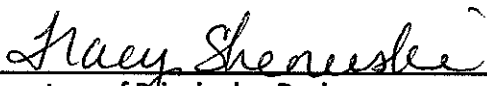


2020-2021 Title I, Part A Parental and Family Engagement Plan

Assurances

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent.
- The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 80101 of Every Student Education Act (ESEA).
- The plan was jointly developed/revised with parents and made available to the local community.
- How the parents and families are involved in planning, reviewing and improving the school-wide program plan.
- The plan uses the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.
- The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.
- The school will notify each family, in a timely manner, when their child has been assigned, or had been taught for four or more consecutive weeks, by a teacher who is out of the field.
- The school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments.



Signature of Principal or Designee

5/18/2020

Date Signed

School Name: Thacker Avenue Elementary School for International Studies

Mission Statement (Optional): Thacker Avenue Elementary School for International Studies will guarantee a culture of rigorous, team-centered learning for ALL.

Parental and Family Engagement Mission Statement (Optional): The Thacker Avenue Elementary School for International Studies community is committed to academic excellence within a safe, supportive and enriching environment focused on mutual respect and inquiry-based learning.

How the parent and family engagement plan is a shared responsibility? (Optional): The family engagement plan is a shared responsibility based on student, parent, teacher, and school Title I Compact.

How the parent and family engagement will assist in providing high quality instruction for all learners? (Optional)

Involvement of Parents

How the school will involve the 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 funds for Title I will be used? [Elementary Student Education Act 1116]

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent and Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and the monthly newsletters. Parents are asked for their input on activities and trainings provided by the school. The school uses the minutes from the group discussion /meetings to guide writing the plan.

Coordination and Integration with Other Federal Programs

How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home? [Elementary Student Education Act Section 1116]

Our school holds a parent night on the third Thursday of the month (Thacker Third Thursday). We provide parents with knowledge to help their child/children at home. This consists of online resources or activities to help their child in math and reading. We also have SAC meetings on the first Thursday of the month. Parents receive information from our principal, assistant principal, and coaches at these meetings.

| Count | Program | Coordination |
|-------|------------------------------------|--|
| 1. | IDEA (ESE) | Provide information to parents about the resources available upon development of the student's IEP. |
| 2. | Title III (ESOL) | The school and district ELL rep will provide literature and resources to parents at various evening events, and parent events. |
| 3. | Title IX (Families in Transitions) | The Families In Transition (FIT) parents are provided taxis for registrations and parent conferences. Also, health and social services. |
| 4. | Title II (Staff Development) | The professional development activities are facilitated and monitored by the resource teacher and District Professional Development department in relation to parent involvement. |
| 5. | Title IV | The Student Support and Academic Enrichment (SSAE) program is designed to help schools provide a well-rounded education, improve safe and healthy school conditions for student learning, and improve the use of technology. |

Annual Parent Meeting

A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I Program.

We will hold the Title I Annual Meeting on two separate days at two separate times. We will also advertise the meeting on the school marquee, the monthly newsletter, and on a flyer that is in English and Spanish.

| Count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|--------------|---|--|-----------------|---|
| 1. | Create flyer, PowerPoint, agenda | IB/PYP Coordinator/Parent Liaison | August | Copies of agenda, minutes, sign-in sheets, flyer, PowerPoint presentation |
| 2. | Advertise in school newsletter, on school marquee, utilize REMIND | IB/PYP Coordinator/Parent Liaison/Bookkeeper/Computer Technician | August | E-mails, newsletter |
| 3. | Sign-in sheet for multiple sessions | IB/PYP Coordinator/Parent Liaison | August | Collection of sign-in sheets |
| 4. | Compile documents | IB/PYP Coordinator/Parent Liaison | September | Scan documents and upload to LEA monitoring site |

Flexible Parent Meetings

How will the school offer a flexible number of meetings, such as meetings in the morning or evening?

Throughout the school year, we will offer various events and activities on a variety of weekly nights and mornings offered at different times. Our Annual Meeting will be offered on different days and two different times to accommodate work schedules.

How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parents and family engagement? [Every Student Education Act Section 1116]

During our SAC meetings, we have food and computer access for the children in our Center of Inquiry. This keeps students engaged, through the use of computer programs, so that the parents can hold the meeting in the front of the same room.

Building Capacity

How the school will provide other reasonable support for parent/family engagement activities. [Every Student Education Act Section 1116]

The school will have four building capacity events this school year. One will be focused on how parents can help their student or students to be more fully prepared for the FSA testing. Two will be IB focused. The students will be presenting their portfolio to their parents and the 5th graders will be presenting their exhibition projects to their parents and the community. Lastly, we will be having a Math/Science and a Literacy night at the school. Parents will be learning techniques to help their child/children and receiving resources.

