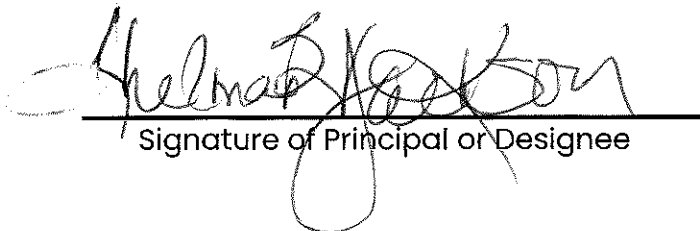


Seminole Elementary School Title I, Part A Parent and Family Engagement Plan 2020-2021

I, **Dr. Thelma Jackson**, do hereby certify that all facts, figures, and representations made in this application 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 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 projects, where prohibited.

Assurances:

- ✓ 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;
- ✓ 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)];
- ✓ 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)];
- ✓ 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 [Section 1116(c)(3)];
- ✓ 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)];
- ✓ 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)];
- ✓ 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)];
- ✓ 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
- ✓ 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)].


Signature of Principal or Designee


Date Signed

Summary of 2019–2020 Family Engagement and Needs Assessment

This process will help your family engagement committee (which includes parents and other stakeholders) make data-driven decisions about plan implementation for the upcoming year.

Family Engagement Fiscal Overview		
Total Parent & Family Allocation for 2019–2020	Total Family Engagement Funds Expended during 2019–2020	Total Family Engagement Funds Remaining
\$1,878.00	\$1878.00	\$0
If you have remaining funds, explain why they were not fully expended?	All funds have been expended.	

Building Capacity Summary (2019–2020)		
Family Engagement Data Tracker and APTT Attendance Tracker		
Name of Activity (add all activities from the 19–20 school year)	Number of Participants (this number should equal the number listed on sign-in sheets)	Results (How do you know the parents learned what the activity was intended to provide? Include data and/or survey results)
APTT Meetings	393	Survey results indicated the following: <ul style="list-style-type: none"> • parents felt they understood what skills their students needed to learn and were informed about the progress their student was making • Parents understood how to assist their child's learning at home • Parents felt respected
Migrant Parent University Workshops	79	Only one event held due to COVID-19: Accessing Footsteps to Brilliance. Parents participated by asking questions in real time and receiving assistance for utilizing this program at home.
PTO Activities	3161	Survey results indicated that parents took away valuable information to assist them with using at-home learning tools such as Footsteps to Brilliance and Science/Math/Literacy night activities. In addition, parents indicated they learned how to access iReady reading and math online tools, including parent videos. Parents felt the activities were valuable and meaningful.
Only activities that were included in your school's 19–20 Parent and Family Engagement Plan have been listed. If an activity wasn't held, a zero should be included in the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.		

Staff Family Engagement Training Summary (2019–2020)

Name of Training (add all trainings from the 19-20 school year)	Number of Participants (this number should equal the number listed on sign-in sheets)	Results (How do you know this training session was successful? Include data and/or survey results)
PLCs	240	Although we were not able to receive State assessment scores, overall, improvements were noted on district level assessments.
APTT	393	Survey results indicated the following: <ul style="list-style-type: none"> • parents felt they understood what skills their students needed to learn and were informed about the progress their student was making • Parents understood how to assist their child's learning at home
Only training sessions that were included in your school's 19-20 Parent and Family Engagement Plan have been listed. If a training wasn't held, a zero should be included in the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.		

Parent & Family Engagement Plan (PFEP)

Seminole Elementary School shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [Section 1116(b)(1)]

The review and development of the PFEP is held at the end of the school year as an evaluation of your school's family engagement process. This is also an opportunity to connect with parents to start planning for the upcoming school year.

