

**2020-21**

# **Title I, Part A School Parent and Family Engagement Plan**



**HERNANDO  
SCHOOL DISTRICT**

Learn it. Love it. Live it.

**School Name: Eastside Elementary      School #: 0171**

Principal Name: Michael Maine

School Website: [hernandoschools.org/EES](https://hernandoschools.org/EES)

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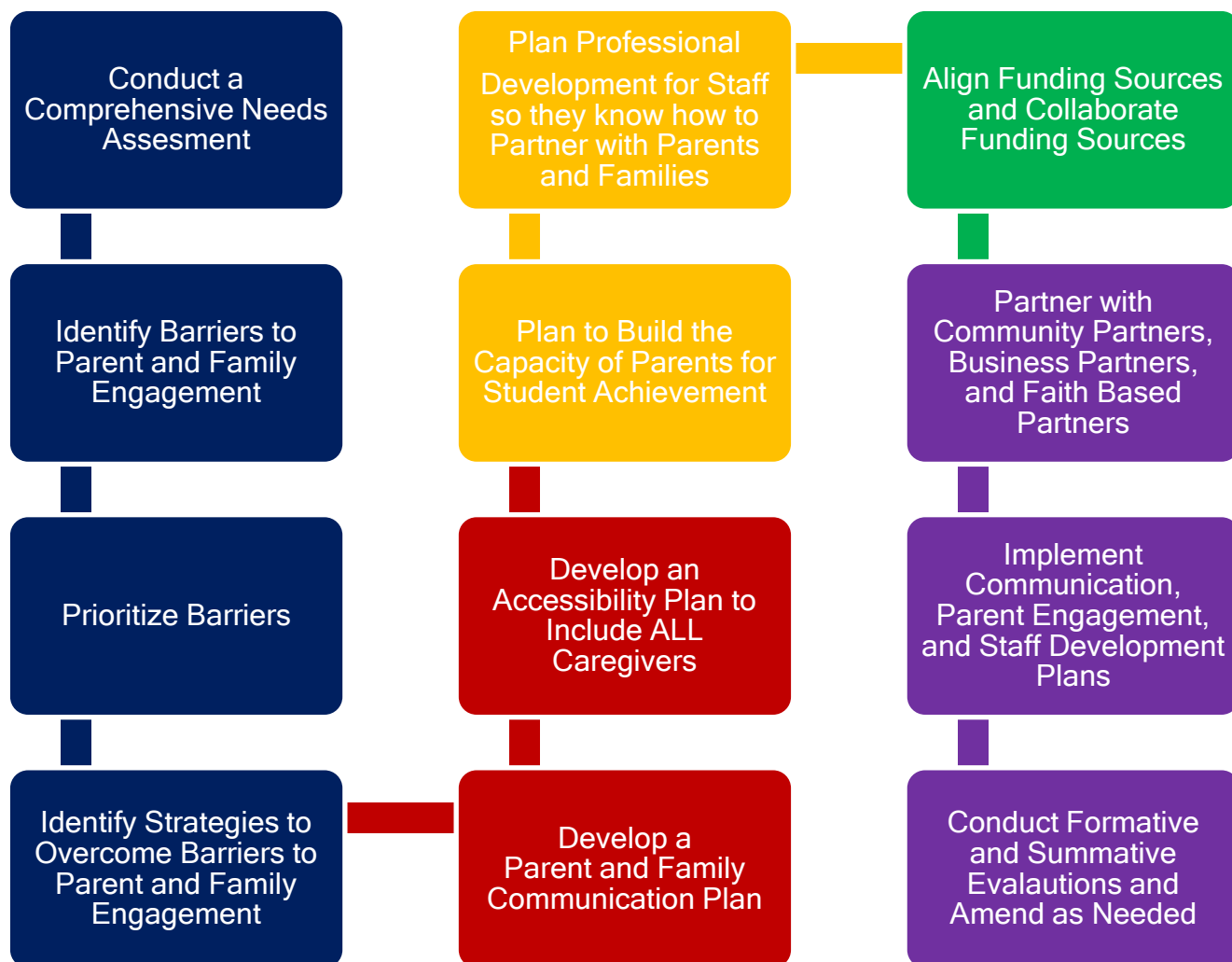
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# OVERVIEW

The Hernando County 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.



*“Preparation is the key to success.” - Alexander Graham Bell*



# ASSURANCES

I, Michael Maine, 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.

