

2020-21

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



**HERNANDO**  
SCHOOL DISTRICT

Learn it. Love it. Live it.

**School Name: Moton Elementary School**

**School #: 0271**

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Principal Name: Patty D. Martin

School Website: <https://www.hernandoschools.org/mes>

# TABLE OF CONTENTS

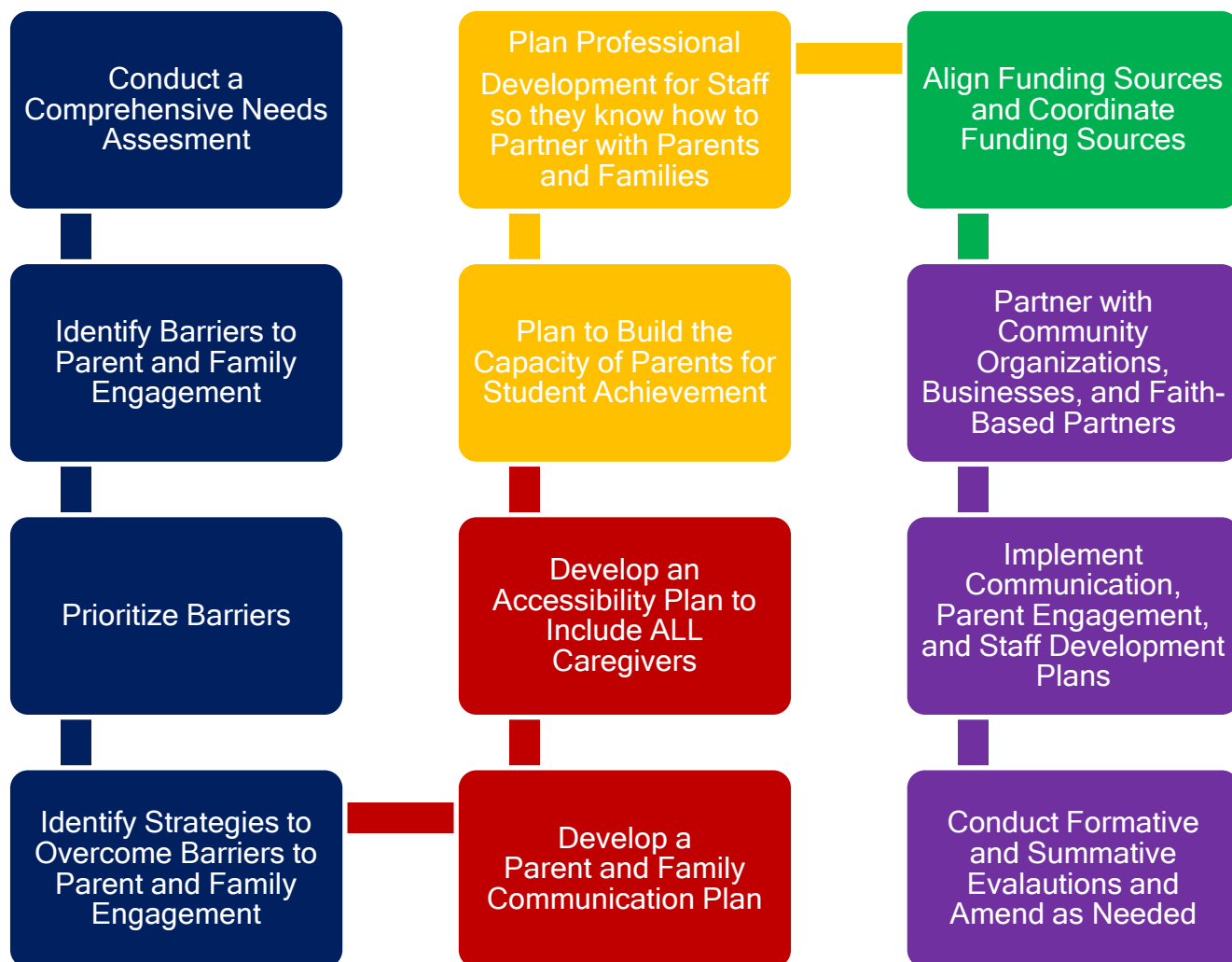
|   |    |
|---|----|
| OVERVIEW _____  | 3  |
| ASSURANCES _____  | 4  |
| NEEDS ASSESSMENT _____                                    | 5  |
| Previous Year Financial and Programmatic Outcomes _____   | 5  |
| Fiscal Overview from the Previous Fiscal Year _____       | 5  |
| Programmatic Overview from the Previous Fiscal Year _____ | 5  |
| Barriers _____  | 6  |
| COMMUNICATION AND ACCESSIBILITY _____                     | 7  |
| FLEXIBLE PARENT AND FAMILY MEETINGS _____                 | 11 |
| INVOLVEMENT OF PARENTS and FAMILIES _____                 | 11 |
| FLEXIBLE FAMILY MEETINGS _____                            | 12 |
| REQUIRED ANNUAL MEETING _____                             | 12 |
| BUILDING CAPACITY _____                                   | 14 |
| BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____ | 14 |
| PARENT AND FAMILY ENGAGEMENT EVENTS _____                 | 15 |
| PARENT COMPACT _____                                      | 16 |
| INSTRUCTIONAL STAFF _____                                 | 17 |
| BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____ | 18 |
| COORDINATION OF FUNDS _____                               | 19 |

