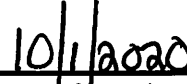


Columbia City Elementary
Title I, Part A Parent and Family Engagement Plan
2020-21

I, Jonathan Jordan, 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.



Signature of Principal or Designee



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 Parent and Family Engagement Program at Columbia City Elementary strives to create and maintain a family friendly atmosphere where open communication is established and information for academic success is shared with parents, students, teachers, and administrators. Furthermore, the staff of Columbia City Elementary, in collaboration with parents and the community, established high expectations for all students by providing a safe, nurturing environment where students have the opportunity to become productive, knowledgeable, and responsible 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:

Parent information and opportunities to become involved are given to all parents throughout the year. Columbia City Elementary will offer the following activities to all parents: Kindergarten Roundup, Meet the Teacher Day, Open House, Family Data Night, two Title 1 Annual Meetings, School Wide Parent-Teacher Conferences at least 2 times a year, Volunteer Orientation offered at least 2 times a year and on an as needed basis, monthly Family Reading Nights, Parent Workshops, SAC Meetings, and PTO Meetings. Information on times, dates, and activities will be available in newsletters, on the marquee, on the school Facebook page, through take home flyers, on the school website, through automated school messenger call outs, and through Remind 101 messages.

Open enrollment for SAC will begin at Volunteer Orientation in August, highlighted in the school newsletter, through take home flyers, on the school website, through automated school messenger call outs, and through Remind 101 messages. Members will be voted on during Open House night. Parents will be encouraged to join and have the opportunity to participate in the decision making process for Columbia City Elementary. SAC representatives who participate in the School Advisory Council are our decision-making entity of the school. Parents are given a survey seeking input on activities, trainings, and materials they need for their child. The SAC committee will review and discuss strategies and activities for the SIP and for the PFEP. The SAC committee will also be responsible for creating the School Improvement Plan and conducting a SIP midyear review. As part of SAC, the use of Parent Improvement Funds will be discussed and taken into consideration. Funding will also be discussed at the Annual Title 1 meeting at the start of the school year. Our documentation consist of agendas and minutes of SAC monthly meetings, as well as participation logs, surveys and sign in sheets. The SAC committee will review and report on parent attendance and evaluations for all activities at the SAC meeting.

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))"

Response:

Kindergarten Round-up is scheduled to inform parents and/or legal guardians of incoming Kindergarten students 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.

Monthly School Newsletter is 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)	Annual Title 1 Meeting- 2 times a year. Notification of School Grade, SPAR, Parents Right to Know- 2 times a year during the Title 1 Meeting, online, and monthly in the newsletter.	Curriculum Resource Teacher	September 2020- May 2021	Copies of the information will be kept in the Title 1 Notebook, flyers and newsletters will be sent home via backpack, activities and information will be posted on the school website, activities and Title 1 information will be posted in the school newsletter, and reminders will be sent through school messenger and Remind 101.
School Newsletter (Title I Updates)	Monthly	Curriculum Resource Teacher	Sep 2020- May 2021	Copies of the school newsletters will be kept in the Title 1 documentation folders, the newsletter will be sent home via backpack, and will be posted on the school website.
Title 1 Brochure	once a year	Curriculum Resource Teacher	September/October 2020	Copies of the brochure will be kept in the Title 1 Notebook, the brochure will be sent home via backpack, and will be posted on the school website.
Parent Notification Letters / Flyers	Monthly	Curriculum Resource Teacher	August 2020- May 2021	Copies of the school newsletters will be kept in the Title 1 documentation folders, the newsletter will be sent home via backpack, and will be posted on the school website.
A flyer will be developed that addresses the Title 1 requirements.	Once a year	Curriculum Resource Teacher	September/October 2020	Copies of the information will be kept in the Title 1 Notebook, flyers and newsletters will be sent home via backpack, activities and information will be posted on the school website.
Annual Meeting PowerPoint	Twice during the first 6 weeks of school	Curriculum Resource Teacher	September/October 2020	Sign-in sheets, hard copies of PowerPoint.
Opportunity for parents to receive a hard copy of Title 1 information	Continuously Available	Curriculum Resource Teacher	August 2020- May 2021	A request form, located in the Title 1 Notebook, located in the front office, will be used for parents interested in receiving information on the Title 1 Plan and various grants.