\_\_\_\_\_  
Signature of Principal/School Administrator

\_\_\_\_\_  
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
\$3002.50	\$3002.50
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	
N/A -All funds were spent on agendas, weekly communicators and printing	

## Capacity Build Activities -Programmatic Overview from the Previous Fiscal Year

Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide?)
Open House	462	Parents met teachers to initiate relationships and received information about curriculum expectations and procedures for the school year.
Title I Annual Meeting (Beginning of Year)	373	53% percent of the student population were represented at this meeting. To ensure all parents were effectively reached with the information presented at this meeting, packets were sent home to every family that did not attend. These packets contained the same information presented in the meeting. In addition, follow up comments were given on event response forms and on Title 1 Parent Survey later in the year
EES SAC Committee meetings	15	Parents participated in decision making regarding the expenditure of funds and issues of concern to families. Discussion at meetings, meeting minutes continued attendance by parent members
EES Title I Committee meetings	11	Parents participated in decision making regarding the expenditure of funds and issues of concern to families. Discussion at meetings, meeting minutes continued attendance by parent members
Kindergarten Night	19	Teachers shared math and reading learning games with parents and students. Participants took learning games home.
Meet Me at McDonalds Night	180	Teachers met parents at this outreach event at McDonalds to conference and further relationship

		building. Follow up comments were given on the Title 1 Parent Survey.
4 <sup>th</sup> Grade Parent Night	6	Parents received a list of best practices for exam preparation to take home. Follow up comments were given on the Title 1 Parent Survey
3 <sup>rd</sup> Grade FSA Parent Night	22	Parents were given a packet of resources to use at home to help their children prepare for the exam. Follow up comments were given on the Title I Parent Survey.
Dr. Seuss Literacy Celebration	46	Parents participated in reading activities with their children focusing on the works of Dr. Seuss. The intent of this event was to provide parents with activities they could engage in with their children to extend family exposure to reading activities. Follow up comments were given on the Title 1 Parent Survey.
2nd Grade Night	3	Follow up comments were given on the Title I Parent Survey.
1 <sup>st</sup> Grade Parent Camp	2	Teachers shared math and reading learning games with parents and students. Participants took learning games home. Follow up comments were given on the Title 1 Parent Survey.
5 <sup>th</sup> Grade Night	6	Teachers shared math and reading learning games with parents and students. Participants took learning games home. Follow up comments were given on the Title 1 Parent Survey .
PBS Family Night	Scheduled for April 31. Canceled due to Covid 19.	Share strategies with parents to help with behavior and homework. Did not occur due to Covid 19
Transition to Middle School	Scheduled for April 30, 2020. Canceled due to Covid 19.	This event is hosted annually at Delores Parrott Middle School and provides parents with valuable information for students transitioning from elementary school to middle school.

## Barriers

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)	Work	The Title I Facilitator (TIF)) will coordinate efforts to videotape meetings & provide recordings of the events posted online when feasible. More information between teachers and parents will be shared through remote means (ex. Video Chats, Google Forms input).
2)	Time Of Day/Short Notice	The TIF will share survey information with teachers of parent needs for increased flexibility and develop a checklist to give teachers for guidelines for family activity planning. Personal phones calls will be made to targeted families to invite them to events.
3)	Limited English Proficiency	Translation to Spanish is available for general meetings, if requested, and for standardized documents such as the District Parent Involvement Plan, the School Parent Involvement Plan, and the School - Parent Compact. EES has bilingual staff and one full-time staff member who receives a stipend to provide translations for parents.

4)	Multiple students	EES combines the Title I Annual meeting with a school-wide Parent/teacher conference night to allow parents time to visit classrooms for multiple children. Some events are structured in an open campus format rather than with specified appointments allowing parents to spend more time in grade levels where there is greater need.
5)	Disabilities	EES serves students with both cognitive and physical disabilities. As such, the school is fully compliant with provisions of the Americans with Disabilities Act in terms of physical accessibility to all areas of the campus. Parents requiring additional assistance may call the school at 797-7045 to work with school staff when additional assistance is needed.

# 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 our 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?**

Eastside provides many opportunities for all parents and guardians to participate in parent and family engagement activities. Teachers communicate with their parents through Class Dojo, phone, email, virtual conferences and the district wide grading program (Chalk). Google Translate and Translators are utilized to assist with language barriers.

Parents are surveyed through the Title I annual survey and PFEP parent input forms, parents are asked about flexible time and the types of workshops they would like to see the school engage in to determine the topics and most convenient time for meetings.

