

Hampton Elementary School Parent and Family Engagement Plan

Title I, Part A



2020-2021

School Name: Hampton Elementary School #: 04-0181

Principal Name: Denise Schultz

School Website: www.bradfordschools.org/Schools/Hampton

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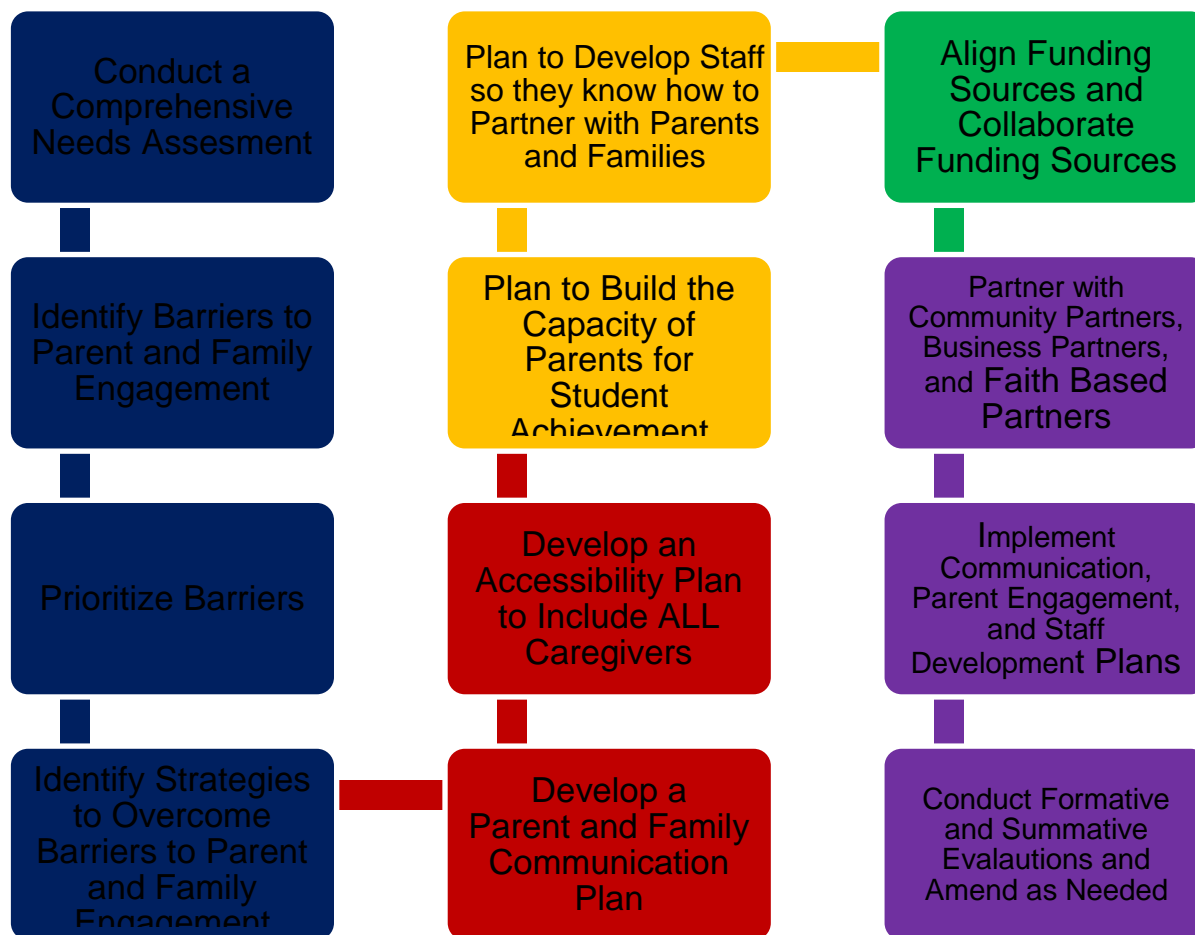
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OVERVIEW

The Bradford County Public School District Local Education Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Denise Schultz, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the

statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

X	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;
X	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)];
X	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)];
X	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)];
X	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)];
X	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)];
X	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)];
X	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

X Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select each assurance, this page will require an original signature and submission to the District.

Denise Schultz
Signature of Principal/School Administration

9/25/2020
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	Total Funds Remaining
1010.87	999.36	11.51
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		
Due to COVID 19 school closures, the school was unable to expend all funds. End of year activities involving family engagement funds would have included a mother's activity like Doughnuts for Dad, Kindergarten and Fifth Grade Promotion Celebrations. The School Advisory Committee will plan Family engagement activities aligned with COVID 19 restrictions to ensure all Family Engagement funds are expended prior to the end of the 2021 school year.		

