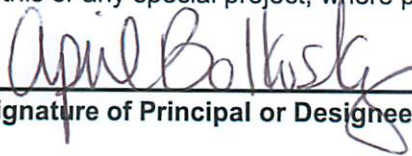


**Pinemount Elementary School**  
**Title I, Part A Parent and Family Engagement Plan**  
**2020 - 2021**

I, April Bolkosky, 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

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:**

Pinemount Elementary is a united school community where learning is recognized as a lifelong process and education is the key to the future. A nurturing atmosphere is provided which challenges individuals to take risks in order to realize their potential. Together we are committed to the development of curious, well rounded, responsible citizens. The school's parent and family involvement program is a crucial component in achieving the mission.

## **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:**

Pinemount offers many ways in which our parents can become involved. Pinemount will offer the following activities for our families: Meet the Teacher, Open House, Title Annual Meeting, Parent Conference Evenings, Volunteer Orientations, PTO meetings, SAC meetings, Mornings with Moms, Donuts with Dad, and Family Reading Events, Step Up Night, Science Night, FSA Reveal Night, Bingo for Books. Information on dates, times, and activities will be sent out to parents through Pinemount Pipeline (school newsletter), informative flyers, the school marquee, the school website, Facebook, Class Dojo and School Messenger (call out system). Parents who serve on the School Advisory Council (SAC), form one of the entities of the school. Pinemount's SAC will also have input on the School Improvement Plan (SIP) and conduct a midyear review of purchases and data. The SAC members review and discuss strategies and activities for the SIP and for the Parent and Family Engagement Plan (PFEP). Parents are surveyed for input on activities, training, and material they need to help their children. Expenditure of the Title I Funds will be discussed at the SAC meetings and the use of these funds will support these

activities. Documentation will be on the agenda of the SAC meetings, as well as participation logs, surveys, and sign in sheets. Parent attendance for all activities will be reviewed and reported on at the SAC meetings.

### **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 Kindergarteners 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.

<b>Program</b>	<b>Coordination</b>
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-wide program, 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	annually	Curriculum Resource Teacher and Principal	August and September 2020	Curriculum Resource Teacher will maintain copies of flyers, agendas, schoolme

Schools Report Card, Rights of Parents)				ssenger 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	On-going	Curriculum Resource Teacher, Principal, and Classroom Teachers	On-going	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.

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**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:**

Pinemount will offer a flexible number of meetings to offer parents a variety of times and days of the week to be an active member of their child's education. The school will also offer childcare for these meetings that are outside of the school day. The school will schedule meetings on different days of the week and times of the day to accommodate differing parent schedules. Printed materials will be available in the front office for any parent to pick up that is unable to attend. We can also send home materials for any parenting requesting additional activities. We provide child care at all after hours meetings. We send home flyers letting parents know when these meetings are held. We also send out Class Dojo messages and do a school wide call out to remind parents of these meetings.

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**Building Capacity**

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

**Response:**

Pinemount Elementary offers many different ways to include parents in the education process. We offer parent conference nights where parents can schedule one on one meetings with their child's teacher in an after hours time slot. We also have Mornings with Moms and Donuts with Dad. Both of these parent involvement activities are scheduled first thing in the morning where parents have the opportunity to bring their child to school and eat breakfast with their child while being educated on ways they can help their child academically at home. We also offer several evening events throughout the school year. All of our teachers try to make parent contact in the first three weeks of school to also help build that relationship for positive parent and family involvement. Our upper grades use a planner which is another way that parents can send messages to the teacher or to request a parent conference. All of our teachers also use Class Dojo as a way to bridge the home school communication barrier.

The following steps will be taken to address barriers:

- Continue to offer Parent and Family Engagement activities at multiple times, when feasible.
- Offer childcare, when necessary.
- Incorporate light snacks and/or incentives for those attending activities, when applicable.

- Workshop evaluations will be completed by those in attendance to assist with ways to increase and better serve parent and family engagement.