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:

Columbia City Elementary will offer parent workshops, data days, conferences, and volunteer orientation at various times of the day. According to our recent Title 1 Parent Survey, 34.31% of parents would rather attend meetings in the morning, 40.88% would prefer to meet in the afternoon, and 60.58% said they would rather have meetings in the evening. Due to the responses, we will continue to conduct meetings in the morning, afternoon and evening, on different days, to allow parents to attend at different times. The Curriculum Resource Teacher is available at any time to support families. Child Care is provided when necessary during meetings. If needed the lead team will make home visits if a family is not able to come in.

Building Capacity

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

Response:

Columbia City Elementary provides parents/families access to a parent resource room. The resource room is open for parents daily from 7:30 AM to 3:00 PM and during any family engagement activities. This resource allows parents to check out and receive materials to assist parents/families as they work with their child at home to improve academic success. A dedicated family engagement computer is provided for parents that is used to access online materials, resources, and student grades electronically. The computer is available for parents daily from 7:00 AM to 4:00 PM and during family engagement activities. The computer lab and media center are open every morning before school to support families that can not come after school. Parents are invited to stay and work with their child on computer programs or as they read and take AR tests. Multiple parent nights are provided to support families including Family Data Night, Science/STEM Night, monthly Family Reading Nights, Parent/Teacher conferences, Kindergarten Orientation, and monthly All Pro Dad meetings. Spring into Summer, a workshop designed to support families over the summer, gives families the opportunity to learn about technology such as the best computer programs and apps that support learning. These events are provided at multiple times of the day so more families are able to attend. Summer packets and reading logs are sent home to support learning over the summer. Families have the opportunity to visit the school 3 times over the summer to receive support and rewards for work done in the summer packet.

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

Response:

Columbia City 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. Guests are invited in from the community as guest readers for Celebrate Literacy Week. Guest readers include law enforcement officers, firefighters, school board members, and community leaders. Local community members participate in a program through United Way called Reading Pals. The volunteers read and provide academic support for students.

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

Response:

Columbia City Elementary provides parents/families access to a parent resource room. This resource allows parents to check out and receive materials to assist parents/families as they work with their child to improve academic success. A dedicated family engagement computer is provided for parents that is used to access online materials, resources, and student grades electronically. The computer lab and media center are open every morning before school. Parents are invited to stay and work with their child on computer programs or as they read and take AR tests. Multiple parent nights are provided to support families including Family Data Night, Science/STEM Night, Literacy Night, parent/teacher conferences, Kindergarten Orientation, and Family Reading Nights. Spring into Summer, a workshop designed to support families over the summer, gives families the opportunity to learn about technology such as the best computer programs and apps that support learning. Summer packets and reading logs are sent home to support learning over the summer. Families have the opportunity to visit the school 3 times over the summer to receive support and rewards for work done in the summer packet.

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

Response:

Columbia City Elementary provides parents/families access to a parent resource room. This resource allows parents to check out and receive materials to assist parents/families as they work with their child to

improve academic success. A dedicated family engagement computer is provided for parents that is used to access online materials, resources, and student grades electronically. Both of these resources are advertised through the newsletter, social media, and the school website. Social media, Facebook, is used as a tool to communicate with parents about what is happening on campus and to celebrate student success. Transition activities are provided for families as students transition from grade levels. The goal is to make families aware of the expectations and standards students will be expected to master.

List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Parent/Teacher Conferences-State and local assessments will be discussed during individual or group conferences held at least 2 times a year.	CRT and Teachers	Increased student achievement and parent understanding of each child's progress.	September 2020-May 2021	100% of parents will attend 2 parent conferences.
Kindergarten Orientation-parents are informed about Kindergarten curriculum and school expectations.	CRT, Principal and Teachers	Provide information to parents on what is expected and what is tested in Kindergarten.	Spring 2021	Copy of handouts provided to parents with information on what is expected and what is tested in Kindergarten.
Opportunities will be provided for parents to learn about grade level expectations, assessments, and strategies to use at home.	Grade Level teams, Instructional Coach, and CRT	Increased parental understanding of strategies to use with their child at home.	September 2020-May 2021	Participation in Family Workshops focused on increasing parent understanding of grade level expectations will be met by 50% of the school population being represented by a parent or guardian.
SAC meetings will be conducted where an explanation of the state and local assessment results will be discussed, and input from parents is encouraged on issues such as funding and school programs.	Principal, Instructional Coach, and CRT	Improve the ability of parents and school staff to work effectively together.	Fall 2020-Spring 2021	Flyers, minutes, and sign-in sheets will show an overall increase in attendance. Improved parent knowledge of state and local assessments will improve as noted on the title 1 survey.
Volunteer Orientation-Parent Meeting	CRT	Provide information to parents on what they can do to assist in the classroom. Student achievement will be supported when additional support is available.	August 2020 - May 2021	The number of volunteers in the classroom will be at least 50% of the school population being represented by a parent or guardian.
Annual Title 1 Meeting-Discussion of Title 1 requirements	CRT	Parents will gain knowledge and	September 2020-October 2020	The number of parents attending the

