

Summers Elementary

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

I, Jennifer Saucer, 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 project, where prohibited.

Jennifer Saucer
Signature of Principal or Designee

10-1-2020
Date Signed

*****Due to COVID-19, the Columbia County School District is restricting access to all areas of school campuses to outside visitors. This restriction will last until the district can determine that it is safe for our students, parents, faculty, and staff to return to normal operations. Therefore, parent and family engagement activities will be virtual and recorded for open unlimited access through the school's website and social media.*****

Mission Statement

Parental Involvement Mission Statement

Response:

The mission of Summers Elementary Parent and Family Engagement Program is to promote, create, and maintain a family friendly atmosphere where open communication is accomplished and high quality instruction is provided for all learners. Where information for academic success is shared with all stakeholders. Furthermore, the faculty and staff, in collaboration with parents and the community, will establish high expectations for all students by providing a safe environment that allows the opportunity to gain a love of learning and become productive educated citizens.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for Title I will be used (ESEA Section 1116).

Response:

Family information and opportunities to become involved, as well as offer input is offered to all families throughout the school year. Summers Elementary will offer the following activities to all families: Meet the Teacher, Open House, Title 1 Annual Meetings, school-wide Parent-Student-Teacher compact conferences that will be held at least twice a year, Volunteer Orientation, parent workshops and trainings, Parent Teacher Organization (PTO) memberships and meetings, and School Advisory Council (SAC) meetings.

Information concerning time, dates, activities, and events will be disseminated through newsletters, the school marquee, flyers, SchoolMessenger calls, social media outlets, planners, and school/district websites.

The School Advisory Council (SAC) is the decision making entity of the school that includes at least fifty-one percent parent members. Parents will be encouraged to join SAC and have the opportunity to participate in preparing, reviewing, and approving the Parent and Family Engagement Plan and the School Improvement Plan for Summers Elementary. At each SAC meeting families will be given opportunities to provide input on the improvement of the Title 1 programs and how Title I funds will be used. The SAC Committee will review and report on parent attendance and evaluation for all activities at set SAC meetings.

All Summers Elementary families will be given a survey at least once a year seeking input on Title I programs and ways to improve parent and family involvement, including activities, trainings, and materials they need to help their child. The School Advisory Council reviews, discusses, and outlines the findings of the parent survey.

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent involvement programs and activities with 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))"

Kindergarten Round-up is scheduled to inform parents and/or legal guardians of incoming Kindergarten of the expectations, standards, grading procedures, and testing of Kindergarten students. Schools coordinate with Head Start, VPK programs, and daycare centers to ensure that as many children as possible participate in Kindergarten Round-up. Each school's Curriculum Resource Teacher coordinates with Head Start programs to receive student-specific academic information that is distributed to each respective Kindergarten teacher.

The Parent Resource Room is open daily from 8:00 A.M. to 2:00 P.M. After school hours can be scheduled for parents unable to access the resource room during the school day. Resources are available for parent and teacher check-out to assist with academic improvement at home.

Program	Coordination
IDEA	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home based on a comprehensive needs assessment..
Title I, Part C - Migrant Students	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home.
Title II	Funding supports are integrated and coordinated to provide professional development in accordance with the district plan based on a comprehensive needs assessment..
Title III - ELL Students	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home.
Title IV	Funding provides students with a well-rounded education in the area of STEAM (Science, Technology, Engineering, Arts, and Math). The STEAM program incorporates

	safe and healthy students, safe schools, and parent and family engagement components.
Title V	Coordinates with Title I objectives and ensure consistency across the district with web-based software that can be used at home with parents to help their child improve academically.
Title IX - Homeless Education	The district receives funds to provide resources (social work and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.
Suwannee Valley 4 C's Head Start, Early Learning Coalition of Fl. Gateway (ELC) and community daycares.	<p>Community preschool children and their parents will be invited to a school tour and kindergarten screening. Fliers are provided to community businesses, churches, daycares with information regarding what to expect, as well as how to assist children in preparing for school.</p> <p>Schools work with the Early Learning Coalition to register and enroll students in the VPK program. In addition, they coordinate on grants that support school-based VPK students. This partnership ensures students are Kindergarten ready.</p>

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), [Section 1116(c)(1)]. How will the school offer a flexible number of meetings, such as meeting in the morning or evening. LEAs may provide transportation, child care, or home visits, as such services related to parental involvement. [Section 1116(c)(2)]

Response:

Flyers are sent home advertising the meeting days and time for the Title I Annual Meeting.