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

**Response:**

Pinemount Elementary School has a great reputation in the community. We partner with the Lake City Reporter to advertise the events held at school as well as send in pictures and write ups about the positive activities happening at our school. We provide a food backpack program where a local church donates food and we make food bags for 19 different needy families in our school. We send home community notes in our students book bags to advertise happenings in the county. We partner with United Way with the Reading Pals program. This program allows for volunteers to come in and read with our kindergarten students. We also have guest readers from the community come during Celebrate Literacy Week. Our younger grades also do a study on community helpers where we have different businesses partner with us and come and educate the students about their profession (Columbia County Fire Department, Florida Power and Light, Army, Columbia County Sheriff's Department)

***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:**

Here at Pinemount everytime we have a parent involvement event we try to send the parents home with some kind of activity so that the parent can continue working with the child at home. We offer cold read practice, flash cards, math games, fluency practice, comprehension question stems, and take home books. During the summer we also send our students home with some summer slide materials. We also have a Parent Resource Room where it is outfitted with many educational games and activities that parents can check out and use with their child at home. We also offer Family Reading Events every Monday to allow parents the opportunity to utilize our school's Media Center to check out books and use the computers.

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

**Response:**

We will send pictures and write ups about events happening at our school to the Lake City Reporter (local newspaper) to keep the community involved in school activities. Pinemount also posts important events on our school sign, school website and monthly Pinemount Pipeline to keep parents and community members informed. We also send out a calendar of events that is printed in the Lake City Reporter and is also posted on the local news television station. We also reach out to our school business connections to assist with various activities. We also invite area businesses to come in and assist with community awareness.

**List of Activities**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Title I Annual Meeting	CRT	Provides parents the opportunity to become aware of the state and federal requirements regarding their	September 2020 <i>*First one will be held by way of social media for parents and faculty.</i>	Increased knowledge of the Title I program.

		child's educational rights.		
Family Reading Time	Media Specialist	Extending the hours of the media center will allow the opportunity to read with their child which will increase achievement in ELA.	Weekly	Increase student achievement in the ELA assessments.
Planners and Communication Folders	Classroom Teachers	Expected parent/teacher communication keeps parents informed about their child's education and will increase student achievement.	Daily and weekly	Planners and communication folders will be signed by parents.
Volunteer Orientations	CRT	Increased student achievement by having parents active in their child's education.	ongoing	The amount of time volunteering will show an increase of 5% from the previous year.
Reading Pals	CRT	The students will improve their reading skills due to extra support from the Reading Pal.	weekly	The students will show an improvement in their reading skills by moving through sight words and leveled books.
Kindergarten Orientation	Kindergarten teachers, CRT, and administration	Increased student readiness and achievement in kindergarten by informing parents of the kindergarten expectations.	July 2020	Participation indicated by a sign in sheet.
BINGO for Books	Media Specialist, and CRT	The parents and students come in to play BINGO and win books. We also talk about the importance of having books available in the home and encourage parents to read nightly with their child.	January 2021	Increased student achievement in the ELA assessments
Science Night	CRT, LEAD Team	The parents came with their child and were active participants in some hands on science activities	September 2020	Increased student achievement in science

Science Night	CRT, LEAD Team	The parents came with their child and were active participants in some hands on science activities	September 2020	Increased student achievement in science
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### 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:

Pinemount Elementary hosts many professional development opportunities every year to assure that our teachers and support staff are educated in the proper way to communicate with parents. We model ways to have a productive data chat with parents and with the student. We also model ways to offer assistance to parents and to direct parents to check out our Parent Resource Room to check out materials to help their child at home. We also model ways to utilize parent volunteers in the classroom.