and school activities that support the home school connection.		increase understanding of ways in which they can support their student's achievement through Title 1 resources.		Annual Title 1 Meeting will be at least 50% of the school population being represented by a parent or guardian.
Open House/ Family Data Night- Parents have the opportunity to receive information on grade level expectations, state and local assessments, and ways to become involved in their child's school.	Teachers and CRT	Parent understanding of assessments will enhance student achievement.	September 2020	Samples of sign-in sheets and agendas.
Publish and distribute newsletters which will increase parents' knowledge of curriculum, instruction, as assessments used at school and the strategies that parents can do at home.	Assistant Principal and CRT	Enhanced student achievement as a result of providing specific strategies for parents such as homework strategies, reading/math strategies to use at home with their child.	September 2020-May 2021	At least 50% of the newsletters will include information to parents on state and local assessments and strategies that parents can do at home with their child in reading and math.
Notify families about school functions via flyers, automated phone systems and Remind 101.	Principal and CRT	Increase communication with families and provide updates on school functions and reminders of upcoming events.	August 2020- May 2021	Increase awareness of school functions as documented by log of messenger callout system and communication log from Remind 101.
Reading/Homework Accelerated Reader (AR) afternoons and mornings. Families can bring students to the media center to read books and complete AR test.	Media Specialist, Instructional Coach and CRT	Improved reading scores on classroom AR assessments.	September 2020- May 2021	The number of students and families attending reading afternoons will be at least 20% of the school population being represented. The number of students and families attending reading mornings will be at least 20% of the school population being represented.
Reading Strategies and Bingo for Books Night- Families and students will participate in a reading strategies presentation along with receiving free books.	Media Specialist, Instructional Coach and CRT	An increase in student achievement in classroom assessments such as iReady and Performance Matters.	Fall 2020	The number of students and families attending Reading Strategy/Bingo for Books Night will be at least 50% of the school population being represented.

Science Night- families and students will participate in hands-on science activities.	Teachers, Instructional Coach and CRT	Increased student achievement on Science	Fall 2020	The number of students and families attending Science Night will be at least 50% of the school population being represented.
Morning Teach Lab Time	Instructional Coach and CRT	Increased student achievement	Fall 2020- Spring 2021	Increased student achievement as shown by iReady and state assessments.
Curriculum Resource Title 1 Teacher (CRT)	CRT	Increased positive attitude and attendance at school family engagement events.	2020-2021 School Year	Evidence of positive parent input will be noted on yearly Title 1 surveys along with documentation of the number of parents attending school functions, check out support materials, and sign-in sheets.
Parent Portal/Web Site- Means to access school and county information	Media Center	More informed parents support student achievement.	2020-2021 School Year	Evidence of parent knowledge of available school resources will be noted in the yearly Title 1 Family Survey.
Splash into Summer	CRT and Instructional Coach	This event allowed parents to rotate through centers and get multiple resources to support student learning and the transition into the next grade level. Centers Included: Top educational apps Top online computer resources Summer Enrichment Packet information Community Summer Programs Meet a teacher and discuss grade level expectations for the upcoming year	May 2021	The number of students and families attending Splash into Summer will be at least 50% of the school population being represented.