# OVERVIEW

Because the Hernando County School District Local Educational Agency (LEA) receives Title I, Part A funds it must conduct outreach programs to all parents and family members and implement programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Every Student Succeeds Act (ESSA) 2015. 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*

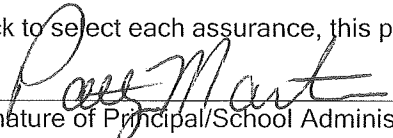


# ASSURANCES

I, Patty D. Martin, do hereby certify that all facts, figures, and representations made in this Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances. 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 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)]  |
| <input checked="" type="checkbox"/> | Provide each parent and family timely notice 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

9-23-20  
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 |
|---|----------------------|
| \$2836.43   | \$2500.06            |
| 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        |                      |
| Remaining funds were funds reserved for printing additional Compacts (English and Spanish) and Parent Involvement Plans. These funds were not needed by the end of the 2019-2020 school year. |                      |

### 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 or Evidence of Effectiveness<br>(How do you know the parents learned what the activity was intended to provide?)   |
| Annual Meeting<br>(Beginning of Year)                        | 361                    | Thirty-four percent of the student population was represented at this meeting. This represents a decline of 10 percentage points from the prior year. 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 and an invitation to schedule a conference with the classroom teacher to review this important information. |
| Winter Wonderland Night Focusing on Student Writing          | 799                    | Parents visited stations throughout the campus to see examples of their child's writing as well as those from other students with feedback from teachers. This provided parents with insight into grade level expectations for writing as well as examples of what students are capable of at different stages of development.   |
| Dr. Seuss Literacy Night                                     | 280                    | 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.   |
| School Advisory Council (SAC) and Title I Committee meetings | Varied by date         | Parents participated in decision making regarding the expenditure of funds and issues of concern to families.  |
| Grade Level Conference Nights                                | Varied by date         | Parents received information specific to their child's progress and a general overview of curriculum and programs used at that grade level. Staff also provided an overview of assessments used to measure student progress and mastery.   |

|  |   |  |
|--|---|--|
| Transition to Middle School  | Scheduled for April 30, 2020.<br>Canceled due to Covid 19 | This event is hosted at DSPMS and provides parents with valuable information for students transitioning from elementary school to middle school.   |
| Open Campus and Meet Your Teacher Event - Pre-K and Kindergarten         | 88  | Parents met teachers and received information about curriculum for the school year.  |
| Open Campus and Meet Your Teacher Event - Grades 1-5                     | 278   | Parents met teachers and received information about curriculum for the school year.  |
| Footsteps 2 Brilliance Workshop for Pre-K, Kindergarten, and First Grade | 173   | 64% of parents at these grade levels enrolled their children in this literacy app and were actively working in the program throughout the school year. Data was tracked by the Title I Facilitator for Pre-K |

## 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)  | 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. MES has multiple bilingual staff and one full-time staff member who receives a stipend to provide translations for parents.                   |
| 2)  | Multiple students           | MES extends the length of parent/family events 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.  |
| 3)  | Disabilities                | MES 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 797-7065 to work with school staff when additional assistance is needed. |
| 4)  | Migrant                     | Currently, MES has no students identified as migrant.   |

# COMMUNICATION AND ACCESSIBILITY



Communication is an extension of the Needs Assessment as trend data shows that parents indicate 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?