School Advisory Council (SAC) meetings are held monthly and Title I Committee meetings quarterly. These are held on the same evening to eliminate the financial burden on parents to attend two separate meetings. Meeting dates and times are voted on by parents. An Open House is held for parents in the afternoon prior to the start of school. The Title I Annual Meeting/Back to School Night is held in the evening during the first nine weeks of school for parents to learn about Title I programs and requirements. The District Family and Community Advisory Committee meets on selected Wednesday mornings throughout the school year.

Based on survey responses EES offers face-to-face meetings and workshops after school and evenings between 5:00 and 7:00. Additional meetings to discuss student progress and interventions (including behavioral supports) are offered during the school day.

EES provides information to non-custodial parents in compliance with court orders and district policy.

EES provides verbal and written translation as requested and has a full-time staff member that provides translations for parents during meetings and phone calls. Documents are translated in collaboration with the District Lead ESOL Coach using digital resources such as Google Translate.

Parents with multiple students at EES are able to bring their children to most events and workshops eliminating the need for childcare.

To increase participation from parents with challenging work schedules or no transportation, EES will make video meetings, parent workshops & recordings of events available online when feasible and



advertise the availability of these sessions through printed flyers and social media platforms currently used by the school (ex. Facebook, Class Dojo App).

**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?**

Title I Program information is provided at the Title I Annual Meeting and also sent home to parents unable to attend. This includes information about the parent's right to know the qualifications of their child's teachers, curriculum and assessments used to measure progress toward meeting state standards. Additional information regarding Title I funded programs and resources are included on Class Dojo App and Facebook and sent home in print throughout the year.

Automated calls and backpack notices are also provided to inform parents of opportunities to participate in family events, parent workshops and school-based committees such as the School Advisory Council and Title I Committee.

EES teachers use, phone calls, agenda notes, and mobile communication through Class Dojo App to communicate with parents.

The Title I Compact is available in Spanish when needed. Spanish translation of the Parent and Family Engagement Plan and other pertinent documents are provided upon request. A full-time staff member provides verbal translation for phone calls, face-to-face meetings, and workshops at parent request.

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

Spanish is the most prevalent language after English. For the 2020-2021 school year, The Title I Facilitator will coordinate with the Title III ESOL Lead Coach to identify non-English speaking families served at Eastside and notify parents of the availability of verbal translation for Spanish, and print translations for other languages when feasible.

**COMMUNICATION**

**(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. The Title I Annual Meeting date is advertised 2-3 weeks before the event through flyers home, Class Dojo, Facebook, the school marquee and automated calls.
2. Title I Program information is provided at the Title I Annual Meeting and sent home to parents unable to attend. This includes information about the parent's right to know the qualifications of their child's teachers, curriculum and assessments used to measure progress toward meeting state standards.
3. Additional information regarding Title I funded programs and resources will be included on the school website and sent home in print throughout the year. Parents will be notified at least 2 weeks before events. Website and social media posts, automated calls, Class Dojo texts, and backpack notices will be provided to alert parents to opportunities to participate in parent workshops and school-based committees such as the School Advisory Council and Title I Committee.

**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) Curriculum at the school is described and explained at the Title I Annual Meeting Presentation, Parent-teacher-conferences, on the district Parent Academy website, and during grade level nights.
- 2) The following are forms of assessment to measure student progress: FSA (Florida State Assessment) , FCAT (Florida Comprehensive Achievement Test), EOC (End Of Course exam), FSAA (Florida State Alternative Assessment), WIDA (World-class Instructional Design & Assessment) assessment (for ESOL ((English for Speakers of Other Languages)) students) standardized tests, iReady Diagnostic & Standard Mastery Scores for Math & Reading, SAM (Student Assessment Module) test scores for Science in 3-5<sup>th</sup> grade, FLKRS (Florida Kindergarten Readiness Screener) test for K, district approved test for Pre-K, teacher created formatives based on standards, grade level benchmark tests for core subjects, and student grades
- 3) Forms of assessment are explained in parent /teacher conferences, Multi-Tiered Systems of Support (MTSS) meetings and at the Title I annual meeting.
- 4) Grade level expectations/achievement are explained in parent/teacher conferences, at the Title I Annual meeting, and in grade level events. In addition, grade level expectation pamphlets will be created and distributed at one or more of these events. Grade level expectations are also available online at the Parent Academy website.
- 5) Translators are available to explain curriculum and assessments at the Title I Annual meeting, parent teacher conferences, Multi-Tiered System Support (MTSS) meetings and student staffing meetings.