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:

Columbia City shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to communicate with, and work with parents as equal partners,

implement and coordinate parent programs, and build ties between parent and the school in the following ways:

List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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
New teacher parent conference and compact support	CRT, Instructional Coach, Mentor Teacher	With the increase in parent engagement a partnership will be formed resulting in increased student	August/ September	Copy of Powerpoint
Parent Focus Portal Training	CRT and Instructional Coach	With the increase in parent awareness of tracking student grades parents will be better able to support their child resulting in increased student achievement.	August	Increased number of parents using Focus, review Title 1 survey results

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:

Professional Development on Parent Conferences will assist teachers with effective presentation and communication to parents during a conference.

Professional Development on Styles of Communication will assist teachers with effective presentation and guide them when talking to parents.

List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Parent Conference	Principal, Instructional Coach, Curriculum Resource Teacher	Effective communication during a conference assists parents with how their child is performing and guides them with assistance for helping their child at home.	October 2020	Title I Parent Surveys
Parent Communication	Principal, Instructional Coach, Curriculum Resource Teacher	Effective communication with parents on concerns or discipline issues will create a partnership with parents and support with students.	October 2020	Title I Parent Surveys

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:

Share results of Title I Parent Survey and Step-Up Night Evaluation with teachers to guide them in planning family engagement activities.

Provide research video and articles to support teachers in planning family engagement activities.

Provide resources and/or snacks to support teachers implementing family engagement activities.

List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Parent Survey Results	Curriculum Resource Teacher	Identifying parental needs for supporting students will increase student achievement	April - May 2021	Data from Parent Surveys
Step-Up Activities/ Kindergarten Round-Up	Curriculum Resource Teacher, Classroom Teachers, Principal	Parent information relating to next year's grade level expectations and state/local assessments and other pertinent information. Kindergarten readiness information for incoming Kindergarteners.	April - May 2021	Sign-in Sheets and data from Evaluations

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:

List all activities that will be implemented:

1	A parent resource room is provided for all individuals and families. The resource room is open daily from 7:30 AM to 3:00 PM and during any family engagement activities. This resource allows parents to check out and receive materials to assist families as they work with their child at home to improve academic success.
2	A dedicated family engagement computer is provided for parents that is used to access online materials, resources, and student grades electronically. The computer is available for parents daily from 7:00 AM to 3:00 PM and during family engagement activities.
3	For Spanish speaking families, a translator is provided for conferences and parents engagement activities to assist with understanding the language.

4	A school newsletter is sent home monthly to ensure parents are aware of the activities taking place, Title 1 information, and how families can help their child.
5	The school website and social media are utilized to ensure parents are aware of the activities taking place, Title 1 information, and how families can help their child.

Communication

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

Response:

Columbia City Elementary provides timely information about the Title 1 programs. This is done multiple ways. At the start of the school year, a Title 1 brochure is sent home with every student. This brochure shares information about the Title 1 programs with families. This information is also posted on our school website and is available in the Title 1 binder located in the front office. Each month a newsletter is sent home to all students via backpacks. Every newsletter contains a Title 1 update. Columbia City conducts an Annual Title 1 meeting multiple times during the year and at multiples times during the day. By attending the Annual Title 1 meeting families will gain knowledge and increase understanding of ways in which they can support their student's achievement through Title 1 resources. Information on Title 1 programs is shared with families and community members at SAC meetings. At each meeting there is a Title 1 update and members are asked for feedback.

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:

Columbia City Elementary describes and explains the curriculum of the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain with families. These explanations take place at multiple times during the year. Explanations take place at SAC meetings and the data from assessments is reviewed. Families have the opportunity to provide suggestions and feedback. An Annual Title 1 meeting takes place multiple times during the year and at multiples times of the day. By attending the Annual Title 1 meeting families will gain knowledge and increase understanding of ways in which they can support their student's achievement through Title 1 resources. Compacts are designed by teachers with parent input. The compacts are used at parent conferences and data discussion days to review curriculum, standards, and assessment results. Family Data Days are conducted twice a year. At Data Days, assessment results, student progress and the achievement levels students are projected to obtain are reviewed.

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:

Columbia City Elementary provides multiple opportunities for parents to formulate suggestions and to participate in the decision making process relating to the education of their children. Monthly newsletters are sent home. The newsletter makes families aware of what is currently happening and asks families to email the CRT if they have any suggestions, questions, or concerns. At parent conferences parents are asked for suggestions and concerns. Families can attend and share suggestions at SAC meetings and the Annual Title 1 Meeting at which many decisions are made that have a direct impact on student achievement, the budget, SIP plan and the Family and Parent Engagement Plan. At the completion of the year, parents take the Title 1 survey which allows them to respond to specific questions and make any additional comments and suggestions.