Parents are surveyed at the Title I Annual Meeting and through the "Sorry We Missed You" packet sent home to parents unable to attend to determine the most convenient time for meetings.

Title I Committee meetings and the SAC meeting are held monthly. These are held on the same evening to eliminate the financial burden on parents to attend two separate meetings. These dates and times are voted on by parents and parental preference is noted in the meeting minutes. Parents are asked about flexible time and the types of workshops they would like to see the school engage in. 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. Additionally, the Title I Facilitator is available for evening appointments to ensure parents can access resources after regular school hours. This service is available by calling 797-7065 extension 227.

Based on survey responses and historical attendance data, MES offers face-to-face meetings and workshops immediately 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.

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

MES provides verbal and written translation as requested and has a full-time staff member who is paid a stipend provide 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 MES are able to bring their children to most events and workshops eliminating the need for child care.



MES coordinates Title I Annual Meeting and other school-wide after consulting with the middle school and high school in our address zone feeder pattern to eliminate scheduling conflicts for parents with students in multiple schools.

To increase participation from parents with challenging work schedules or no transportation, MES will offer two parent workshops using a distance learning platform and advertise the availability of these sessions through printed flyers and social media platforms currently used by the school. These platforms include the school website, Facebook, and ClassDojo 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 Digital Title I Annual Meeting and sent home to parents unable to attend. The information will be posted for viewing and download through MS Teams, Class dojo and Facebook for parents of Digital students. This includes information about the parent's right to know the qualifications of their child's teachers, curriculum and assessments used and the school's progress toward meeting state standards.

Additional information regarding Title I funded programs and resources are included on the website and sent home in print throughout the year.

Automated calls and backpack notices are 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.

MES teachers also use the ClassDojo App to send text messages to parents.

Spanish translation is provided for the Title I Compact and the Parent and Family Engagement Plan. Translation for other documents is provided upon request. Verbal translation for phone calls, face-to-face meetings, and workshops is provided at parent request. This service is provided by a full-time staff member.

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

During the 2019-2020 school year, the only languages other than English identified by the District Title III Lead Coach were Spanish and Mandarin (one student who has exited the ESOL program and no longer needs services.)

For the 2020-2021 school year, The Title I Facilitator will coordinate with the Title III ESOL Lead Coach to identify other languages of families served at Moton and will send a print notification home in all languages of MES families notifying parents of the availability of verbal translation for Spanish and print translations for other languages.

## COMMUNICATION

**(1) Describe how the school will communicate in a timely manner 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) Title I Program information is provided at the Digital Title I Annual Meeting and sent home in print format 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. The information will be posted for viewing and download through MS Teams, Class dojo and Facebook for parents of Digital students.
- 2) Additional information regarding Title I funded programs and resources will be included on the website and sent home in print throughout the year. Website and social media posts, automated calls, ClassDojo 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) Assessments, including content assessed, format, and proficiency levels are explained to parents through print media sent home by backpack, at School Advisory Council meetings and parent workshops.

(3) Achievement levels are explained during parent conference nights and through print communication sent home regarding state assessments.

(4) Spanish is the only noted home language other than English for MES students at this time. Translation to Spanish is available for general meetings, if requested, and for standardized documents such as the District Parent Involvement Plan, the School Parent and Family Engagement Plan, and the Title I School-Parent Compact. MES has multiple bilingual staff and one full-time staff member who receives a stipend to provide translations for parents. For the 2020-2021 school year, The Title I Facilitator will coordinate with the Title III ESOL Lead Coach to identify other languages of families served at Moton and will send a print notification home in all languages of MES families notifying parents of the availability of verbal translation for Spanish and print translations for other languages.

**(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) Moton Elementary School convenes a monthly School Advisory Council Meeting consisting of parents, staff and community members. Periodically, this meeting is combined with a Title I Committee meeting to ensure reaching the largest number of parents possible to collect input and participate in decisions regarding Title I.

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 Moton Elementary School. Parent membership is also recruited at Open House, Back to School Night, School Advisory Council and the Title I Annual Meeting. At these meetings, parents participate in planning Title I parent involvement activities. Parent participation and input in these meetings is documented through sign-in sheets, event response forms, agendas, and minutes.