**(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) Eastside Elementary School holds monthly School Advisory Council Meetings consisting of parents, staff and community members. This meeting is combined with the Title I Committee meeting quarterly, to ensure reaching the largest number of parents possible to collect input on Title I programs. All parents are invited to become members of the SAC and Title I Committee and participation is solicited through backpack notices, and automated phone calls to the parents of every student at Eastside Elementary School. Parent members are also recruited at Open House and Back to School Night. At these meetings, parents are participants in the planning of Title I parent involvement activities. Parent participation and input in these meetings is documented through sign-in sheets, agendas and minutes. The Title I Committee is comprised of staff and parents. In addition to planning parent involvement activities, this committee receives updates on all aspects of the school-wide Title I program at EES. The existence of this committee and the opportunity to participate are advertised throughout the school year.  
The District Family and Community Engagement Advisory Committee (FCEC) is comprised of parents and facilitators from Title I schools and meets at least 2 times per year.
- 2) All parents are invited to become members of the FCEC, SAC and Title I Committee. Membership is solicited through backpack notices, Class Dojo, the school website, Facebook, and automated phone calls to the parents of all students at Eastside Elementary School.

Parent membership is also recruited at Open House, Back to School Night, School Advisory Council and the Title I Annual Meeting.

**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]**

A district wide Title I annual parent survey is used to gather parent suggestions and concerns. The district sends each school level results to each principal. This information is used to address any concerns and also used to collect input during development of the Title I school wide plan, PFEP and school home compact. Plans are created with input from committee and other parents and voted on at the Title I/SAC meeting and/or on-line votes.

EES administration will forward parent concerns regarding the implementation of the Title I plan to the Director for Federal Programs. Because the plan is voted on by parents and parents are surveyed prior to the development of the plan, archived documents can be reviewed by district staff. This work is supported by the Coordinator of Monitoring and Compliance.

**(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)**

The school publishes and communicates the requirement of Title I, Part A Parent & Family Engagement Plan to parents and families through a printed summary of the plan given out to every family at the school during the Title I Annual Meeting Night & through the Sorry We Missed You Packets. The full Parent and Family Engagement Plan (PFEP) and plan summary are posted on the school website, and additional copies are available in print form from the school upon request. The PFEP summary is translated and distributed to Spanish speaking families.

# 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)].**

Parents are invited to participate in planning, reviewing, and revising the Title I plan through participating in the combined School Advisory Council (SAC) and Title I Committee meetings. The SAC meets monthly and the Title I Committee meets quarterly combined with SAC.

In addition, a district wide Title 1 annual parent survey is used to gather parent suggestions and concerns. The district sends each school level results to each principal. This information is used to collect input during development of the Title I school wide plan, PFEP and school/home compact. Plans are created with input from committee and other parents and voted on at the Title I/SAC meeting and/or on-line votes.

**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** - This is not provided because information is sent home in print, published on social media platforms and on the school website. Teachers also use Class Dojo to provide information for parents. Virtual chats/conferences may be an option for parents with transportation issues. Parent workshops & recordings of events are available online when feasible.
- **Childcare** - This is not provided because families are allowed to bring their young children with them to all EES events.
- **Home Visits** - While Title I funds are not used to provide home visits, teachers may choose to go on a home visit with another faculty member.
- **Additional Services** to remove barriers to encourage event attendance - Title I funds are used to print English and Spanish versions of Title I documents

## FLEXIBLE FAMILY MEETINGS

**How parent input was 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)]**

Parent input regarding days and times for meetings and events is collected in the spring through the Title I Parent Survey and through our online PFEP and Compact input forms. Suggestions are implemented the following school year.

**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
- ☒ Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- ☐ AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- ☒ *Other: Virtual meetings - live and recorded, may be offered when feasible\_\_\_\_\_*

## REQUIRED ANNUAL

**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)]**

- 1) Meet with school leadership team/staff to select a format such as whole school or in classrooms
- 2) Select a date, time and location in consultation with feeder schools to eliminate time conflicts
- 3) Publish notice to parents by backpack notice, through Class Dojo and social media, automated telephone call, marquee
- 4) Teachers send home letters requesting conference scheduled time
- 5) Prepare Annual Meeting Presentation, Title I and Right to Know packets, compacts, Parent Engagement Plan Summary, and activities schedule
- 6) Prepare print materials for distribution at meeting
- 7) Meet with faculty to discuss format, procedures and follow up for Annual Meeting
- 8) Organize set up for presentation in cafeteria and dinner option
- 9) Teachers meet with parents in classrooms to conference with parents and review Title I Compact
- 10) Prepare a "Sorry We Missed You" packet for each family unable to attend
- 11) Distribute "Sorry We Missed You" packets to teachers to be sent home in backpacks
- 12) Collect sign-in sheets and Event Response Forms after the Annual Meeting
- 13) Fill out Title I Annual Meeting Report and submit.

