) Teachers, counselors and other school personnel will maintain regular contact with parents through personal calls, phone texts (DOJO), emails, Skylert in an attempt to reach parents who do not or cannot participate to seek input and increase involvement.
(2) Families and community members have the opportunity to share feedback after each family and community engagement event, the annual survey for the school based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings.
(3) The school newsletter will have a section that offers an opportunity for parents/families to submit feedback and comments

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?

Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I school-wide plan) are gained through the annual survey for the school based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year.

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).

- School newsletter
- Once Board approved, this plan will be published on the school website and the public access area of CIMS at https://www.floridacims.org/districts/marion/schools/0741.
- This plan (paper-based) will also be made available upon request through the school front office throughout the school year.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Title I Meeting. This meeting should be held at a convenient time for parents and be advertised as a stand-alone meeting. 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 ESSA 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.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting (must be conducted by the last week of October) to inform parents and families of participating students about the schools Title I program and parent and family engagement activities.

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Develop agenda and establish date for Annual Informational Meeting. Obtain power-point template from Title I Staff.	Principal/Assistant Principal	August 17, 2020	Copy of Flyer Copy of Power Point
Send Meeting Announcement flyer in backpacks of all students. Send Skylert phone message(s).	Principal/Assistant Principal	August 21, 2020	Copy of Flyer Copy of Skylert Message Report
Title I Annual Meeting	Principal/Assistant Principal	September 10, 2020	Sign in forms
Maintain Documentation	Principal/Assistant Principal	Ongoing	Sign in forms

Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.

The meeting will explain how the school earns Title I status and supports students in the school wide model. To ensure parents understand the entire program explanation of the following:
• a parent's right to know
• students have equity and equal access to a high quality education
• parent engagement
• supplemental curriculum
• activities/programs offered to students

Describe how the Annual Meeting will cover (1) 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.

An annual meeting to inform parents of Title I requirements, provisions, and their rights will occur September 20, 2018 and will occur prior to the "open house" event. The administration will provide the above information to parents as well as the information below:

● student data and school performance data

● school choice

● parameter's for the school's Title I school wide program

- information regarding student's achievement data (current and historical)
- school grade data
- mission and vision of the school
- plan to help students academically, behaviorally, and emotionally
- provide parents with specific information concerning their rights as a Title I parent

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?

If parents are unable to attend, information will be placed in the front office and school website. Documentation as evidence for this meeting will be a copy of the announcement/flyer that was sent home to all families, a script of Skylert phone message, sign-in sheets, parent evaluation forms and a copy of the presentation used at the meeting. All documentation will be uploaded to our school's Google Classroom and maintained for monitoring purposes.

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 School wide funds are used.

The faculty and staff at Legacy also encourage parents to become engaged by signing onto the Family Access in the Skyward portal to review grades, etc., communicating with teachers through class Dojo, attending parent information events, attending parent conferences and establishing a line of communication with their child's teacher. Parents may also become involved by volunteering in a variety of ways i.e. tutoring, helping with PBIS initiatives, helping students read, etc. Our school has a School Advisory Council (SAC) consisting of parents, community members, and school staff. All parents are encouraged to become a member of the SAC committee. An implementation evaluation of all Title I, Part A funded programs will be provided to parents during these meetings, and feedback will be solicited from parents to help improve the quality of services to students and parents. SAC meeting minutes will document all parental input. Also, through the Annual Parent and Family Engagement Plan and School Improvement Plan surveys.

How will the school provide, with Title I funds, transportation, childcare, or other services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events?

- Transportation - Title I, funds are not used at Legacy to fund transportation and childcare as the school is a neighborhood school with many families living in the neighborhood
- Childcare - Childcare is provided as well as home visits via the HIPPY program.
- Additional Services to remove barriers to encourage event attendance - Additionally, parents are provided interpreters to translate meetings, conferences, and events to ensure family understanding and engagement.

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities?

Parent conference feedback from District Annual Parent Annual Survey (results: English and Spanish), quarterly SAC meetings, and school based parent engagement activities surveys.

What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed?

District Annual Parent Survey, site-based family engagement event post surveys, and quarterly SAC meeting minutes.

How flexible meetings will be offered to accommodate parents? Check all that apply.

☒   AM Sessions based on documented parent feedback

☒   PM Sessions based on documented parent feedback

☐   AM & PM Sessions (Same content to appeal to more parents)

☐   Other _____

When a school receives Title I, Part A funds, it is responsible for building the capacity of parents 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 School wide plan by engaging parents and families.   [ESSA Section 1116]