A PowerPoint is presented by the Curriculum Resource Teacher to explain all aspects of being a Title I school. Handouts are available for parents. Information included in the PPT includes, but is not limited to:

- Timely information about Title I, Part A programs (including how a schoolwide program works),
- A description and explanation of the curriculum in use at the school,
- the forms of academic assessment used to measure student progress,
- the achievement levels of the challenging State academic standards, and
- opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, if requested. (section 1116(c)(4)(A)-(C))

The Annual Parent Meeting will be recorded and placed on the school's website and social media account. Parents will be notified in writing about how to access the recording of the virtual Annual Parent Meeting. The recording will remain on the school's website for the duration of the 2020-2021 school year.

The Title I Brochure, developed in a parent friendly format explaining all aspects of the Parent and Family Engagement Plan and Title I school, is distributed to parents annually.

School Newsletter are distributed at the beginning of each month with Title I information and updates.

Activity/Tasks	Frequency	Person Responsible	Timeline	Evidence of Effectiveness
Annual Title I Meeting (Title I program, Type of Program, School Grade, Florida Schools Report Card, Rights of Parents)	annually	Curriculum Resource Teacher and Principal	August and September 2020	Curriculum Resource Teacher will maintain copies of flyers, agendas, school messenger call-out, sign-in sheets, and handouts. At least 20% of parents will attend one of the Title I Annual Meetings.
School Newsletter (Title I Updates)	Monthly	Curriculum Resource Teacher and Principal	Monthly September through May	Curriculum Resource Teacher will maintain copies of each month's School Newsletter with Title I Updates
Title I Brochure	on-going	Curriculum Resource Teacher and Clerk-Typist	On-going	Increased awareness of the Title I Program based on the program surveys. Curriculum Resource Teacher will distribute to all current students. Clerk-Typist will distribute to all new enrollees as part of the New Student Packet.
Parent Notification Letters / Flyers	annually	Curriculum Resource Teacher, Principal, and Classroom Teachers	August and September 2020	Curriculum Resource Teacher will maintain copies of flyers sent home advertising each scheduled Annual Title I Meeting

Parent Notifications

Describe how the school will provide each family with timely notification of their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Response:

The "Parents Right to Know" notification letters are sent home through the student backpacks at the beginning of the school year. Additionally, for students that enroll at the school throughout the year, the Parents Right to Know notification is included in the school's registration packet.

Describe how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field or does not meet the state licensure requirements.

Response:

An "Out of Field" notification letter is sent home with each student that is being taught for four or more weeks by a teacher that is out-of-field or does not meet the state requirements for licensure. Additionally, for students that enroll at the school throughout the year, a notification is included in the registration packet if the child is being assigned to a teacher that is out-of-field or does not meet the state requirement for licensure.

How will the school provide each family with an individualized annual report about the performance of their child(ren) on the State and Local assessment (ESEA Section 1116 - Florida State Statute 1008.22)

Response:

Local testing for progress monitoring includes i-Ready and Performance Matters.

i-Ready Diagnostic assessment is conducted three times per year (beginning, middle, and end) in reading and math for kindergarten through fifth grade. Results from these assessments are reviewed with parents at conferences and reports are sent home.

Performance Matters assessments for third through fifth grade Science are given three times per year. Results are sent home in a timely manner and discussed during parent conferences.

State testing includes FSA Reading and Math for grades three through five and Science for grade five. Individualized results provided by the state are distributed to parents in a timely manner upon receipt of the reports from the Florida Department of Education. Parents are notified through the automated callout system when results are available.

The Florida Kindergarten Readiness assessment is given at the beginning of each school year for students that are entering Kindergarten for the first time. The individualized assessment results are sent home in a timely manner upon receipt of the reports from the Florida Department of Education.