**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.**

- 1) The information covered at the Title I Annual Meeting will be presented verbally or in video format and in printed literature for parents to review at home. Documents provided include:
  - Title I Overview

- Title I Budget
- Parents' Right to Know and Teacher Qualifications
- McKinney Vento Resources Available
- Current School and District Grade from FLDOE
- ESSA Federal Index performance data for EES indicating underperforming subgroups
- State Assessments overview
- District Parent and Family Engagement Plan
- School Parent and Family Engagement Plan
- Title I Compact Overview
- Any event flyers provided by the Parent Academy
- Event Response Form for parent feedback

**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?**

EES uses the student agenda, weekly communicator, automated calls, the school Marquee, flyers sent home in backpacks and displayed in the front office to communicate with parents.

# 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

### How will the school implement activities that will build relationship with the community to improve student achievement?

EES builds relationships with the school community by holding parent events throughout the school year to encourage parents to visit the campus.

EES collaborates with Operation HeartF.E.L.T. to provide weekend food backpacks to families who request this support.

EES collaborates with area churches to provide an after school STEAM program and school supplies for needy students. EES also has a longstanding relationship with the local McDonalds and hosts an outreach event at the restaurants each year.

EES hosts an annual "Light Up the Eastside" Winter celebration at the school site inviting community organizations and businesses to join the school and set up fun activity booths for families to participate in.

### (1) How will the school collaborate with Parent Academy to support Parent and Family Engagement? (2) Explain how the Parent Academy resources and trainings will be advertised to parents.

EES will invite the Parent Academy to attend and support parent and family events at Eastside.

EES will distribute flyers provided by the Parent Academy advertising events not held on Eastside's campus.

EES will provide notification of Parent Academy events through the school website and social media outlets.

EES will forward Parent Academy information to the school email icon to include teacher awareness of workshops

EES will collaborate with the Parent Academy to provide professional development in the area of parental engagement for teachers.

## 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
		<b>SEE ACTIVITIES FROM THIS YEAR AND SUGGESTIONS BELOW</b>		
Grade Level Nights	Team Leaders Title I Facilitator	Parents will learn: 1. Grade level expectations and methods to support their child at home 2. Grade level testing requirements 3. Activities to help their children learn at home 4. Parent Academy Resources	Throughout the year	Sign In, Evaluation/ Feedback, Agenda, Samples of handouts shared with parents
STEAM Night ????	Title 1 Facilitator and STEAM teacher	Parents will learn hands on activities and strategies to help their child at home in the areas of: Science Technology Engineering the Arts and Math	Spring 2021	Sign In, Evaluation/ Feedback, Agenda, Samples of handouts shared with parents, photos
Title I Annual Meeting (required)	Title I Facilitator	Parents will learn about the Title I program, school performance, state assessments and family engagement opportunities.	September/ October 2020	Notification to parents, Sign-in sheets, Event Response Form
Title I Planning Committee Meeting (required)	Title I Facilitator and School Administration	Parents will participate in identifying priorities for Title I funds and programs for the next school year	April/May 2021	Notification to parents, Sign-in sheets, Meeting Minutes, Parent Input forms, Completed Compact, Completed PFEP
Parent/teacher Conference Nights	EES Instructional Staff	Parents will receive print resources and information regarding state standards, grade level expectations and assessments as well as progress monitoring	September 2020-March 2021	Notification to parents, sign-in sheets, Increased communication from parents to



		assessments at each grade level.		classroom teachers using Class Dojo and planners or notes.
Dr. Seuss Literacy Night	EES Instructional Staff  Title I Facilitator  Title I Staff Public Library Staff	Parents and Students will participate in activities and games focusing on literacy to learn ways to include reading as a recreational activity at home.	March 2021	Notification to parents, Sign-in sheets Event Response Forms, Students sign up for library cards, increased circulation of book checkout
Meet Me at McDonalds Outreach Night	EES Administration and Title I Facilitator	Parent teachers and students build relationships together and hold parent/teacher conferences	Spring 2021	Notification to parents, Sign-in sheets, Event Response Forms

*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?**

Evidence of joint development will include surveys to parents specifically asking for input for the Title I Compact. Additional evidence will include records of parents voting to approve the Compact either through the Title I Committee/School Advisory Council or online voting. Evidence of these events will include sign-in sheets (may be electronic), agenda, input forms, and the completed Compact. Evidence of Compact conferences will be the Title I Compact dated and signed by the student, the teacher and the parent. These will be reviewed annually by Title I district staff.