2	Explain the role of parents in the review and revision of the PFEP?	Parents serve as active participants and decision-making partners in the review and revision of the PFEP. Parents provide ideas and feedback throughout the PFEP development process. This expectation includes in the PFEP Committee meetings and SAC meetings. Parents provide input into changes for school improvement and assist with ideas for increasing parental academic engagement by discussing solutions to challenges and barriers that parents in our community encounter.
3	When will your school distribute and explain the 2020-2021 PFEP to parents and family members?	Seminole Elementary will begin distributing the final 2020-2021 PFEP to parents and family members at the Annual Title I Meeting on September 24, 2020. Distribution will continue throughout the year at subsequent SAC/PTO meetings and events.
4	Identify the various formats your school will use to distribute the 2020-2021 PFEP?	The PFEP is distributed to parents and the community via student take home flyers, the school webpage, Classroom DoJo, and the Seminole Elementary Facebook page. A copy is

		also available in the front office for parents and caregivers to view.
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Seminole Elementary School shall involve parents, 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 schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. [Section 1116(c)(3)]

5	Describe how parents participate in developing the family engagement program and activities.	Feedback on the school-wide program is solicited through a survey that is sent to all Seminole Elementary parents. The survey results are reviewed and utilized by the PFEP Committee in the development of the 2020-2021 PFEP. An invitation to serve on the Parent Involvement Committee via in person or through web conferencing is sent to Seminole Elementary parents via social media, DoJo, and Skylert. Parents voluntarily serve on the Parent and Family Engagement Committee. The PFEP Committee meeting commences and reviews and revises the Parent and Family Engagement Plan (PFEP) in early summer. In addition, parents are provided with a copy of the PFEP at Open House in August and encouraged to provide feedback by either marking the copy or contacting the principal. A SAC meeting is held the last week of August to obtain additional feedback from parents. Prior to September 30th, feedback from parents and staff are included in a final draft of the PFEP which is present to parents and the community via student take home flyers, the school webpage and Facebook page. All communication will be done in dual languages to increase parent participation and translation services will be provided. Seminole Elementary will provide flexible days, convenient morning and evening times, translation services, and support staff as needed for all meetings, activities and conferences to ensure maximum family engagement.
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6	Explain the role of parents when developing the schoolwide program.	Parents at Seminole Elementary are expected to serve as active participants and decision-making partners in the development of the school wide program. They have a shared responsibility to work collaboratively and collectively to increase school achievement and to keep the lines of communication open between home and school. Parents can submit their ideas and feedback throughout the PFEP development process by completing the PFEP survey, in PFEP Committee meetings, SAC meetings, by submitting written feedback, or by contacting the principal directly.
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Seminole Elementary School shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. [Section 1116(c)(1)]

7	When and where will the annual Title I Meeting take place?	The annual Title I Meeting will take place on Thursday, September 24, 2020 at Seminole Elementary School in the Media Center.
8	How will parents be notified about the annual Title I meeting?	An invitation to attend the meeting either in person or by web conferencing will be sent to each parental contact via social media/FaceBook, schoolwide DoJo, Skylert, and on the school webpage. A flyer will be sent home with each student. The school marquee sign will reflect the date of the meeting. Multiple invitations will be sent. Communication will be done in Spanish and English to increase parent participation.
9	Who is responsible for conducting the annual Title I meeting?	Dr. Thelma Jackson, Principal, and Dr. Robyn Ziolkowski, Assistant Principal will be responsible for conducting the meeting.

Flexible Meetings

Seminole Elementary School shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. [Section 1116(c)(2)]

10	Describe the types of meetings your school will offer parents.	Seminole Elementary will offer the following parent meetings: SAC, PTO, the Parental Involvement Committee (PI), Title I Annual Meeting, Migrant Parent University (MPU), APTT, math/literacy informationals (e.g., Accessing Footsteps to Brilliance). Parents attending the SAC meetings will be responsible for planning, reviewing, and improving the Title I program; implementing parent involvement initiatives; approving funding for and approval of Title I and student incentives.
11	Describe the flexible meeting schedule your school will offer parents.	Seminole Elementary will provide virtual meetings with flexible days, convenient morning and evening times, translation services, and support staff as needed for all meetings, activities and conferences to ensure maximum family engagement
12	How will your school assist with transportation, childcare, or home visits when requested?	Transportation and childcare assistance will be provided for literacy/curriculum nights when requested. Web conferencing will be provided for families to access meetings from their home.