Each parent is provided with access to their child's academic records through an online parent portal - FOCUS. Parents are encouraged to access their child's state testing results as well as their child's academic progress in each subject area in real-time.

How will the school make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State, and where such information is available and feasible to report, assessments required district-wide by the LEA (section 112(e)(2)(B))

Response:

A testing transparency question and answer document is placed on the district website and on each school's website. The question and answer document includes information on each assessment required by the State and required district-wide. The testing requirements for each grade level, type of test and test dates are included. Additionally, The document address frequently asked questions and answers and where to find state and federal law that requires each assessment. In addition, the document provides information on how to contact the district testing and accountability coordinator. The document can be found on each website under Parents Right to Know - Assessments.

How will the school inform parents of English learners identified for participation or participating in a language instruction educational program as determined under Title III of the information listed in section 1112(e)(3)(A)(i)-(viii) not later than 30 days after the beginning of the school year. (section 1112(e)(3)(A))

Response:

The school informs parents of identified English learners for participation and those already participating in a language instruction educational program no later than 30 days after the beginning of the school year by sending home a standardized letter. The letter either specifies that the student qualifies for ESOL services for either initial placement, or continuing placement, outlining data from standardized assessments and any other relevant sources. For continuing placement, the school's ELL Coordinator also updates student ELL plans annually, which includes convening the school's ELL Committee. Parents/guardians are invited to attend these committee meetings and give input into their student's ELL plan and to make relevant recommendations. An ELL Committee is not required for initial placement if ELL screening scores alone are enough to justify placement, however, parents are still notified through the standardized form. Through this form, parents are also informed of their right to decline Title III services, if they so choose.

How will the school inform parents of children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year of the information listed in section 1112(e)(3)(A)(i)-(viii) during the first 2 weeks of the child being placed in a language instruction education program. (section 1112(e)(3)(B)).

Response:

The school informs parents of newly identified English learners through a standardized letter. The letter either specifies that the student qualifies for ESOL services for initial placement, outlining data from standardized assessments and any other relevant sources. An ELL Committee is not required for initial placement if ELL screening scores alone are enough to justify placement, however, parents are still notified through the standardized form. Through this form, parents are also informed of their right to decline Title III services, if they so choose. If a student is being considered for placement in ESOL services based on criteria other than ELL screening assessments, an ELL Committee is convened and parents are formally invited to be a part of the committee and provide input into the recommendation for or against ELL services for their student.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and will the school provide, with Title I funds, transportation, child care, or home visits, as such services related to parent and family engagement [ESEA Section 1116].

Response:

Summers Elementary will offer parent/student/teacher conferences, as well as, parent training and workshops at various times during the mornings, afternoons, and evenings. These will be offered at different dates and times to allow for families to choose the most convenient day and time for them. When applicable, Title I funds will be allocated for funding these meetings and/or training and workshops. When possible, Summers will incorporate finger foods and/or materials for those families that participate in the training and/or workshops. The school will also provide child care, when possible.

Building Capacity

How will the school implement activities that will build the capacity for meaningful parent/family involvement?

Response:

Summers Elementary will provide families access to a parent resource room. The resource room will be open for families from 7:30 am - 3:00 pm daily. These resources will allow families to check materials to use at home with their child to improve their child's success in school. Multiple family nights are provided to support families such as, monthly AR Family Reading nights/afternoons/mornings, STEM night, grade level parent/teacher conferences, Kindergarten Round-Up, Step-Up transition events, parent workshops and trainings to help support families in educating their child at home in order to have success at school, work packets sent home to families to help reinforce skills taught in the classroom, and summer workbooks are provided to families in grades K-3 to help support learning over the summer months.

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

Response:

Summers will implement activities that will build relationships with the community to improve student achievement. This will be done by establishing partnerships with local community members. During Celebrate Literacy Week community members will be invited to be guest readers in classrooms. These readers will include local firefighters, law enforcement officers, school board members, and other local community members. Summers has a partnership with Wesley United Methodist Church. Many of its members have become volunteers at the school. They volunteer in classrooms, work with Math Superstars students in fourth grade, and have lunch/book club with students once a week. Local community members participate in a program through the United Way called ReadingPals. ReadingPals

volunteers read with Kindergarten students at least once a week. These volunteers help provide academic support for students.