The Title I Committee is made up of staff and parents. All parents and community stakeholders are encouraged to participate in this committee. In addition to planning parent involvement activities, this committee receives updates on all aspects of the school-wide Title I program at MES. The existence of this committee and the opportunity to participate are advertised throughout the school year.

(2) All parents are invited to become members of the SAC and Title I Committee and participation is solicited through backpack notices, ClassDojo App, the school website, Facebook, and automated phone calls to the parents of every student at Moton 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 or it is not satisfactory to them? [ESEA Section 1116]**

MES 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 school family following the Digital 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 has been translated and is 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. SAC meetings meet monthly and the Title I Committee meets quarterly combined with SAC. Parent input is also sought through print surveys that are sent home annually by the district for district-wide Title I program planning and a school-specific survey that is sent home to Moton parents asking for input regarding the Title I plan.

Additional feedback is sought from parents following the Title I Annual Meeting where the Title I Parent and Family Engagement Plan and Title I budget are reviewed with parents. Parents who cannot attend are provided with the same information through a *Sorry We Missed You* packet that is sent home to every family unable to attend the Title I Annual Meeting.

**How will the school provide, with Title I funds, transportation, childcare, home visits, or 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 the ClassDOJO App to provide information for parents.
- Childcare - This is not provided because families are allowed to bring their young children with them to MES events.
- Home Visits - While Title I funds are not used to provide home visits, the Principal makes home visits when needed.
- 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

|   |
|---|
| <p><b>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)]</b></p> <p>Parent information regarding the timing of events was sought in the event feedback form at the Title I Annual Meeting, the Compact Parent Input Survey and the Parent Involvement Plan Survey sent home to parents in February.</p>   |
| <p><b>How will flexible meetings be offered to accommodate parents? Check all that apply.</b></p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> Mixture of AM &amp; PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM &amp; PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other - Virtual Sessions will be provided at least twice during the school year.</p> |

## REQUIRED ANNUAL MEETING

|  |
|--|
| <p><b>Describe the specific steps your school will take to conduct the Title I 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)]</b></p> <ol style="list-style-type: none"> <li>1) Select a format such as whole school or in classrooms</li> <li>2) Select a date, time and location in consultation with feeder schools to eliminate time conflicts</li> <li>3) Publish notice to parents by backpack notice, automated telephone call, marquee</li> <li>4) Prepare print materials for distribution at meeting</li> <li>5) Meet with faculty to discuss format, procedures and expected outcomes for Annual Meeting</li> <li>6) Teachers meet with parents in classrooms to review Title I Compact</li> <li>7) Prepare a "Sorry We Missed You" packet for each family unable to attend</li> <li>8) Distribute "Sorry We Missed You" packets to teachers to be sent home in backpacks</li> <li>9) Collect sign-in sheets and Event Response Forms after the Annual Meeting</li> <li>10) Follow up on parent requests and comments referring specific concerns to appropriate staff (guidance for example)</li> </ol> |
| <p><b>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.</b></p> <p>The information covered at the Title I Annual Meeting will be presented verbally and in printed literature for parents to review at home. Documents provided include:</p> <ol style="list-style-type: none"> <li>1. Title I Overview</li> <li>2. Title I Budget</li> <li>3. Parents' Right to Know and Teacher Qualifications</li> <li>4. McKinney-Vento Resources Available</li> <li>5. Current School and District Grade from FLDOE</li> <li>6. ESSA Federal Index performance data for MES indicating underperforming subgroups</li> <li>7. State Assessments overview</li> <li>8. District Parent and Family Engagement Plan</li> <li>9. School Parent and Family Engagement Plan</li> <li>10. Title I Compact Overview</li> </ol>   |

11. Classroom presentation of grade level and subject area curriculum and assessments
12. Events flyers provided by the Parent Academy
13. 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?**

In addition to technology, MES uses automated calls, the school Marquee, flyers sent home in backpacks and displayed in the front office, and the ClassDojo App 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 for 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. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

**How will the school implement activities that will build relationships with the community to improve student achievement?**

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

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

MES has used Schools of Hope funds to provide GED classes and dental and counseling services on site for Moton families.