Communication

Seminole Elementary School shall provide parents of participating children—

- A. timely information about programs under this part;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. [Section 1116(c)(4)]

13	Describe how your school will provide timely information to parents about Title I, Part A programs and activities throughout the school year?	An invitation to attend the program or activity either in person or by web conferencing will be sent to each parental contact via social media/FaceBook, schoolwide DoJo, Skylert, and a flyer that is sent home with each student. The school marquee sign will reflect the date of the activity or program. Multiple invitations will be sent. Communication will be done in dual languages to increase parent participation.
14	List the tools and resources you will use to provide timely information to parents about Title I, Part A programs and activities throughout the school year.	SEM uses Facebook, Skylert, flyers are sent home, the school marquee, Classroom DoJo, Google Classroom
15	Give a description and explanation of the curriculum used at your school.	<p>Reading: The OCSB adopted core reading program is Pearson ReadyGEN. This curriculum utilizes high yield instructional strategies for teaching the components of reading, introducing and focusing on vocabulary, and practicing reading fluency. The curriculum also includes Ready strategies from the iReady Toolkit for differentiated instruction. The Scaffolding handbook from ReadyGEN is also used to provide additional strategies for remedial instruction.</p> <p>Writing: Students write everyday as part of the ReadyGEN curriculum. Top Score Writing facilitates the distribution and access of ability appropriate informative, opinion/argumentative, and narrative passages that are built directly into structured lessons.</p> <p>Math: <i>Ready Classroom Mathematics</i> helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that</p>

		encourages all learners.
16	Give a description and explanation of the forms of assessment your school uses to measure student progress.	All students K-5 complete the iReady diagnostic screening in reading and math three times per year. Standards Mastery exams are given at the end of each group of lessons related to a standard. Writing diagnostics are completed two times per year. The FSA is given to students in 3-5th grade one time per year.
17	Give a description and explanation of the achievement levels students are expected to obtain.	Students are expected to perform at grade level on ELA, math, and science standards.
18	What decision-making opportunities are available for parents at your school?	Multiple opportunities are provided throughout the year. This includes opportunities to assist with the development of the PFEP, the Student-Teacher-Parent Compact, Curriculum decisions through SAC/PTO, budget recommendations for curricular purchases and student educational opportunities through SAC/PTO,.
19	How will the school communicate opportunities for parents to participate in decision-making?	An invitation to participate will be sent to each parental contact via social media/FaceBook, schoolwide DoJo, Skylert, and a flyer that is sent home with each student. Decision making opportunities will be completed via surveys, which will be sent to parents via a posted link through Classroom DoJo, Google Classroom, and posted on Facebook. Multiple invitations will be sent. Communication will be sent home in dual languages to increase parent participation.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. [Section 1116(c)(5)]

20	Briefly describe how and when the schoolwide program plan is explained to parents. Also, how will your school address unsatisfied parents?	The schoolwide program plan is explained to the parents at the SAC meetings, documentation in the front office and through information sent home through our parent communication channel. If parents have negative comments, the comments are forwarded to the principal who will present them to the district office.
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Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, **Seminole Elementary School** shall provide assistance to parents of children served by the school or local

educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. [Section 1116(e)(1)]

21	Name of Activity	List resources provided to assist parents	List actions provided to assist parents
	Open House (Kindergarten = Face to Face; 1st - 5th = Virtual)	Information will be provided on classroom routines/procedures, grade-level standards, and on the grade level curriculum	Teachers share grade level information, tools and strategies that families can use at home and in the community to accelerate student learning.
	Academic Parent-Teacher Teams (APTT)	Families and teachers work together to ensure that students achieve success in school and home. Teachers provide handouts and take home information specific to each students academic progress	Teachers share grade level information, tools and strategies that families can use at home and in the community to accelerate student learning.
	PTO activities will target STEM, Science, Math, Reading, & Florida Standards Assessments	Handouts and take home information specific to academic programs and curriculum, including iReady Reading and Math for K-5th grade and Footsteps to Brilliance for K-2.	Provides tools and resources to parents that are focused on supporting their K - 5th grade students academic success in the areas of ELA, math, and science
	Family Engagement On Demand by Successful Innovations Inc.	Online training for parents	Provides tools and resources to parents that are focused on supporting social and emotional learning and academic success
	Seminole Migrant Parent University (SPU) Workshop(s)	Families can access programs and activities to ensure that students achieve success in school and home	Provides tools and resources to parents that are focused on supporting their K - 5th grade students academic success in the areas of ELA, math, and science
	Title I Annual Meeting	Information will be provided on grade level curriculum, programs, and activities, as well as grade-level standards.	Information, tools and strategies will be shared that families can use at home and in the community to accelerate student learning.