How will the school provide materials and training to assist parents / families to work with their child to improve their child's academic achievement?

Response:

Summers Elementary will provide families with access to a parent resource room. This resource allows families to check out materials and resources they can use at home to improve academic success at school. Families may also request free work packets be sent home with students. These packets will assist families in reinforcing skills the student is working on in class. AR Family Reading events will occur monthly. At these events, families will have access to a computer to use to help their child take AR reading tests. Handouts and materials will be given out at these events, when possible. The school will supply transition materials for families at such family involvement events as Step-Up night and Kindergarten Round-Up. Handouts and materials will be provided, when possible, to families at parent workshops/trainings and/or parent/teacher conferences.

How will the school provide other reasonable support for parent and family engagement activities? (ESEA Section 1116).

Response:

Summers Elementary will provide families with access to a parent resource room. This resource allows families to check out materials and resources they can use at home to improve academic success at school. Families may also request free work packets be sent home with students. These packets will assist families in reinforcing skills the student is working on in class. Monthly newsletters will provide parents with information and helpful tips and strategies they can use at home to help their child be successful at school. Social media sites, as well as, an online newsletter will be used to communicate with parents about school happenings and important information concerning the education of their child. Transition activities and materials will be provided to families to help support students as they transition from grade levels.

List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Parent/Student/Teacher conferences: State and local assessment data will be discussed, as well as grades, and academic progress. Teachers will review data and offer strategies to increase student achievement.	Grade level teachers, CRT	Increased family awareness and understanding of state and local assessments, as well as their child's academic progress will lead to the child being more successful in school.	September 2020 through June 2021 Dates and times will be flexible	90% or more of our families will attend at least two of more parent/teacher/student conferences. Records of families attending conferences will be kept by teachers and the CRT
Kindergarten Round Up (orientation): This event will inform families of incoming kindergarteners about our school, kindergarten	Administration, CRT, instructional coach, and kindergarten teachers	Providing families with information, materials, and expectations for their kindergarten child will lead to increased student success and achievement.	Spring 2021	This event will have a sign in sheet to account for the number of participants attending this event.

expectations and curriculum.				
Open House: families will have the opportunity to attend a school wide event that will introduce them to their child's school, teacher, and classroom for the school year. Families will be informed at this event of grade level expectations, state and local assessments that will be administered throughout the school year, and ways families can become more involved in their child's education.	All teachers, staff, and lead team members	Families will gain knowledge of the school and increase understanding of ways to support and become more involved in their child's education. This will lead to increased student success and achievement.		Sign-in sheets and family survey results will show an increase in family participation, positive feedback from families, and family satisfaction with the school and staff.
School Advisory Council (SAC) Meetings: These meetings will be held at least 4 times during the school year. The meetings will explain, discuss, and review state and local assessment data. SAC members will be encouraged to provide input and/or approve the following: SAC funding, school improvement plan, Parent and Family Engagement plan, other school programs, and our Title I program.	SAC Chairperson, CRT, SAC members	To improve the ability of families, stakeholders, and school staff to work together to help increase student achievement and family involvement.	There will be at least 4 meetings throughout the 2020-2021 school year.	Flyers, newsletters, school call- outs social media posts regarding meeting dates and times, and school marquee will notify families of SAC meetings. SAC minutes and sign-in sheets will show overall an increase in attendance at SAC meetings. Families will have Improved knowledge of the Title I program, state/local assessment data, SIP, and PFEP as noted on yearly Title I Parent surveys.
Title I Annual Meeting: To inform and discuss the Title I program with families. To also discuss activities that support the home/school connection.	CRT	To increase family knowledge regarding the Title I program, their rights, and resources available to them in order to increase student achievement.	The first meeting will be held in October 2020. There will be flexible	Sign-in sheets will show an increase of families attending the Annual Title I meetings. The Title I Parent surveys will show families have an increased awareness of their rights, an understanding of