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:

Columbia City Elementary has a process in place for families to submit comments if the schoolwide plan is not satisfactory to them. Monthly newsletters are sent home. The newsletter makes families aware of the plan and asks families to email the CRT if they have any questions or concerns. At parent conferences parents are asked for suggestions and concerns. Families can attend and share suggestions at SAC meetings and the Annual Title 1 Meeting at which many decisions are made that have a direct impact on student achievement and the school plan. At the completion of the year, parents take the Title 1 survey which allows the family to respond to specific questions and make any additional comments and suggestions.

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:

Columbia City Elementary shares information related to the school programs, meetings, school reports and other activities in an understandable, uniform format, and in languages the families can understand. This information is shared multiple formats and times during the year. Information is shared and discussed at SAC meetings. Families have the opportunity to provide suggestions, give feedback and ask questions at meetings. An Annual Title 1 meeting takes place multiple times during the year and at multiples times of the day. By attending the Annual Title 1 meeting families will gain knowledge and increase understanding of school activities and school reports. Compacts are designed by teachers with parent input. The compacts are used at parent conferences and data discussion days to review curriculum, standards, and assessment results. Family Data Days are conducted twice a year. At Data Days, assessment results, student progress and the achievement levels students are projected to obtain are reviewed. Information is included in the school newsletter and on the website. A Title 1 binder is located in the front office that parents can view at any time. Copies of materials can also be requested and are sent home in a timely manner after the request is made. Flyers and information sent home can be translated into various languages at the request of families and teachers. Remind 101 and School Messenger are also used as tools to share school information with parents.

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
Science/STEM Night	Families and students will participate in hands-on science activities	CRT and Instructional Coach	Increased student achievement in Science and Math.	Winter 2021
Reading Strategies and Bingo for Books Night	Families and students will participate in a reading strategies presentation along with receiving free books.	Media Specialist, Instructional Coach and CRT	An increase in student achievement in classroom assessments such as iReady and Performance Matters.	Fall 2020
Open House/ Family Data Night	Parents have the opportunity to receive information on grade level expectations, state and local assessments, and ways to become involved in their child's school.	Teachers and CRT	Parent understanding of assessments will enhance student achievement.	September 2020
Splash into Summer	Increase student achievement by working with parents to ensure they have educational activities, computer programs, and apps to support learning over the summer.	CRT and Instructional Coach	Provide parents with resources to support academic achievement over the summer.	May 2021
Summer Packets	Increase student achievement by providing students with instructional material over the summer.	CRT and Instructional Coach	Provide parents with resources to support academic achievement over the summer.	May 2021
Parent Resource Room	This resource allows parents to check out and receive materials to assist families as they work with their child at home to improve academic success.	CRT		2020-2021 School Year

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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
Childcare	Childcare will be provided at multiple events
Schedule interferes with other siblings schedule	Meetings will be offered at various times during the day and materials will be sent home if families are not able to attend.
Work schedule interferes with participation	Meetings will be offered at various times during the day and materials will be sent home if families are not able to attend.
ELL and migrant families do not speak English,	School will provide a translator to support parents at events and communications will be sent home in spanish. Special events will also be provided for ELL and migrant parents.

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 about how Title I, Part A funds are spent.

Upload evidence of how parents were involved in making decisions in the FA399 folder. (upload SAC Minutes, newsletter)

The FPEP and budget was discussed at a SAC meeting in April. Members had the opportunity to provide feedback. A notification was also placed in the school newsletter and parents were asked to email the CRT with suggestions and feedback.

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 made available to the local community.

Upload evidence of how the plan was jointly developed in the FA399 folder. (upload SAC Minutes, Google Survey, newsletter)

Each grade level worked collaboratively as we created the PFEP. The staff shared feedback through a Google Survey. The FPEP was discussed via phone communication with SAC members. Members had the opportunity to provide feedback. A notification was also placed in the school newsletter and parents were asked to email the CRT with suggestions.

