

# Title I, Part A

## *Starke Elementary School*



## Family Engagement Plan

<b>School Name: Starke Elementary</b>	<b>School #: 04-0051</b>
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Principal Name: Jennifer Vaughan

Asst. Principal: Ray Schaefer

School Website: [www.bradfordschools.org/Schools/Starke](http://www.bradfordschools.org/Schools/Starke)

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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, Jennifer Vaughan, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];



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)].

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

**Raymond Schaefer**

10/06/2020

Signature of Principal/School Administrator

Date

# 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
2244.58	1967.43	277.15
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
N/A		

### Programmatic Overview from the Previous Fiscal Year (2019-2020)

*(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)
Starke Elementary has no Parent Resource Room		
Summary of Parent Engagement Events from the Previous Year 2019-2020		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness

Annual Title 1 Meeting & Meet & Greet	165	Parents felt welcome and confident about the school. What it means to be a Title 1 school conveyed to parents.
Donuts for Dads, September	200	<b>Dads enjoyed having a donut and juice with their children.</b>
Book Bingo, January	45	Parents enjoyed the fun, fellowship and books as prizes.
Math Eureka Night	25	Parents were informed on how to help their child.
FSA Scoring Big on the FSA Night	65	Parents were informed about what the FSA was about and how to help their child.
4th/5th FSA Night & Book Bingo,	12	Parents were informed about what the FSA was about and how to help their child.
Kindergarten Drive-Thru Registration	45	<b>Parents were informed about Kindergarten and all of the papers required to register their child.</b>
Virtual SAC/ Title 1 Developmental Meeting	08	Feedback on the Compact and 2020-2021 planning. Establish priorities for expenditures due to reduction in TIPS funds.

*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 the School Climate Survey and minutes from the SAC/Developmental Meeting parents believe they are welcome at SES. They also believe our faculty and staff believe their child can learn.

### **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 needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.**

1. Parents work long hours.
2. Limited financial resources which results in prioritization of financial expenditures. While most families have a vehicle, the cost of gasoline causes them to determine the necessity of the trip.
3. Parents from low socio-economic levels can be uncomfortable in a school setting.

**(1) 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 – Serve refreshments or light meals to encourage participation.
2. Barrier 2 – Send important communications via FaceBook, web site and sign out front.
3. Barrier 3 – In addition to backpack fliers, use Remind App, FaceBook, DoJo and FOCUS Parent Portal to push the invites and important information out to parents.

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

Our school and district believe that a quality relationship between home and school is vital to a student's motivation, achievement, and well-being, and is committed to developing strong family partnerships that are supportive, informed, and effective.

An overall goal is to increase the number of students with verified FOCUS Parent Portal accounts which allow parents to monitor the grades, attendance, and discipline of their student. In addition, the FOCUS Parent Portal allows for open communication between the school and home thru robo calls and emails to parents.

The verified parent portal accounts on September 1, 2018 was 174. On October 15, 2019, 190 parent portal accounts were verified. On October, 4, 2020 375 out of 470 (82%) students have verified parent portal accounts. By the end of the 2020-21 school year, a minimum of 425 verified parent portal accounts will be active.



## COMMUNICATION AND ACCESSIBILITY



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

### Accessibility

**Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> 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, guardians with multiple students in a home, 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/virtual events at a variety of times during the day will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate events for parents 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.

A Tuesday Folder is sent home weekly with completed assignments and items of interest/information.

**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 Starke Elementary School. When a non-English speaking child enrolls, the district ELL contact supports formatting communications in languages that the parents and families can understand. The parents of the students with a primary language of Spanish/Mexican will be targeted on an individual basis.

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

English is the language spoken by SES students, parents and families at our school. We have several families with Spanish/Mexican as their homelanguage and one family with a home language of Gujarati.

## **COMMUNICATION**

**(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.**

- (1) The Title 1 Annual Meeting will be held in conjunction with a SAC meeting during the first semester. Parents will be made aware that we receive Title 1 funds which are used to secure support for students to perform better in school. SES personnel paid from TIPA funds are a Curriculum Resource Teacher, two assistants and a part-time teacher.
- (2) An information letter about Title 1, Part A as well as the Parents Right to Know is distributed 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 thru a flyer/newsletter sent home via backpacks and FaceBook and DoJo posts.

**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 FSA scores will be sent home via backpack distribution. No 2020 scores were available due to COVID closings
- (2) A summary of curriculum will be included in a first semester School Newsletter or Grade Level/Department Newsletter.
- (3) The Reading Deficiency Letter will be sent home to all Tier 2 & 3 students during the time the first report card is posted.
- (4) STAR/STAR Early Literacy 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.
- (5) EUREKA math Parent Tips information sheets are posted on the district website.
- (6) iReady performance reports explaining the level of their child's performance in math/reading as well as the growth target by year end will be distributed during the time of the first report card posting.