			times and dates offered throughout the 2020-21 school year.	the Title I program and knowledge of resources available to them.
Opportunities will be provided to families to learn about grade level expectations, Florida Standards, local and state assessments, the use of technology, and teaching strategies families can use at home to help their child be successful in school.	Teachers, CRT, Instructional Coach, administration	To increase family understanding of grade level expectations, assessment information and data, and teaching strategies and materials they can use with their child at home. This will help to increase student success and achievement at school.	Throughout the 2020-21 school year offered at flexible dates and times.	Sign-in sheets will show an increase of families attending these events. The results from the Title I Parent survey will show an increase in understanding of grade level expectations.
Parent and Family Newsletters: Newsletters will be published and distributed to families. The newsletter will include information concerning Title I news and updates, local/state assessment information, family involvement information, and school activities that are aligned to student success	CRT/Title I Parent and Family Engagement paraprofessional	To increase student achievement as a result of providing information to families regarding: homework tips, family involvement information, Title I news and updates, school events, and information concerning state/local assessments.	Once a month throughout the 2020-21 school year.	sign-in sheets will show increased numbers of families participating in family involvement events and activities. Title I survey results will show an increase in understanding of the Title I program.
Volunteer Orientation: Parent Meeting	CRT	To provide information and guidelines to families on how they can assist teachers and students by volunteering at school. Student achievement will increase when additional support is available in the classroom.	Possibly in January 2021.	Volunteer hours will increase.
School Messenger callout	School personnel	Increase communication with families, provide updates regarding school happenings, and reminders of upcoming events and activities.	Throughout the entire 2020-21 school year.	Increased participation at school functions and parent involvement activities as recorded by sign in sheets from these events.
Parent Portal	Media	Families will be kept informed of their child's academic progress. This will help to	Throughout the 2020-21 school year.	Families' knowledge of the parent portal will be evident on results from the Title I survey.

		support and increase student achievement.		
AR Family Reading Events	CRT, Media Specialist, teachers	To increase student achievement in the area of reading fluency and comprehension. To supply families with materials and information regarding reading strategies to use at home to help their child become a successful reader.	One family reading night/ afternoon/ morning per month throughout the 2020-21 school year.	sign-in sheets for these events will show increased family involvement. There will be an increase in student success on reading assessments.
STEM Night	STEM teacher, CRT, Instructional Coach, Administration, teachers	To increase student achievement by providing families with information, materials, and hands on learning opportunities in the area of science, technology, engineering, and math.	February 2021	Sign-in sheets will show increased family involvement. Students will increase their success on science assessments.

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other school leaders and other staff with the assistance of parents / families in the value and utility of contributions of parents and families?

Response:

Summers will offer trainings to school personnel and staff on the value of classroom volunteers and the importance of parent and family involvement. These trainings will help to increase student achievement and foster positive relationships with families and school personnel.

List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Importance of School Volunteers	CRT	School personnel and families working together in a positive school setting will increase student achievement	Throughout the 2020-21 school year.	Increased volunteer hours for the school year.
Importance of Parent and Family Involvement	CRT	Increased staff awareness of the value of parents/families will have a positive increase on students and their success.	Throughout the 2020-21 school year.	Increased positive comments on Title I survey
Engaging Parents During the COVID-19 Pandemic	CRT and Instructional Coach	With the increase in parent engagement a partnership will be formed resulting in increased student	August/ September	PD survey, samples of teacher communication with parents

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents / families, in how to reach out to, communicate with, and work with parents / families as equal partners?

Response:

Summers will offer training to school personnel and staff on how to work with and communicate with families in a positive manner. These trainings will help to increase student achievement and foster positive relationships with families and school personnel.

List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Communicating and working with families	CRT	Increase student achievement and behavior	Throughout the 2020-21 school year.	Increased communication between families and school personnel by comments on the Title I survey

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents / families, in implementing and coordinating parent / family programs, and in building ties between parents / families and the school?

Response:

Summers will offer training to school personnel and staff on how to build ties between home and school. These trainings will help to increase student achievement and foster positive relationships with families and school personnel.

List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Building ties between home and school.	CRT	Increase student achievement and behavior at school	Throughout the 2020-2021 school year.	Increased positive responses to surveys indicating a strong tie between home and school.