Supply Evidence Planning, Reviewing and Improving the Schoolwide Plan (SIP)

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. (upload SAC Minutes, newsletter)

The FPEP was discussed via phone communication with SAC members. Members had the opportunity to provide feedback. A notification was also placed in the school newsletter and parents were asked to email the CRT with suggestions.

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. (upload Compacts)

Each grade level works collaboratively to create a grade specific Compact that allows them to share expectations, grades, behavior, MTSS information, and assessment results with families. The compact was shared at a SAC meeting at the start of the year. Members had the opportunity to provide feedback.

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. (upload SAC Minutes, grade level minutes)

Each grade level works collaboratively to create a grade specific Compact that allows them to share expectations, grades, behavior, MTSS information, and assessment results with families. The compact was shared at a SAC meeting at the start of the year. Members had the opportunity to provide feedback.

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
Parent/Teacher Conferences	1	580	Increase parent understanding of assessments and individual student scores will enhance student achievement.
Meet the Teacher	1	495	Provide information to parents on what is expected for the upcoming school year.
Title 1 Annual Meeting	6	250	Parents will gain knowledge and increase understanding of ways in which they can support their student's achievement through Title 1 resources.
SAC Meetings	4	65	Improve the ability of parents and school staff to work effectively together.
Science/STEM Night	1	485	Increased student achievement on Science and STEM.
Family Reading Night	7	317	Improved reading scores on classroom AR assessments.

Open House	1	335	Provide information to parents on what is expected and what is tested in ESE.
Kindergarten Orientation	1 (April 2019) 0 (2020)	65 2020 didn't take place due to COVID	Provide information to parents on what is expected and what is tested in Kindergarten.
Provided Resources from Parent Resource Room	ongoing	142	Provide parents with resources to support academic achievement.
Summer Work Packets	1	575	Provide parents with resources to support academic achievement over the summer.

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
Volunteer Orientation	13	184	Improved parent engagement will enhance student achievement.
Communicating Assessments Results to Parents	7	3,500	Parent understanding of assessments and individual student scores will enhance student achievement.
Dealing with difficult parents during a conference	6	51	Improved parent communication will enhance student achievement.
Conducting conferences and dealing with truancy	1	51	Improved parent communication will enhance student achievement and attendance.

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
Communicating Assessments Results to Parents	7	3,500	Parent understanding of assessments and individual student scores will enhance student achievement.
Dealing with difficult parents during a conference	6	51	Improved parent communication will enhance student achievement.

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
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<p>Science/STEM Night: Increase student achievement by providing parents with information on how to help their child at home with science and STEM.</p>	<p>Families visit classrooms and participate in hands-on science activities. They also explore the state standards for each grade level creating a deeper understanding of expectations for parents.</p>
<p>Family Data Night/Open House: Increase student achievement by providing parents with data in how their child is performing on progress monitoring assessments and how he/she compares to other students.</p>	<p>This event was provided during Open House. Teachers provided data and parents had the opportunity to see how their child was performing in comparison to other students. Teachers explained the i-Ready diagnostic process to parents and the Parent/Teacher Compact was signed.</p>
<p>Summer Enrichment Packets: Increase student achievement by providing students with instructional material over the summer.</p>	<p>This summer each student was given a summer enrichment packet. Students had 3 opportunities over the summer to bring their packet to school and have them checked. At the start of school, students returned the completed packet to school for a reward.</p>
<p>Splash into Summer: Increase student achievement by working with parents to ensure they have educational activities, computer programs, and apps to support learning over the summer.</p>	<p>This event allowed parents to rotate through centers and get multiple resources to support student learning and the transition into the next grade level. Centers Included: Top educational apps Top online computer resources Summer Enrichment Packet information Community Summer Programs Meet a teacher and discuss grade level expectations for the upcoming year</p>
<p>All Pro Dad: Increase student achievement by providing a time for dads to visit the school and learn more about FL standards and how to help their child at home.</p>	<p>This monthly event provided a time for dads to meet in the Media Center with their child and learn more about how to communicate with and help their child at home; thereby, increasing student achievement.</p>
<p>Family Reading Nights: Increase student achievement by providing a monthly Family Reading Night to encourage parents to read with their children and help them prepare for AR tests.</p>	<p>This monthly event provided a time for parents to come to the Media Center with their child and read to them, read together, or listen to them read. Parents received tips on how to help their child increase AR scores; thereby, increasing ELA achievement.</p>