| Count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence or Effectiveness |
|-------|---|--|--|----------|---|
| 1. | Student Led Conferences/Portfolios and Literacy Night -Students present their learning via student led portfolio -Receive resources and ideas to help child/children with reading strategies and Florida State Standards | IB/PYP Coordinator, Principal, Reading Coach, and Staff | -Targeted support to improve learning gains. -Improved speaking and listening skills. | January | Flyers home, website, agenda, newsletter, marquee, and sign-in sheets |
| 2. | FSA Informational Night -Rotate through sessions while helping child with reading strategies and Florida State Standards -Navigate through various resources in math, science, and reading/LA according to FSA and NGSS for science, grades K-5 | Reading Coach, Math and Science Coach, IB/PYP Coordinator, Interventionist, Parent Liaison | -Increased opportunities to improve test scores and learning gains due to new found knowledge and resources. | February | Flyers home, website, agenda, newsletter, marquee, and sign-in sheets |

| | | | | | |
|----|--|--|---|-------|---|
| 3. | Math and Science Night -Navigate through various resources in math, science, and reading/LA according to FSA and NGSS for science, grades K-5 | Math and Science Coach | -Children and parents will participate in hands on math and science activities that reinforce required academic skills. | March | Flyers home, website, agenda, newsletter, marquee, and sign-in sheets |
| 4. | IB 5th Grade Exhibition/Student Led Conferences/Portfolio s -Students present their learning via student led portfolio/exhibition project | IB/PYP Coordinator, Principal, and Staff | -Targeted support to improve learning gains. -Improved speaking and listening skills. | May | Flyers home, website, agenda, newsletter, marquee, and sign-in sheets |

Staff Training

| Count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|--|-----------------------------------|--|-----------------------|--|
| 1. | Cultural Sensitivity | ESOL Educational Specialist | -Provide framework for developing cultural awareness to help the culture gap. | October | Sign-in sheets, minutes, agenda, PowerPoint Presentation |
| 2. | 5 Levels of Parent Involvement | Teachers and Staff | -Provide information about the 5 levels of parent involvement and parent's rights. | September and October | Moodle Course |
| 3. | Compact and Parent Conference Training -Review state assessments, progress monitoring tools and results, set goals, express concerns, and give feedback | IB/PYP Coordinator/Parent Liaison | -Fostering ownership in classroom culture | August | Meeting notes, conference logs, signed compacts |

Other Activities

How other activities the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)? [Every Student Education Act Section 1116]

We have parent nights, "Thacker Third Thursdays," on most third Thursdays of the month. We have a Community Fair, an IB Extravaganza, FSA Night, Parent Workshops, All Pro Dads, iMoms, PATT (Parents and Teachers Together), and SAC (School Advisory Council) meetings.

Communication

How the school will provide timely information about the Title I programs?

At the beginning of the school year, Open House allows parents to visit the school and view its resources. Welcome Back Packets are provided to all students that includes a Title I booklet, District LEA Parent and Family Engagement Plan Summary and School Parent and Family Engagement Plan Summary. Every new student that is enrolled throughout the year is provided a copy of the packet upon registration. In addition, a Title I menu to access links to Title I is available through the school's website.

How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

Curriculum being used at the school is addressed at the school SAC meetings. At our Title I Annual Meeting, a PowerPoint is shared with the parents and families regarding information on the standards the child is expected to achieve, what the child is learning, how the children are being evaluated, and how to get in touch with the teacher.

How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

Any parent can request a parent/teacher conference in person or by telephone. Parents may contact teachers via email. All teacher email addresses are available on our school website. The Parent Liaison is available via e-mail and/or in person to arrange meetings.

How the school will submit parents/families comments if the school-wide plan is not satisfactory to them? [Every Student Education Act Section 1116]

A Title I survey is sent home to parents in order to get feedback on curriculum, testing, barriers, etc. All surveys are collected and evaluated. Results from the surveys are provided in the spring and shared with parents. All parents are invited to discuss the results and ways to improve our school for the upcoming year. Results from surveys are shared and discussed during SAC meetings.

Accessibility

A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?

Our school has an outdial system called School Messenger that is used to contact parents in regards to events happening at the school, as well as emergencies. Automated messages are provided in English and Spanish. Osceola County School District has a virtual backpack website that parents can visit in order to see the various community businesses that are involved with the district schools and areas. Information about this virtual backpack is sent out to parents too.

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

Thacker Avenue Elementary School for International Studies shares information in our monthly newsletters which are written in English and Spanish. We also share information at our monthly PATT (Parents and Teachers Together) and SAC meetings. We advertise on the school marquee and send a flyer home in English and Spanish for each event.

Discretionary (Optional)

Any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement. Etc.)

(Optional)

| Count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|-------------------------------------|---|-----------------------------------|---|--------------------------------------|
| 1. | SAC Meetings/Informational Sessions | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training -Training parents to enhance the involvement of other parents | IB/PYP Coordinator/Parent Liaison | -Students will see that their parents are invested in their teachers which will improve the students' motivation -Improve student achievement on state tests | During the course of the school year |
| 2. | FSA Night | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training | Literacy Coach/Parent Liaison | Improve student achievement on state tests | February |

| | | | | | |
|----|---|---|---|---|--------------------------------------|
| 3. | Have meetings at many different days of the week and times of the day | Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school | Parent Liaison <i>TEAMS Digital Learning</i> | Improve student achievement on state tests and attendance | During the course of the school year |
| 4. | Ideas from parents at SAC meetings | Adopting and implementing model approaches to improving parental involvement | Staff/Parent Liaison | Improve student achievement on state tests | During the course of the school year |

ongoing

ongoing

Barriers

A description of the barriers that hindered participation by parents during the previous school year from the school end of year survey?

1. Work Schedule
2. Time Constraints
3. Child Care

A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children?

We offer parent events and trainings at multiple times, morning and evening. We set up computers for parent use.

| Count | Barrier (Including the Specific Subgroup) | Steps the school will take to overcome |
|-------|---|--|
| 1. | Work Schedule | We offer parent events and trainings at multiple times, morning and evening. |
| 2. | Time Constraints | We offer parent events and trainings at multiple times, morning and evening. |
| 3. | Child Care | Computer access for children in our Center of Inquiry. |