Programmatic Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
HES does not have a Parent Resource Room		
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual Title 1 Meeting and Meet & Greet	150	Parents felt welcome and confident about the school. What it means to be a Title 1 school conveyed to parents.
Dads Bring Your Child to School Day	50	Dads and Friends enjoyed themselves.
Book Bingo / Scholastic Book Fair	120	Great turnout and support. Parents and students enjoyed book bingo.

Family Literacy Night	5	Parents and students enjoyed reading to each other and having the ability to take AR test.
Kindergarten Day Camp	13	
Developmental Meeting	5	Feedback on the Compact and 2020-2021 planning. Decisions on how to devote funds for 2020-2021

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year (not applicable to new Title I, Part A schools).

Based on the results of feedback collected following each event and through the School Climate Survey, parents believe they are welcome at HES and that their children feel safe at school. Staff are friendly and helpful, providing safe supervision in a clean and inviting atmosphere. Parents believe the school handles safety quickly and appropriately. They also believe our faculty and staff believe their child can learn. Parents and family agree the school utilizes a variety of methods to communicate with family including newsletters, DoJo, Remind Website, Facebook, Focus, Daily folders, agendas, text messaging, email, and school marquee. Facebook, Dojo and school website were most accessible and easy to access for information. Hampton staff work together to ensure all students are treated with respect and high expectations including children of varying cultures, English Language Learners and Students with Disabilities. Information regarding student achievement is shared regularly and parents felt, although they receive updates from IReady and AR for progress monitoring, report cards were most informative regarding student achievement. Students are recognized for positive academic growth and behavior / choices. School staff routinely meet with parents within reasonable timeframes and will take into consideration the parents' opinions and recommendations. In classroom supports are provided for students with needs.

Areas of growth include increasing parent use of FOCUS and Google Classroom in Parent Portal to improve communication, especially related to student achievement and assignments. Parents indicated a need for increasing their participation with virtual tools and considering alternate methods for targeted workshops due to schedules and commitments. The use of Google Classroom and the development of webinars that can be recorded and posted to Facebook / Website for viewing at parent convenience will help to meet this need. In addition, exploring ways to use virtual technology to provide opportunities for families to participate in their child's classroom will be explored.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a need assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Families have limited experience with the current virtual tools being utilized in the school which can facilitate communication and progress monitoring (ie. DoJo, Google Classroom, Parent Portal, Google Meets)
2. Families are interested in learning more about the curriculum, trends and school events but schedules limit availability to participate and the available times are spread across the clock.

Prioritize the Top 3 barriers (it may be possible to combine some) and (2) 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)).

1. Barrier 1 – Provide a school wide communication system (Dojo) and ensure parents have active Dojo accounts. Ensure families are registered for Parent Portal, are aware of what they can access and how to access the information. Provide training on use of Google Classroom with activities that can be done at home with their child through Google Classroom. Provide training and use of Google Meets for conferences and school activities. Continue to use Facebook, school website, and Dojo for information on events as well as celebrations. Utilize the virtual tools students are using in the classroom with parents when possible. Continue to use the traditional communication tools as well (ie marquee, Blackboard, flyers, text messaging, Tuesday Folders)
2. Barrier 2 - Increase opportunities for family participation in events by providing webinars and recorded events which can be accessed at their convenience. Create webinars and parent videos on tools and use of these tools to enhance student learning. Topics may include tutorials related to class assignments (ie how to teach a Eureka skill or demonstrations of skill, assist in homework, classroom projects) development of home / school activities through virtual tools in which the families can participate. Invite families to participate in classroom activities virtually.

What are the overarching outcomes/goals for the current school year for parent and family engagement?

Our school believes that parents and families truly want to be engaged in their children's school but our lives and culture have changed considerably. We don't do business the way things were when they were growing up. Our educational system is changing. The content being presented, the level of rigor and the increasing demands of changing technology has made it difficult for parents to know what or how to be involved. In addition, family commitments and demands have resulted in non-traditional schedules and roles. All stakeholders believe that a quality relationship between home and school is vital to a student's motivation, achievement, and well-being. We are committed to developing strong family partnerships that are supportive,

informed, and effective. In doing so, we need to explore ways for families to know what and how they can help by providing activities they are able to carry out within their limits.