Seminole Elementary School shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. [Section 1116(e)(2)]

22	Name of Activity	List resources provided to assist parents	List actions provided to assist parents
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Title I Annual Meeting (Virtual or in Person)	Information will be provided on grade level curriculum, programs, and activities, as well as grade-level standards.	Administrators will share information that can be used by parents to support reading and math.
Tunnel of Hope Contingent upon COVID Protocols	Information will be provided on classroom routines/procedures, grade-level standards, and on the grade level curriculum	Teachers will provide information that can be used by parents to support reading and math. They will also share grade level information, tools and strategies that families can use at home and in the community to accelerate student learning.
*Dad Read with Your Child Day" - Contingent upon COVID Protocols	Information will be provided on classroom routines/procedures, grade-level standards, and on the grade level curriculum	Teachers will provide information that can be used by parents to support reading and math. They will also share grade level information, tools and strategies that families can use at home and in the community to accelerate student learning.
Open House (Kindergarten = Face to Face; 1st - 5th = Virtual)	Information will be provided on classroom routines/procedures, grade-level standards, and on the grade level curriculum	Teachers will share grade level information, tools and strategies that families can use at home and in the community to accelerate student learning.
Red Ribbon Week: Barn Dance - Contingent upon COVID Protocols if possible - doing a line dance - go live and put on facebook for parents (attempt with Ms. Gaucin's approval) with limited guests	Activity to be live-streamed. Information on the impact of attendance on achievement will be posted on social media.	Teachers will provide information that can be used by parents to support reading and math. They will also share grade level information, tools and strategies that families can use at home and in the community to accelerate student learning.
Veteran's Day Flag Raising Ceremony		
Family Science Fair Night (Virtual or in Person)	Handouts and take home information specific to academic programs and curriculum	Teachers will share grade level information, tools and strategies that families can use at home to accelerate student learning.
Academic Parent-Teacher Teams (APTT) (Virtual or in Person)	Families and teachers work together to ensure that students achieve success in school and home. Teachers provide handouts and take home information specific to each	Teachers will share grade level information, tools and strategies that families can use at home to accelerate student learning.

		students academic progress	
	FSA Carnival Contingent upon COVID Protocols	Handouts and take home information specific to academic programs and curriculum	Teachers will share grade level information, tools and strategies that families can use at home to accelerate student learning.
	Spooktacular iReady Workshop Contingent upon COVID Protocols	Handouts and take home information specific to academic programs and curriculum	Teachers will share grade level information, tools and strategies that families can use at home to accelerate student learning.
	Family Read Nights (Virtual or in Person)	Handouts and take home information specific to academic programs and curriculum	Teachers share grade level information, tools and strategies that families can use at home to accelerate student learning.
	Holiday Play Contingent upon Contingent upon COVID Protocols if possible - go live and put on facebook for parents and attempt with limited guests	Handouts and take home information specific to academic programs and curriculum	Teachers share grade level information, tools and strategies that families can use at home to accelerate student learning.
	Wax Museum Parent Night (Virtual or in Person)	Handouts and take home information specific to academic programs and curriculum	Teachers share grade level information, tools and strategies that families can use at home to accelerate student learning.
	5th Grade AVID/GRAD Event Contingent upon COVID Protocols if possible - go live and put on facebook for parents and attempt with limited guests	Handouts and take home information specific to academic programs and curriculum	Teachers share grade level information, tools and strategies that families can use at home to accelerate student learning.
	Kindergarten Program & Summer Send Off Plan Contingent upon COVID Protocols if possible - go live and put on facebook for parents and attempt with limited guests	Handouts and take home information specific to academic programs and curriculum	Teachers will share grade level information, tools and strategies that families can use at home to accelerate student learning over the summer..
	Kindergarten	Handouts and take home information	Teachers share grade level

	Round Up/Pre-K Round Up	specific to academic programs and curriculum	information, tools and strategies that families can use at home to accelerate student learning.
	SAC/PTO (Virtual and/or in Person)	Handouts and take home information specific to academic programs and curriculum	Administrators will share information, tools and strategies that families can use at home to accelerate student learning.
	Parent Award Events (Virtual or in Person)	Handouts and take home information specific to academic programs and curriculum	
	BOB/Math Bowl/Science Olympiad/Spelling Bee/Tropicana Contingent upon COVID Protocols if possible		
	Seminole Migrant Parent University Contingent upon COVID Protocols if possible	Handouts and take home information is available for home support in reading and math. These materials are available in both English and Spanish.	Parents can check out academic related materials to use at home
	Mother's Day Tea Contingent upon COVID Protocols if possible	Handouts and take home information specific to academic programs and curriculum	Teachers share grade level information, tools and strategies that families can use at home to accelerate student learning.