#### List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
PD on how to effectively use volunteers in the classroom	CRT Instructional Coach	Increased student achievement	August 2020	Increased volunteer hours as indicated by volunteer sign in logs
PD on how to better communicate with parents to build stronger parent-teacher relationships	CRT Instructional Coach	Increased student achievement due to stronger teacher-parent relationships	September 2020	Sign In sheet for PD
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	October	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:

Pinemount Elementary offers Learning Communities to assist teachers and support staff in ways to communicate with parents and families. We offer these PD at the beginning of the year and then again right before Parent Conference Nights.

#### List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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Learning Community PD	CRT Instructional Coach	With increased parent support and attendance at parent involvement activities our students will have an increase in reading and math skills.	August September	Increased parent volunteers and positive student growth based on parents being more involved in the school.
Class Dojo	April Boikosky	Provide daily communication with parents	all school year	Increased parent communication will give positive feedback on 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:**

Pinemount 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.

**List of Activities**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Teacher Parent Community Training	CRT/ Teachers	Increase in student achievement and increase in parent understanding of classroom expectations.	Sept - May	Positive results on Title 1 Survey.
Planning Curriculum Nights based on parent and student needs.	CRT/ Media Specialist/ Faculty and Staff	Increased parent understanding of grade specific expectations and ways that parents can help their children at home in order to increase student achievement.	Sept-May	Positive results on Title 1 Survey. Sign in sheets and evaluations.
Planning Data Chats	Teachers	Increase in student achievement and an increase in parent understanding of classroom expectations, and their student's progress.	Oct-April	Increase in Compacts signed and Conferences held during each semester.

## 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:

Pinemount Elementary is always willing to support parents and families in ways to engage in the education of their children. We have a parent resource room that we offer to parents to check out materials during every parent involvement activity. We also write a blurb in the Pinemount Pipeline encouraging parents to utilize the materials. At parent teacher conferences the teachers also encourage the parents to stop by and check out materials. At Step-Up Night we offer Summer Slide folders which include materials that parents may use to help prepare their child for the next school year.

### List all activities that will be implemented:

1.	Parent Resource Room is available for parents to check out materials to assist the education process at home.
2.	Step Up Nights- This event is to inform the parents of the expectations for the next school year and provide resources to assist the parents in education during the summer.
3.	Open House- This event is for parents to see the curriculum that the teachers are using in their classrooms and to become familiar with ways they can assist their child at home.
4.	Reading and Math parent involvement events- These event are to assist the parents in ways that they can better support their child at home.
5	Family Reading Events are offered every Monday afternoon for all parents to come and read with their child in the media center and take AR tests.
6	Science Night- This event will inform parents of the county science fair expectations and ways to increase science academically.

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## Communication

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

### Response:

Pinemount Elementary will send home monthly newsletters to let parents know the events that are taking place and how they can get involved. We will also send home flyers of particular events detailing the when and where if the event. We will also use Class DOJO to get more information out electricionally as well as our closed Facebook page. We will also use our electric sign to advertise our parent involvement events and keep the Google calendar up to date on our webpage.

***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:

Pinemount hosts an Open House in September explaining to the parents the curriculum used to teach the standards. The teachers also discuss the iReady and FSA testing that we give. We will hold parent conference nights where our parents can come and get the latest data from their child's local assessments. We will hold these data chats with our students and then with our parents at the parent conferences to make the parent aware of the score the student made on the iReady assessments and the state FSA. We will also hold a 3rd grade Parent Reveal Night that parents may see the score their child received on their mock FSA. Our third grade students will take a mock FSA. Our parents will be invited to come to school one evening and see how their child performed on the mock test. The teachers will

share information about testing and the expectations during the test. The teachers also address any questions that our parents may have.

***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:**

Our teachers hold at least two parent conferences per school year with their students' parents. We will schedule more conferences if needed throughout the year to help promote student success. We also hold several parent involvement events to assist parents in a better understanding of the curriculum and to provide extra resources to assist parents. We also hold weekly Family Reading Nights to allow parents the opportunity to come and read books in the media center with their students to promote the love of reading. Parents are also invited to attend the School Advisory Council (SAC) meeting that are held about 6 times a year. Parents have the opportunity to offer their opinions and suggestions about the school.