Each student will have at least one parent participate in a school / virtual event including individual conferences with the child's teacher.

All school staff will participate in one major school event (ie Fall or Spring if COVID restrictions are lifted).

All school staff will participate in at least 3 parent involvement activities (including virtual events) by the end of the school year.

Principal maintains an open-door policy and is available to meet with any and all parents as needed, with reasonable notice when necessary to ensure student needs are met.

Principal will meet with local community members and organizations (ie City Council, local churches and business leaders).

Principal will participate in parent / teacher conferences and meetings.

Administrative team members will participate in all parent events.

Administrative team members will attend local community events.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century 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, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

A variety of parental involvement activities (including virtual events) will be provided at a variety of times during the day and available in recorded format on Facebook and / or school website. These events will be planned to provide parent and family support in fully accessing and participating in their child's academic and social opportunities. Multiple sources will be used to communicate events for family and friends to be involved in. Migrant partnership with Alachua County provides support and interpreters for migrant students with adequate scheduling. The Title 3 district office will provide information in other languages as needed. The ESE department provides support for needs related to students with disabilities to ensure that all students and parents can participate.

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?

English is the primary language spoken by parents and families at Hampton Elementary School. When a non-English speaking child enrolls, the school uses Google Translate or the District ELL Liaison to provide the items / text in native language. ELL contact will support formatting communications in languages that the parents and families can understand.

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

English is the language spoken by a majority of HES students, parents and families. Currently 2 families need translation to Spanish.

COMMUNICATION

Describe how the school will timely communicate information about Title I, Part A programs and activities during the year.

Include the tools and resources that will be used for communication.

- (1) The Title 1 Annual Meeting will be held in conjunction with the Meet and Greet. If Meet and Greet is provided virtually, the information will be presented virtually. Parents will be made aware that we receive Title 1 funds which are used to secure paraprofessionals, instructional personnel, after school tutoring, supplemental materials including novels, computer applications, technology and parent involvement events with materials.
- (2) An information letter about Title 1, Part A as well as the Parents Right to Know is sent home during the first semester of school.
- (3) The Title 1, Part A plan will be available thru the Bradford County School District website.
- (4) Parents will be made aware of site-specific events and/or district events through a flyer sent home via backpacks, HES website, Facebook, DoJo Blackboard and school marquee.

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?

- (1) A Parent Report of reading and math proficiency (IReady Reading, Iready Math, STAR) will be sent home with progress reports.
- (2) The Reading Deficiency Letter will be sent home to all K-3 identified students with the first report card.
- (3) STAR/STAR Early Literacy and IReady Reading reports, outlining the present level of performance of the child in reading as well as the target for growth will be distributed three times annually. Suggested activities will be identified that can be worked on at home.
- (4) EUREKA math Parent Tips information sheets are posted on the district website.
- (5) iReady performance reports explaining the level of their child's performance in Reading and math as well as the growth target by year end are sent home with the first interim report.

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) Our School Advisory Council composed of teachers, staff and parents will work with the principal to make informed decisions.
- (2) An open invitation inviting parents to participate in the School Advisory Council is announced during the annual Meet and Greet event as well as monthly with notification of upcoming SAC meetings.
- (3) Marquee, HES website, Facebook, flyers, Blackboard messaging, Tuesday Folder notification of upcoming meetings inviting parents to participate.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

The school will refer parent concerns that cannot be resolved at the school level to the BCSD Director and/or Elementary Coordinator of Teaching, Learning & Curriculum. Parents will be contacted by phone and offered a face to face meeting if their concerns about the implementation of the Title 1 school-wide plan cannot be resolved by phone.

The Superintendent, Director of Teaching, Learning & Curriculum, and Elementary Coordinator of Teaching, Learning & Curriculum have an open-door policy and will work with parents to address their specific concerns.

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).

A copy of this plan will be printed and placed in a bright green notebook in the receptionist's area. Parents will be notified about the availability of the plan in the Fall school newsletter. Parents will be able to read the plan when visiting the school.

The TIPA Parent & Family Engagement Plan will be linked on the District/School website.

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)].

The School Advisory Council meetings will include an agenda item to Review, Plan, and Improve the schoolwide Title 1 program.

Thru the Comprehensive Needs Assessment, recommendations from the SAC will be included in the annual Title 1 Plan which also involves how the budgeted funds are used.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Childcare - Children are welcome in all meetings with activities provided.
- Home Visits - Home visits are made for those parents whose children have ongoing truancy issues so barriers can be overcome with collaborative problem-solving.
- Additional Services to remove barriers to encourage event attendance -Virtual meetings and activities.