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

The Title I Facilitator will conduct meetings with all teachers regarding requirements, procedures, and expectations for compact conferencing. Teachers will receive a conference guide with talking points to cover during parent conferences. Teachers will attend the required professional development for effective conferencing strategies/working with families from poverty provided by the TIF or District Parent Academy. As teachers complete compact conferences, they turn in their compacts to the Title I Facilitator (TIF). The TIF monitors the completion of compacts on a regular basis and keeps an ongoing record of percentages completed that is shared with the principal. Evidence for the meetings and PD will be sign in sheets and examples of hand out given to the teachers. Evidence of implementation of the compacts will be the percentage of signed compacts by parents. The school wide compacts goal is 80% signed and 100% compliant. The Principal uses the teacher's percentage as part of the evaluation process under "accurate record keeping".

# 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.**

At the beginning of each school year, a district letter is distributed to each parent at a Title I school informing them of their right to know the qualifications of their child's teacher. Parents are also informed at the Title I Annual Meeting that they will be notified when a class has been taught for four consecutive weeks by anyone other than a teacher certified by the state of Florida. This notification is provided in print and explained by the Title I Facilitator at the Annual Meeting.

When the a class has been taught for four consecutive weeks by someone other than a state-certified teacher, the Title I Facilitator prepares a notice to each parent in the classroom indicating the status of the person teaching the class and what support school and district staff are providing to ensure the students receive high-quality curriculum. These notices are preserved as part of the school's documentation of compliance with this requirement.

EES maintains a binder of teacher certifications and keeps this posted at the front desk for parent review. Parents are informed of their right to request this information at the Title I Annual Meeting.

## 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.**

<b>Name of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Month Activity will take Place</b>	<b>Evidence of Effectiveness</b>
Poverty Simulation with the Title I team	Title I Facilitator	Improved ability for staff to work with parents and families	Dec 2020?	Sign-in sheets, evaluation sheets, follow up with teachers
Parent Conference Training	Parent Academy or Title I Facilitator	Improved ability for staff to work with parents and families	August 2020?	Sign-in sheets, evaluation sheets, follow up with teachers
Using the Compact in conferences	Title I Facilitator	Improved ability for staff to use the Title I Compact as tool for meaningful parent conferences	September 2020	Sign-in sheets, Frontline Professional Development documentation
McKinney Vento - Students and Families in Transition -	Coordinator of Students and Families in Transition	Increase staff awareness of needs of students and families in transition and how to work effectively with parents. This workshop will also provide staff with information about available resources to support families.	?	Sign-in sheets, Frontline Professional Development documentation
Pre-K Footsteps 2 Brilliance	Pre K Title I Facilitator	Provide Pre-K staff with strategies to help parents use this free literacy app to support reading readiness in Pre-K	September 2020?	Sign-in sheets, Frontline Professional Development documentation

# 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 type="checkbox"/>	<b>IDEA</b> - The Individuals with Disabilities Education Improvement Act	EES serves students with learning, and/or intellectual disabilities, and provides additional supports for students through additional staff funded by IDEA, training for self-contained and inclusion teachers to meet the needs of students, and district staff to support the development of Individualized Education Plans for students. EES also receives IDEA funding support for two ESE Pre-K classrooms. . Is it in the area of parental engagement?
<input type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	Eastside Elementary School has three Pre-K classrooms and coordinates with the district Pre-K Title I Facilitator to ensure classrooms are supported in the areas of planning, instruction, and parental engagement. . Is it in the area of parental engagement?
<input type="checkbox"/>	<b>Title I, Part D</b> - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Support, Resources, and PD is provided by the District to our staff and students. . Is it in the area of parental engagement?
<input type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	ISS Paras. Is it in the area of parental engagement?
<input checked="" type="checkbox"/>	<b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.	PD is provided by the District to our staff. . Is it in the area of parental engagement?
<input checked="" type="checkbox"/>	<b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency	Support and Resources are provided by the District to our staff and students. . Is it in the area of parental engagement?

Schools may add lines as needed.