***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:**

Our district sends out a county wide school survey that gives the parents the opportunity to voice any concerns that they may have. Our principal and CRT also have an open door policy that allows parents to express their concerns. We as a lead team analyzes the data from the surveys to see how we can improve our school. We strive to make everyone feel as though their child's education is important and the needs of all individual students are met.

## **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:**

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.)***

The school parent and family engagement policy may include additional discretionary activities that the school, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement.

**List all activities that will be implemented:**

Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting home visits between conferences.	School Meetings will be offered on a variety of days and times in order to accommodate parents' schedules. When needed at-home conferences will be scheduled to accommodate parents that are not able to come to the school.	CRT, Teachers, Principal	Informed parents will increase student achievement.	ongoing
Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement	Pinemount Elementary partners with the PTO to bring volunteers into the school and create opportunities for family involvement and engagement. We also partner with the Boy Scouts of America, they hold meetings at our school.	CRT, Principal, Faculty and Staff	The more involved the parents become, the greater impact on student achievement.	ongoing

**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
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Parents' work schedule interferes with attending parent workshops.	We will offer our events on different days and at different times to help accommodate all of the parents.
ELL and migrant families that do not speak English do not feel comfortable coming to the school	The school will assist in providing translators when able to bridge the communication gap. We will also provide all of our school communication to go home in the families native language when able.

### **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.***

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### **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.***

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### **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.***

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### **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. Done***

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### **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.***

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Family Reading Events	14	488	Parents who make the effort to come in and read with their child will increase their reading achievement.
Parent Teacher Conference Nights	8	682	Informed parents should reflect higher student achievement.
FSA Reveal Night	1	53	Increased student achievement as indicated from student data. Increased parent understanding of strategies to use at home.
SAC Meetings	3	33	Building parental capacity and awareness of the Title I Schoolwide programs and their function in the school will increase student achievement.
Award Ceremonies	17	1,339	Building parental capacity increases student achievement.
Volunteer Orientations	8	93	Increased parent involvement should reflect in higher student achievement.
Title I Brochure	12	512	Student achievement will increase by building the capacity of parents' understanding in ways to help their child through the different Title I programs offered at school.
PTO Meetings	6	152	Building parental capacity increases student achievement.
Dad's Day Breakfast	1	152	Parents that show an active role in their child's education will increase the students' success.
Open House	1	258	Increased student achievement as indicated from student data. Increased parent understanding of school expectations.
Step- Up Night/ Kindergarten Round Up	2	96	Increased student achievement due to parents being more aware of grade level expectations.
Subs and Science	1	100	This was a parent involvement night where we invited our parents and students to come out and participate in some hands-on science activities.
BINGO for Books	1	71	During Celebrate Literacy Week we held a parent involvement night where we played BINGO and the winners got to pick out books. We also did a read aloud and modeled questioning techniques for our parents.

### **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?***

			aloud and modeled questioning techniques for our parents.
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### 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
Positive Parent Notifications	481	27	Building connections between home and school increases student achievement. All of our classroom teachers made a positive phone call home to all of our parents.
Welcome Dojo post to parents	27	385	Building a positive relationship between home and school will increase student achievement

*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
Volunteer Training and data chats with Parents Modeled	3	80	Positive parent relationships between school staff and parents.
Positive Front Office training	1	4	Creating a safe and welcoming environment will foster a strong parent and school community.

### 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
Dad's Day	This event we invited fathers to come to school and eat breakfast with their child. We had a motivational speaker speaking about the important role they play in their child's life. We model a read alouds with questions.
Subs & Science	This event was a huge success. We invited a Scientist out, Mr. Steve Wilson who came out and performed some hands-on science activities. Our parents really enjoyed this event because they got to see their students excited about learning science concepts.