FLEXIBLE FAMILY MEETINGS

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)]

A feedback form at the conclusion of each Parent and Family Engagement Event allowed participants to reflect on best times for meetings/events. This information along with the School Climate Survey was considered in establishing best times.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Feedback results and School Climate Survey results.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- X AM Sessions based on documented parent feedback
- X PM Sessions based on documented parent feedback
- X AM & PM Sessions (Same content to appeal to more parents)
- X Other Virtual live or recorded

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Mid July: Principal met with District Title 1 Director to outline specific information to be shared.
2. End of July: Principal met with CRT and Leadership Team to develop content of virtual power point to be presented during Meet and Greet
3. August 6: CRT /Title 1 Lead shared information about TIPA budget, anticipated expenditures, and parent and family engagement activities via a power point and recorded video uploaded to the school and District website.

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.

The schoolwide TIPA school wide budget for 2020-2021 will be utilized to provide a supplemental teacher, to support students in ELA, Math and / or Science through small instructional groupings, after school tutoring, supplemental materials (ie classroom novels, Reading Eggs, leveled readers, Reflex math), professional development, substitutes for teachers attending professional development activities, and parent involvement activities / materials.

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.

The Annual Meeting provides a venue to evaluate the progress of our school, aka, "C" School Grade. The verbal announcement of the parent's rights under TIPA are followed up by a backpack letter within the first semester of school.

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 a 2019 survey, 90% of Bradford parents responded that they have Internet access. Between Face Book, HES website, Focus parent portal, Google Classroom, Blackboard messaging, text messaging, and schoolwide DoJo more parents will be reached. HES will increase our outreach this year by utilizing combinations of the above methods to communicate with parents about events, academics, behavior, and announcements of general interest to the school. HES staff will regularly post information and pictures of our student activities to maintain family involvement in the day to day educational activities.

In addition, weekly updates are provided in students' Tuesday (Home/School communication) folders, paper backpack flyers are sent home in student backpacks for upcoming events, school / classroom newsletters are distributed, and information flyers posted in the front reception area of the school.

Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

In late April/early May, during the final School Advisory Council meeting, a review of Parent and Family Engagement activities conducted throughout the year will be discussed. Comments, feedback and responses collected throughout the year and the data from the School Climate Survey will be presented, reviewed and discussed.

Student progress to date will be discussed, however, no end of year data will be available until late May/early June at which time a depth of analysis on student achievement may redirect plans for the 2021-2022 school year.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the need assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

Prior to scheduled SAC meetings, agendas will be accessible with requests for feedback and additional agenda items. Minutes from previous SAC meetings will be available for review. During school and parent events, Title 1 activities will be discussed. The importance of parental involvement in the decision-making process (SAC) will be emphasized. During all opportunities when meeting with parents, school leadership will emphasize the need for parent involvement and request support during specific and overall events. Acknowledgement and appreciation of participating parents / community members will be provided.

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

The Bradford County Education Foundation (BCEF) is a strong community partner. Other community partners include the Starke Police Department, Bradford County Sheriff's Department, Shand's of Starke, Meridian Health Services, CDS Family Behavioral Health Services and numerous other programs within Bradford County.

The BCEF continues to support family literacy by donating funds toward Book Fair coupons which allow all students to select a book during a school's event. The BCEF is also supporting via a grant the purchase of a reading intervention program called Leveled Literacy Intervention (LLI) by Founts and Pinnell.

Hampton Elementary School PTO meets regularly following SAC meetings and as needed for special functions such as festivals, Scholastic Book Fairs and Book Bingo. PTO will work hard this year under COVID restrictions to maintain a number of family activities through creative virtual participation, AC minutes, topics, expenditures, needs and focus is included in PTO meetings. Input is solicited during these meetings as well as during PTO functions. PTO supports quarterly student recognition programs (academic and social /emotional).

The local Kiwanis Club sponsors a Terrific Kid program which brings parents to school to celebrate the social-emotional and academic accomplishments of their child.

The Bradford County Sheriff's Office supports Hampton Elementary events and activities through a variety of means including staffing events, provision of resources, support referrals for parents, and daily student interactions in classroom instruction through their SRD program.

Back to School supplies and volunteer support are donated annually by community churches and other community members.

(1)How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement?

(2) Explain how the Parent and Family Engagement Room is advertised to parents.

