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Title I, Part A – Parent and Family Engagement Plan (PFEP) 2020-2021

Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

a. Identify if the activity is at the LEA level and include the evidence-based research for each activity. The four levels of evidence may be used.

Response:

1. Parent and Family Engagement Team (PFET) meetings. Parent liaisons and coordinators of various federal programs with parent involvement requirements meet to collaborate regarding parent/family engagement activities, best practices, professional development and troubleshooting. This is an LEA level activity. <http://www.nea.org/tools/30402.htm> (Tier 2)

2. District Advisory Council (DAC) meetings. Meetings will be held monthly with stakeholders (parents, community partners, school-level and district-level personnel) to for information dissemination and collaboration to improve student achievement. This is an LEA level activity. https://scholarworks.umb.edu/ici_institutebrief/2/ (Tier 3)

3. District Parent Liaison attended ongoing, school/community/district parent and family engagement activities. The District Parent Liaison is also available, upon request, to facilitate workshops, provide assistance with parent conferences, and home visits. This is an LEA level activity. <https://www.berkeleyschools.net/wpcontent/uploads/2011/07/ParentLiaisonInfoSheetFinal.pdf> (Tier 4)

4. The Annual Title I Meeting. Meetings were held at each Title I school. During meetings, information is disseminated to parents regarding ESSA, Title I programming, individual school allocations and parents' right to be involved. The expected impact on student achievement is that parents be informed and empowered to effectively promote student achievement. This is an LEA level activity. http://schoolcounselorsconnect.weebly.com/uploads/1/0/2/4/10242617/evidencebased_parent_involvement_interventions.pdf (Tier 3)

It is not enough to prepare new teachers to effectively engage parents and others. Veteran teachers, principals, and school support staff need ongoing opportunities to increase knowledge and skills in working with families. Parent, family and community engagement needs to be an integral part of ongoing professional development programs. The payoff is clear; engaging families is a critical factor in student achievement. But engaging families and working with diverse populations is an ongoing challenge for school personnel. It requires more than just on-the-job training or a single workshop. High quality, sustained professional development can foster the collaborative skills that school personnel increasingly need for effectively engaging parents and others in the community.

SUWANNEE COUNTY SCHOOL DISTRICT

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b. Identify if the activity is at the school level and include the evidence-based research for each activity. The four levels of evidence may be used.

Response:

1. Quarterly Parent Resource activities. Activities included educational support, information and materials for parents to help their children at home. This is a school-level activity.

http://schoolcounselorsconnect.weebly.com/uploads/1/0/2/4/10242617/evidencebased_parent_involvement_interventions.pdf (Tier 3)

2. Semi-Annual Parent Portal Training. This activity provided instruction to end users on how to access and navigate the parent portal to retrieve students' grades and educational resources. The expected impact on student achievement is that parents be informed and empowered to effectively and positively support student achievement. This is a school-level activity.

<https://archive.globalfrp.org/publications-resources/browse-ourpublications/tapping-into-technology-the-role-of-the-internet-in-family-schoolcommunication> (Tier 4)

National Education Association. (2011). School-family engagement staff preparation and support are vital. Washington, D.C.: NEA Policy and Practice Department: Center for Great Public Schools.