Other Activities

Describe how other activities, such as parent resource centers (rooms), the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children [ESEA Section 1116].

Response:

The school will offer a Parent Resource Room where families may check out materials to be used at home in support of reading, math, science, social studies, and writing. Student packets will be available upon request for additional practice in academic subjects. The school will offer workshops, meetings, and training will be offered at various dates and times to discuss and address concerns, support academic subjects, and answer any questions. Monthly Family Reading events will be scheduled to encourage and support reading. Literacy Week will be planned by the Instructional Coach. This week will offer families multiple activities to encourage families to read with their child. Materials, supplies, and informative handouts will be supplied to families, when possible.

List all activities that will be implemented:

1.	Parent Resource Room
2.	Literacy Week Activities

3.	Monthly Family Reading Events
4.	Parent Workshops
5.	Newsletter: will offer strategies and tips to families to help educate their child at home
6.	School website
7.	Facebook posts concerning happenings around the school

Communication

Describe how the school will provide timely information about the Title I programs?

Response:

Information regarding Title I programs will be made available to families at Open House and Annual Title I meetings which will occur in the fall of 2020. Annual Title I meetings will be held at various dates and times throughout the school year to give families an increased opportunity to attend. Title I information will be made available to families through the school website, as well as, monthly newsletters. Flyers containing important Title I information will be sent with students via bookbags throughout the 2020-21 school year.

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

Response:

A description of curriculum, state/local assessments, and grade level expectations, that are used to measure student progress will be made available to families in the District Pupil Progression Plan. Teachers will review grade level expectations, curriculum, state/local assessment information, and how student progress is measured at "Meet the Teacher". Student and school assessment results will be shared with families at parent/teacher conferences, which will be held at least twice per school year. Student/Parent/Teacher compacts will be signed and used as a means to aid in understanding of student progress and achievement. Compacts will also enhance teacher and family communication. The compacts will include comparison graphs which will help families understand their child's progress and proficiency in academic areas. Teachers will send home progress reports each nine weeks, and mid nine weeks reports will be sent home with all students. Report cards will be sent home quarterly to families to inform them of their child's progress.

Explain how, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children?

Response:

SAC meetings will be held at least four times per year in which families may participate in the decisions relating to the education of their children. Families will have the opportunity to submit comments and make suggestions on the school's progress via a school survey in the spring. The Parent Teacher Organization (PTO) will hold monthly meetings. Families are invited to attend to offer suggestions and input into how to improve the school. Title I Annual meeting will be held on various dates and times to help inform families about the Title I programs. At these meetings families will be given an opportunity to

ask questions, provide input, share ideas, and make suggestions relating to the education of their children.

Explain the process the school will use to submit parents / families comments if the schoolwide plan is not satisfactory to them (ESEA Section 1116)?

Response:

Summers has a process in place for families to submit comments if the schoolwide plan is not satisfactory to them. Newsletters are sent home on a monthly basis. The newsletter makes families aware of the plan and asks families to email the CRT or the principal if they have questions, concerns, or input. Parents may offer suggestions, ask questions, or voice concerns at parent/teacher conferences. Families may attend SAC meetings to share suggestions. The Title I Annual Meeting is another opportunity where families may offer suggestions, ask questions, or provide input. In April or May, families will take the Title I survey which allows families to respond to specific questions and make additional comments and suggestions. Families may also voice concerns in writing and send to the school.

Accessibility

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

Response:

Family and Engagement activities and events are made available to all stakeholders through the following means.

The school will send home notifications and flyers to parents informing them of all activities at the school. Notifications will be translated, when feasible, for parents of students who are English language learners. The school will solicit support from the Alachua County Migrant Program for parents of migrant students to provide translation support during the events when requested.

All schools in Columbia County are compliant with accessibility requirements under ADA. The Columbia County School District will assure that all students, parents and stakeholders including those with disabilities, those with limited English proficiency have equitable access to activities and materials provided during parent and family engagement activities.

Parent and Family Engagement activities provided by the school are family oriented and the school encourages participation by every member, regardless of age, in the activities and events that are planned.