**(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?**

- (1) 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 in the school newsletters.

**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 BCS District 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 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/Development Meeting, 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. Virtual meetings will be offered.
- Home Visits - Home visits are made for those parents whose children have ongoing truancy issues so barriers can be overcome with collaborative problem-solving.

## 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 FB survey for best times for an upcoming event will be posted on FB for input. 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.**

- ☒ AM Sessions based on documented parent feedback
- ☒ PM Sessions based on documented parent feedback
- ☐ AM & PM Sessions (Same content to appeal to more parents)
- ☐ Other \_\_\_\_\_

## 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. Late July: Principal met with District Title 1 Director to outline specific information to be shared.
2. First Semester: Principal will share information about TIPA budget, anticipated expenditures, and parent and family engagement activities.

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

The schoolwide TIPA budget for 2020-2021 will be used to provide a Curriculum Resource Teacher, a part-time Title 1 Teacher, and two paraprofessionals who will support all teachers in all curriculum areas.

**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 celebrate the progress of our school, aka, "C" School Grade for 2018-2019 which did not change for 2019-2020 due to COVID closures. Subgroup breakdowns are distributed in a first semester School Newsletter as well as information on Step Up for Students opportunities. The announcement of the parent's rights under TIPA are followed up by a reference to the web site during the first semester in a newsletter.

**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 2019, 85% of Bradford parents responded that they have Internet access. In October, 2020 375 out of 470 have a verified FOCUS Parent Portal account. FaceBook, DoJo and the Remind App reach more parents than email, therefore, SES uses multiple methods to communicate with parents about events, academics, behavior, and announcements of general interest to the school.

In addition, paper backpack flyers are sent home in student backpacks, a monthly school calendar is distributed via backpack flyers, and information flyers posted in the front reception area of the school. Often items of interest are submitted to the local newspaper and radio station.

## **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, SES's final School Advisory Council meeting will provide a review of Parent and Family Engagement activities conducted throughout the year. Feedback responses collected throughout the year and feedback from the School Climate Survey will be reviewed.

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

Pending the BCSD Phase III reopening plan, formatted in a family friendly venue, SES will provide events to help parents understand math and reading standards based on the grade level Florida Standards of their child. Information will be shared on the performance level in math and reading based on baseline data and progress monitoring in printed reports and face to face conferences.

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

The Bradford County Education Foundation (BCEF) is a strong community partner.

The BCEF continues to support family literacy by donating a \$6 Book Fair coupon for each student to select a book during the school's event.

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

The Altrusa Club of Starke sponsors a personal hygiene closet thru a grant.

Meridian Behavioral Health offers services on site.

Back to School supplies 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

**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?**

Parent and Family Engagement Funds (6150) for 2020-2021 will be used to attract parents to events at our school with their children. 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	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Jennifer Vaughan/ Melissa Hines		August		\$0
Dads Bring Your Child to School Day	Jennifer Vaughan		September		\$100
Scoring Big on the FSA! (District Event)	District Team		Pending Reopening Phase III		0

Celebrate Literacy Week activity	Jennifer Vaughan/Monica Kadlec		January Literacy Week		\$250
STEM night	Raymond Schaefer		February		\$250
Kindergarten Orientation	Kindergarten Teachers		April -May 1, 2021		\$125
SAC Meetings	Schaefer		August - May		\$100
Title I Developmental Meeting (required)	Raymond Schaefer/Melissa Hines		Late April/Early May	Plan for 2021-2022 expenditures established	

*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.**

During the first semester, a member of the district Title 1 Team will provide a presentation for the school's 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.**

During the first semester, a member of the district Title 1 Team will provide a presentation for the school's 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.**

During the first semester, a member of the district Title 1 Team will provide a presentation for the 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?**

The Parent Training during the firsts semester will be documented by a sign in sheet on Google Forms.

## COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	<b>IDEA</b> - 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.
<input checked="" type="checkbox"/>	<b>VPK</b> - 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.
<input type="checkbox"/>	<b>Title I, Part D</b> – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	A designated homeless contact is available to work with parents and students.
<input checked="" type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	The Director of Finance distributes SAI funds as needed to meet the needs of all schools/students.
<input checked="" type="checkbox"/>	<b>Title II, Part A</b> – 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.

<input type="checkbox"/>	<b>Title III, Part A</b> – Helping English Language Learners achieve English proficiency	BCSD does not receive Title III funds, however, the ELL contact supports needs of identified students.
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*Schools may add lines as needed.*