BUILDING CAPACITY

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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?
The school will use Title I funds to purchase materials for trainings and family activities. Title I funds will also be used to keep parents informed via newsletters, technology (in which to communicate), and fliers for activities and events. Families are given the opportunities to practice and apply new skills. Parents will be provided feedback and coaching during the trainings. Title 1 Parent Resource Van will be available for parents/families to receive materials that will assist them in working with their child(ren).
How will the school implement activities that will build relationship with the community to improve student achievement?
- Volunteer & Mentor Appreciation Program - At the beginning of the year {August 7, 2020} recruitment and training will be offered to potential volunteers and mentors by the Volunteer Coordinator. At the end of the year {April 28, 2021} a breakfast will be held to celebrate their service and commitment by the administration team.   - Parents are offered a myriad of activities, events, and trainings to build capacity. Many are funded via Title I funds, others are not. All meetings and events will occur at a time conducive to families' schedules and will provide families with background knowledge of their rights, Florida standards and assessments as well as support for students.
If your school has a Site-Based Title I Parent Resource Room: (1)How will the school implement the Site-Based 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 Site-Based Parent Resource Room with parents.
N/A
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 utilize the District Title Parent Resource Van and District Parent Resource Room. We will communicate to the community and families about the upcoming District Title Parent Resource Van scheduled visits via social media campaign, school newsletter, and website. Families are able to check out academic resources to assist with student learning at home. In addition, we will encourage teachers to refer families to the District Parent Resource Room to utilize and take home the many available resources to assist with their students learning gains and to reduce summer slide.

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 School wide Plan**.

Name of Activity *(if applicable, expected Title I Budget)*	Person(s) Responsible	Measurable Anticipated Impact on Student **Achievement** *(aligned with School Improvement Plan)*	Month/Year Activity will take Place	Evidence of Effectiveness
Example K-5 Family Reading Night $245	Literacy CAS	Increased foundational literacy skills.	October 2019	Parent surveys & iReady diagnostic data
Title I Annual Meeting (required by the last week in October) **$250**	Principal/Assistant Principal	The meeting will explain how the school earns Title I status and supports students in the school wide model. To ensure parents understand the entire program explanation of the following: • a parent's right to know • students have equity and equal access to a high quality education • parent engagement • supplemental curriculum activities/programs offered to students	September / 2020	Sign in forms
Bring Your Dad to School Day **550**	Content Area Specialists (Literacy/Math)	Parents will learn about the different resources to assist students at home in reading and math. Increase student reading and math skills.	September / 2020	Parent Survey/ Sign In Log
Bedtime Stories (Literacy Night) **$950**	Administration, Content Area Specialists (Literacy)	Students will become more proficient in reading based on their overall reading goals. Parents will be given an overview of the reading and strategies they can use at home with their	November / 2020	Parent Survey/Sign In Log

		students. Additionally, parents will learn about the curriculum their students receive in reading along with the Florida Standards and resources that can be used.		
Muffin for Moms (FSA) **$450**	Administration, Content Area Specialists and Academic Coach	Highlights proper reading and math instruction and tips for monitoring student reading. Parents will be given the opportunity to ask questions about the upcoming assessment, and will be given tools to support at home learning.	March /2021	Parent Survey/ Sign In Log
Spring Fling (Math/Science Night) **$950**	Administration, Content Area Specialists, 5th grade teachers	Showcase of scientific process and hands on science experiments while parents attend "break out" training sessions for science and math. Additional emphasis on math and science will help students improve scores on Math FSA and Science.	February / 2021	Parent Survey/ Sign In Log

Only list engagement events here. Schools may add or remove rows as needed.

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/families, 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 relationships 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. [ESSA Section 1116]

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…
…the assistance of parents and families and in the value of their contributions.
Faculty and staff members will participate in training to address the following: • Providing a welcoming environment • Building open lines of communication • Ensuring parents' engagement at meetings • TNL sign in sheets • PD PowerPoints upload
…how to reach out to, communicate with, and work with parents and families as equal partners.
Faculty and staff members will participate in training to understand the importance of the compact and how communication improves student and family engagement.
…implementing and coordinating parent and family programs and building ties between parents and families and the school.
Faculty and staff members will participate in training to address the following: • Improving student performance in all subject areas • Identifying resources to provide to parents and families to assist in improving student performance in all subject areas
(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?
(1) Pre-Planning Week (2) Training Sign-In Sheet

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. [ESSA Section 116]
☒	**Title I, Part A** - Improving the Academic Achievement of the Disadvantaged	Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, addresses learning and engages the family in school activities.
☐	**Title I, Part C** - Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21).	School administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need to support increased student achievement.
☐	**Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement.
☒	**Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers.	Coordination with stakeholders to improve the quality and effectiveness of teachers, principals, and other school leaders through capacity building in the areas of improving student academic achievement and building ties between parents, families and the school.
☒	**Title III, Part A** – Helping English Language Learners achieve English proficiency (ESOL)	Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success.
☐	**Title IV, Part A** – Providing all students with a well-rounded education, improving school conditions to support safe and healthy student, and improve use of technology to advance digital literacy	Coordination with stakeholders to promote collaboration between the parents, families and school to educate families in the
☐	**Title IV, Part B** – Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards	Providing students with a high-quality out-of-school time enrichment program during the school year and summer and offering multiple family engagement opportunities geared to increase student academic achievement.

☒	**Title IX** – Homeless Education Program (HEP). The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless.	School administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need to allow for increased student academic achievement.
☐	**VPK –** Voluntary Pre-Kindergarten Program	Recognizing that parents are an important component of a child's education, VPK provides family support material to families and offers family engagement activities such as take home resources, family workshops, and/or access to online resources.

Schools may add or remove rows as needed.