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

Response:

Summers Elementary will advertise meetings, training, and any activities on the school marquee. The school's monthly newsletter will also inform families of programs, meetings, school reports, and other activities happening around campus. SchoolMessenger will be used to notify families of upcoming events and important happenings. Flyers and letters relating to school information will be sent home with students. The school website will post important Title I information, as well as, school happenings. Students will be given home/school folders to use to keep families informed of school activities and send home school reports.

To ensure understanding, the school will share information related to school and parent / family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents / families can understand by meeting with parents in small groups or one on one. Upon request, the district has the ability to change information written in the English language to the language being spoken in the home.

Discretionary Activities

Discretionary School Level Parental and Family Engagement Policy Components

Will the school provide any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent / family engagement, etc.)

List all activities that will be implemented:

Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
STEM Night	Families and students will participate in hands-on science activities	CRT, Instructional Coach, administration, teachers, STEM coordinator for the school.	Increased student achievement in Math and Science	Winter 2021
Family Reading Nights/afternoons/mornings	Families will have the opportunity to read with their child and take AR tests	CRT, teachers, Media Specialist	Increased student achievement in Reading	Throughout the 2020-21 school year
Parent Resource Room	Families will have the opportunity to check out materials and resources to assist them as they work at home to improve their child's academic success at school.	CRT	Increased student achievement in all academic areas by increasing family involvement.	2020-21 school year
Open House	Families will be provided with information concerning grade level expectations, state/local assessments, and ways to become involved in their child's school and education.	Teachers, CRT, Instructional Coach, and administration	Increased family understanding of assessments and expectations will lead to increased student achievement.	2nd Semester
Celebrate Literacy Activities	Families will have the opportunity to attend and participate in reading strategies to help increase student achievement in the area of reading	CRT, teachers, Instructional Coach	An increase in student achievement in the area of reading.	March 2021
Family Math Night	Families will have the opportunity to learn and review important math strategies. Families will do hands on math activities	Teachers, CRT, Instructional Coach, and administration	Increase student achievement in the area of math.	January 2020

Barriers

Describe the barriers that hindered participation by parents during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents / families who are disabled, have limited English proficiency, have limited literacy, and parents / families of migratory children)? [ESEA Section 1116].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Work schedule of Families	Summers will offer meetings and/or workshops at various times and various dates throughout the school year in order to try to accommodate the work schedules of our families.
Language (ELL families)	Summers will provide translators when possible to assist the families in the understanding of material that is presented, to aid in phone calls home, and to translate at conferences. In addition, written communication will be translated for the families in their native language, when possible.
Economically Disadvantaged	Summers, along with other community partners, will provide families that qualify, food baskets for Thanksgiving, food bags for students to take home over the weekend, and refer families to different agencies that can help provide assistance. Students are also provided free breakfast and lunch.

Supply Evidence of Input from Parents

Note: As an assurance of the school-level parent and family engagement plan, each school shall involve parents of children served in Title I, part A in decision making about how Title I, Part A funds are spent.

Upload evidence of how parents were involved in making decisions in the FA399 folder.

Supply Evidence PFEP Plan was Jointly Developed

Note: As an assurance of the school-level parent and family engagement plan, each school shall jointly develop/revise the PFEP with parents and make it available to the local community.

Upload evidence of how the plan was jointly developed in the FA399 folder. (uploaded SAC minutes and Title I News and Updates portion for newsletter)

The PFEP was discussed at SAC meetings throughout the school year. Members had the opportunity to provide suggestions, ideas, or ask questions. The monthly newsletter also asked families for input into the PFEP. Families were asked to email the CRT or principal with any suggestions or input. Families were also encouraged to leave any comments, ideas, input, or suggestions at the front desk. A letter was sent home with all students via packet pass out informing parents of the PFEP. The letter invited families to share ideas/suggestions/concerns/comments for the 2020-2021 PFEP.

Supply Evidence Planning, Reviewing and Improving the Schoolwide Plan

Note: As an assurance of the school-level parent and family engagement plan, parents and families are to be involved in planning, reviewing and improving the schoolwide program plan

Upload evidence of how parents were involved in planning, reviewing and improving the schoolwide program plan in the FA399 folder.

Supply Parent-School Compact

Note: As a component of the school-level parental involvement 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.