(3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

There is no plan to implement a Parent Resource Room at Hampton Elementary School.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

Due to the limited amount of Parent and Family Engagement Funds (6150) for 2020-2021, no additional resources and materials beyond those previously mentioned are included.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	<u>Measurable</u> Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Denise Schultz	Parents will have a better understanding of Title 1 support as it relates to student	August 2020	Increased number of parents aware of resources and supports provided by	Parent Involvement funds

		achievement and be familiar with the types of supports available at home as well as at school. 70% percent or better of students showing targeted growth on STAR and / or IReady progress monitoring		Title 1. Evidence will include: greater parental involvement in meetings (virtual or in person) increased individual student progress noted on their monitoring reports increased participation in virtual events	
Dads Bring Your Child to School Day	Denise Schultz	<p>Dad's (or other positive male figure) will bring their children to school and receive a book or math game to use with their children.</p> <p>Teachers will create an activity that students will share with their "Dad" virtually including them in the activity. This will be recorded, and uploaded to website emphasizing importance of family in academic achievement</p> <p>70% percent or better of students showing targeted growth on STAR and / or IReady progress monitoring</p>	Sept 2020	Emphasis on student engagement and achievement measured by student gains on progress monitoring	PTO funds

Scholastic Book Fair (in person or virtual)	Denise Schultz	Parents / students visit the book fair and participate in Book Bingo (virtual if necessary) providing opportunities for independent leisure reading. Increasing reading opportunities will improve reading performance. 70% percent or better of students showing targeted growth on STAR and / or IReady progress monitoring	October 2020 and April 2021	Family virtual purchases and purchases through e-wallet Emphasis on engage your child in the world of literacy, visit faraway places and times. achievement measured by student gains on progress monitoring	Parent Involvement funds
Family Literacy Night (in person or virtual)	Chana Sharpe Denise Schultz	Parents and students participate in activities demonstrating the rigor of Florida Standards in order to better understand the FSA format. 70% percent or better of students showing targeted growth on STAR and / or IReady progress monitoring	Feb 2021	Parent sign in sheets with feedback on activity. Emphasis on student engagement and achievement measured by student gains on progress monitoring	Parent Involvement funds
Pre K and Kinder Orientation / Roundup	Chana Sharpe Denise Schultz	Parents will participate in activities to inform them about Pre	April / May 2021	Fall Kindergarten Readiness screenings will show 60%	Parent Involvement funds

		Kindergarten and Kindergarten requirements and how they can ease the transition while preparing the children for an academic focus		of Kindergarten students are ready for Kindergarten	
Title I Developmental Meeting (required)	Denise Schultz	Climate survey data will be reviewed and preliminary achievement data to determine focus for school year 2020 2021	Late April/ Early May 2021	Plan for 2021-2022 expenditures established	No funds necessary

Schools may add or remove rows as needed.

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...

...the assistance of parents and families and in the value of their contributions.

District Title 1 Team will provide information for the school staff including the teachers, support personnel, and administration on how to gain the assistance of parents and families and how important it is to value parent contributions.

...how to reach out to, communicate with, and work with parents and families as equal partners.

District Title 1 Team will provide information for school staff including the teachers, support personnel, and administration on how to reach out to, communicate with, and work with parents and families as equal partners.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

District Title 1 Team will provide information for school's staff including the teachers, support personnel, and administration on implementing and coordinating parent and family programs and building ties between parents and families and the school.

(1) When will the school engage staff in parent and family engagement professional development?
(2) What documentation will be collected demonstrating staff development focused on parent engagement?

Webinars (class, subject or parent engagement focus) will be held, recorded and uploaded to school website and Facebook page. Parent comments and number of views will be tracked.

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
X	IDEA - The Individuals with Disabilities Education Improvement Act	Supplemental instructional support provided by Title 1 will be discussed with parents during the development of the student's IEP.
X	VPK - Voluntary Pre-Kindergarten	On-going coordination of transition for PreK to K between Title 1 as VPK students are part of our enrollment. All communication regarding family engagement events include PreK.
X	Title I, Part D – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Supports are provided to school staff through counseling, prevention programs, and professional development
X	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	A designated homeless contact is available to work with parents and students.
X	SAI - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	District designated instructional staff support school based teachers in curriculum pacing, instructional design and professional development.
X	Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers.	Funds from TIPA and T2PA are pooled to provide professional development targeted to teachers and administrators.
X	Title III, Part A – Helping English Language Learners achieve English proficiency	A designated liaison is coordinated with surrounding Districts to provide support for English Language Learners in English proficiency.

Schools may add lines as needed.