Seminole Elementary School shall educate teachers, specialized instructional support personnel, principals, and other school leaders, 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. [Section 1116(e)(3)]

23	Name of Activity	List activities (such as book studies, PLCs focusing on family engagement, on-site PD, training venues)	Describe the role of parents when developing training sessions
	PLC	MTSS, Branching Minds, Universal Screener, Academic Progress/Data Evaluation/Data Chats, Instruction Partners	Parents will be informed in SAC/PTO of the training and how the focus of the training supports their child's academic and social/emotional learning.
	Teacher PD	Vocabulary Spelling City, Really Great Reading, Ready Classroom Mathematics, ReadyGEN, MTSS, Branching Minds, Universal Screener	Parents will be informed in SAC/PTO of the training and how the focus of the training supports their child's academic and social/emotional

		learning.
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Seminole Elementary School shall to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities that teach parents how to help their children at home, including but not limited to, other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. [Section 1116(e)(4)]

24	Name of Program	List examples of coordination and integration with other programs (examples of coordination)
	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP
	Title I, Part C	<ul style="list-style-type: none"> • Migrant Advocates – Services include translation, home visits, referrals to outside agencies, ensuring parents attend all school based family engagement and academic progress meetings • Migrant Parent University materials and supplies
	Title IV, Part A	<ul style="list-style-type: none"> • Science Olympiad tutor salaries/benefits, transportation materials and supplies • Ripple Effects Professional Development for guidance counselors, new administrators and mental health counselors • STEAM Tutorial tutor salaries, materials and supplies
	Migrant Parent University	Handouts and take home information is available for home support in reading and math. These materials are available in both English and Spanish.

Seminole Elementary School shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. [Section 1116(e)(5)]

25	How will your school share information in a format and language that parents and families can understand?	Seminole Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in English and Spanish on the school's website. A hard copy of the PFEP will be located in the front office and copied upon parent request. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.
26	What languages are spoken by the families and students in your school?	English, Spanish

Seminole Elementary School shall provide such other reasonable support for family engagement activities as parents may request. [Section 1116(e)(14)]

27	Family Engagement Program or Service	Describe other types of PFE programs or services provided by the school or frequently requested by parents and families (such as: high school equivalency programs, English classes, access to computers)
	Interpreters	Will be provided at meetings and activities
	Parent University	Access to computers, parenting and literacy skills training and library with materials for check out

Barriers

Identify barriers that hindered the participation and involvement of parents and family members during the 2019-2020 school year (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Then, describe the steps that will be taken during the 2020-2021 school year.

28	Barrier	Steps to Overcome the Barrier
	Transportation	Utilizing technology (i.e., Zoom, Google Meets, etc) to meet with parents
	Time Activities are Offered	Vary times throughout the week; use virtual if appropriate

Title I Family Engagement Survey Results

Using your 2019-2020 Title I Family Engagement survey results, choose a minimum of two (2) questions to address during the upcoming school year. 19-20 SEM FE Survey Results (ENGLISH)
19-20 SEM FE Survey Results (SPANISH)

29	Topic	Question #	Actions, Activities, and Evidence of Effectiveness
	Providing Input	11	Action: Increase meetings to different times during the day Activities: Annual Title I Meeting; SAC/PTO Meeting - Advertisements reflecting more than one meeting time

		Evidence: More people and community members will attend the meetings as noted in the attendance
Receiving Information	21	Action: Increase parental sign-up for Classroom DoJo and Remind as a communication tool for teachers – social media to be utilized Activities: Teachers will reach out to all parents to ensure access to at least one mode of communication Evidence: More people will attend the activities and meetings

Evidence of Parent & Family Input in the Development of the Plan

Upload Parent-School Compact to your school FE Folder.

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school FE Folder.

Upload Family Engagement meeting sign-in sheets, agendas, minutes, invitations to parents, etc. to your school FE Folder.

- ★ **Note:** As a component of the school-level family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
- ★ **NEW:** Compacts must be discussed and signed during parent-teacher conferences (**only applies to elementary**).
- ★ **NEW:** Compacts must be signed by all parties (**applies to elementary, middle and high**).