MES has participated in a multi-year partnership with Saint Leo University to provide support for new teachers and help teachers understand the importance of connecting to the school community.

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

MES will invite the Parent Academy to attend and support parent and family events at Moton.

MES will distribute flyers provided by the Parent Academy to advertise events not held on Moton's campus.

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

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

## 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                          | Person Responsible   | What will parents learn that will have a measurable, Anticipated impact on student achievement  | Month Activity will take Place   | Evidence of Effectiveness   |
|---|--|---|--|---|
| Digital Title I Annual Meeting (required) | Title I Facilitator  | Parents will learn about the Title I program, school performance, state assessments and family engagement opportunities to support student achievement.                         | October 2020   | Notification to parents<br>Sign-in sheets<br>Event Response Form  |
| Title I Planning 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<br><br>(TBD based on Covid 19 Restrictions)                                       | Notification to parents<br>Sign-in sheets<br>Meeting Minutes<br>Completed Compact<br>Completed PFEP   |
| Winter Wonderland Writing Night           | MES Instructional Staff and School Administration<br>Title I Staff | Parents will gain an understanding of the writing process and performance expectations at each grade level. Parents will better understand how students develop writing skills. | December 2020<br><br>(TBD based on Covid 19 Restrictions)  | Notification to parents<br>Sign-in sheets<br>Event Response Forms   |
| Grade Level Conference Nights             | MES Instructional Staff  | Parents will receive print resources and information regarding state standards and assessments as well as progress monitoring assessments at each grade level.                  | October 2020-March 2021<br>Dates vary by grade level<br><br>(TBD based on Covid 19 Restrictions) | Notification to parents<br>Sign-in sheets<br>Increased communication from parents to classroom teachers using ClassDojo and planners or notes.                                      |
| Dr. Seuss Literacy Night                  | MES Instructional Staff<br>Title I Staff<br>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<br><br>(TBD based on Covid 19 Restrictions)   | Notification to parents<br>Sign-in sheets<br>Event Response Forms<br>Students sign up for library cards or increased circulation of books for students and parents to read together |



# 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 School Advisory Council or online voting. Evidence of these events will include sign-in sheets (may be electronic), agenda, minutes, 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 principal will review monthly progress monitoring data indicating the number and percentage of compacts signed for each classroom. Subsequent discussions with individual staff will be at the discretion of the principal based on monthly data.

# 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 provided (1) notification informing parents that their child was taught for four or more consecutive weeks by a teacher who was not state-certified and (2) provided a list of certified teachers 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 online 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.

MES 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, and communicate 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  |
|---|--|---|--------------------------------|--|
| Preparing for the Title I Annual Meeting - working with parents | Title I Facilitator                                | Improved ability for staff to work with parents and families  | September 2020                 | Sign-in sheets, Frontline Professional Development documentation |
| Using the Compact as a conduit to family engagement             | Title I Facilitator                                | Improved ability for staff to use the Title I Compact as a catalyst 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 district staff and resources available to support these families. | October 2020                   | 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 |

# COORDINATION OF FUNDS

| Choose all that apply               | Grant Project, Funding Source, or Program   | Explain how the school <b>coordinates and integrates school level Parent and Family Engagement funds</b> , programs, and activities with other Funds and Programs.<br>[ESEA Section (a)(2)(C)]   |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | <b>IDEA</b> - The Individuals with Disabilities Education Improvement Act   | MES 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. MES also receives IDEA funding support for two ESE Pre-K classrooms. |
| <input checked="" type="checkbox"/> | <b>VPK</b> - Voluntary Pre-Kindergarten and Early Childhood Programs  | Moton 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.  |
| <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.            | Title IX staff provide training for staff each year and provide ongoing support to MES families in transition through referrals to community resources and ensuring attendance is maintained at the student's original zoned school during a period of homelessness.   |
| <input checked="" type="checkbox"/> | <b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. |  |
| <input checked="" type="checkbox"/> | <b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.                              |  |
| <input checked="" type="checkbox"/> | <b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency  | Title III funds provide a full time paraprofessional at MES for students who speak Spanish. This is in addition to a Title III teacher who serves Moton Elementary school as a traveling teacher to ensure the needs of ELL students and parents are met.  |

*Schools may add lines as needed.*