Upload an electronic version of the Parent-School Compact in the FA399 folder.

Supply Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement 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.

Upload evidence of parent input in the development of the compact in the FA399 folder.

Evaluation of the previous year's Parent and Family Engagement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Meet the Teacher	1	382	To increase student achievement by building the capacity of families to help their child at home in order to succeed at school.
Open House	1	271	To increase student achievement by building the capacity of families to help their child at home in order to be successful at school.
Volunteer Orientation for families	23	75	To increase student achievement by training volunteers to offer additional support to teachers and students in the classroom.
Title I Annual Meetings	2	40	To increase student achievement and family involvement by building the capacity of families to help their child through Title I programs and family involvement information.
SAC Meetings	3	30	To increase student achievement by building the capacity of families and stakeholders, as well as bring awareness to the Title I program and the function of the school.
Kindergarten Round-Up	1	38	To increase student achievement by building the capacity of families to help support their child at

			home in order for them to be successful at school.
School Newsletters	7	2160	To increase student achievement by making families aware and informing them of school happenings, family involvement activities, Title I news and updates, and important dates.
Title I Brochures	35	588	To increase student achievement by building capacity of our families' understanding of ways to help their child through the Title I program.
Step Up for grades 1 - 3	1	112	To increase student achievement by building capacity of families and by providing materials and information to help families work with their child at home in order for the child to be successful at school.
Parent Resource Room	28	112	To increase student achievement by providing materials for families to use at home to help educate their child in order for the child to be successful at school.
Family Reading Nights	9	566	To increase student achievement in the area of reading by offering families an opportunity to read with their child and reinforce reading strategies and skills the child has learned in the classroom setting. To also provide materials families can use at home to help educate their child in order for the child to be a successful reader.
Literacy Night- Author Night)	1	80	To increase student achievement by providing families with literary information and materials to use at home to help their child become more successful in the area of ELA.
Teacher Parent Compact conferences	8	1157	To increase student achievement by building the home/school connection and to offer ways families can help assist their child at home in order for the child to be successful at school. The conferences are also a way teachers can share student data with families in order for the families to be informed of their child's progress.
Providing Meals: Boo Hoo Breakfast, Dad's Day, Volunteer Appreciation breakfast, Thanksgiving feasts, Donuts for Dads	6	828	To build capacity and foster positive rapport with families.

Staff Training Summary

Provide a summary of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other school leaders and other staff with the assistance of parents / families in the value and utility of contributions of parents and families?

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
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Volunteer Orientation	1	41	Improved family engagement will increase student success.
Communicating Assessments Results to Families	3	474	Increased family understanding of assessment results will increase student success

Provide a summary of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents / families, in how to reach out to, communicate with, and work with parents / families as equal partners?

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Positive Communication with Families	1	22	Improved communication with families will lead to increased student success.

Best Practices

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective.

Content/Purpose	Description of the Activity
Family AR Reading Nights: To increase student achievement in the area of reading comprehension and reading strategies.	Afternoons/Evenings activities were offered to families each month to assist their child with reading strategies in order for the child to become more successful in the area of reading fluency and comprehension. The events were held in the media center. Families were given access to leveled books and chromebooks. Families were given materials, such as handouts offering advice and strategies to use with their child at home when reading. Books were purchased through Title I to give to families to use to practice reading strategies at home.
Open House: To increase student achievement by building the capacity of families to help their child at home in order to be successful at school.	This activity took place in the evening. Families had the opportunity to attend a school wide event that introduced them to their child's school, teacher, and classroom for the school year. Families were informed at this event of grade level expectations, about state and local assessments that will be administered throughout the school year, and ways families can become more involved in their child's education. This event also informed families of Title I information and updates.
Dads Take Your Child to School Day: To increase student achievement by providing an opportunity for dads and/or male role models to become more involved in their child's education. This also helped to build a positive rapport with school personnel.	Dads and/or male role models were invited on campus to enjoy breakfast. We had a guest speaker come to discuss ways dads can be more involved in their child's education and help their child be successful at school. The speaker gave them ideas, strategies, and help hints regarding how to be more involved. There was a question and answer session.