

**FIVE POINTS ELEMENTARY SCHOOL**  
**Title I, Part A Parent and Family Engagement Plan**  
**2020 - 2021**

I, Thomas Lashley, 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

Oct. 1, 2020  
\_\_\_\_\_  
Date Signed

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

### **Mission Statement**

#### **Parental Involvement Mission Statement**

##### **Response:**

The faculty, staff, administrator, and students from Five Points Elementary School will provide the opportunities and educational environment that will allow each student to achieve a feeling of pride and become a winner everyday while mastering the Florida Standards.

Our Parent and Family Engagement Program makes every effort to embrace our families through ongoing and open communication, soliciting and encouraging participation from everyone affiliated with our school, guiding and teaching our parents various activities and strategies for them to use with their children for further academic achievement and success, holding special events for our families at school and community locations throughout the year, and providing additional resources through our Parent Resource Room.

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### **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:**

Title I information is provided for the parents of Five Points Elementary students throughout the year. This traditionally begins on Meet the Teacher day, prior to the first day of school. We feel it is vital for parents to be continuously involved with the education of their children. Therefore, we offer an extended evening session for parents/families to attend Meet the Teacher day.

Information regarding parent involvement opportunities and activities are publicized and discussed at Meet the Teacher day, Open House, Title I Annual Meeting, Parent-Teacher Conferences, Volunteer Orientations, School Advisory Council (SAC) and Parent-Teacher Organization (PTO) *meetings, Step-Up*

Nights, and other times throughout the year. Advance notice of these opportunities, meetings, and other events include, but are not limited to newsletters, marquees, Messenger call-out system, flyers, planners, and communication folders/binders.

Parents also receive pertinent ongoing information via classroom and school newsletters, our school marquees, automated calls from the school, and school and/or district websites.

Parents are an active part of our School Advisory Council and play a fundamental role in the decision making at Five Points Elementary.

Parents are provided opportunities to complete surveys involving: activities, trainings, and materials needed/requested to help their children.

The School Advisory Council assists with preparing, reviewing, and approving the Parent and Family Engagement Plan, the School Improvement Plan, and other duties as dictated by our Bylaws and the State of Florida.

Staff Development Trainings are provided to our faculty and staff in the development of the Parent and Family Engagement Plan and the School Improvement Plan.

The distribution of Title I, Part A funds, Parent and Family Engagement and School Improvement funds will be discussed at the School Advisory Council Meetings and the Title I Annual Meetings. Documentation will be recorded in the School Advisory Council Meeting agendas and minutes, surveys, and sign-in sheets.

The School Advisory Council reviews, discusses, and outlines the finding of parent surveys and activities at School Advisory Council Meetings.

All stakeholders are represented on the School Advisory Council and participation is encouraged at all meetings and activities.

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### **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 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	Funding supports are integrated and coordinated with parent involvement

Students	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.	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.  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.

## 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), Adequate Yearly Progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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

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### **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 for 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))**

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))**

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)).**

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:**

Meet the Teacher is scheduled for an extended time during the evening to better accommodate our parents.

We provide two Open House nights based on grade levels. The first will be scheduled in two sessions for first through fifth grade (first through second grades; third through fifth grades). The second will be scheduled for Kindergarten only.

Five Points holds multiple Title I Annual Meeting within the first quarter of the school year. Two meetings will be held prior to the two Open House Nights and one will be held during morning hours to accommodate parents.

Volunteer Orientation is held on multiple days with flexible times to accommodate adults wanting to volunteer in the classroom. In addition, a one-on-one orientation will be held for adults not able to attend scheduled days and times.

The Parent Resource Room is open daily from 8:00am to 2:00pm. After school hours can be scheduled for parents unable to come in during the day.

The Curriculum Resource Teacher will collect information to determine better dates and times for meetings, and if a light snack and/or child care services would make a difference in attendance.

The Curriculum Resource Teacher will collect data which will show the time of the meeting, day of the week it was held, number of people in attendance, type of workshop and/or event, if snacks and/or incentives were included, and if child care was provided.

Teachers will offer parent conferences before, during, and after school hours to accommodate the schedules of parents, within reason.

The following steps will be taken to address barriers:

- Continue to offer Parent and Family Engagement activities at multiple times, when feasible.
- Offer Parent and Family Engagement activities at locations other than the school, when possible.
- 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.
- Offer childcare, when necessary.

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### **Building Capacity**



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

**Response:**

Annual Parent and Family Engagement surveys are distributed to all parents. Results are used to modify and/or add activities.

Step-Up Nights are held in the spring for parents to learn expectations and standards for their child's next grade level. Evaluations are completed at the conclusion of the night and results are used to determine the needs of parents for additional Curriculum Nights.

Family Reading Nights are held monthly. Flyers are sent home prior to each event advertising the date and time.

PTO Meetings are held each month after each Family Reading Night. Grade level performances by students are highlighted.

FSA Night is held for third through fifth grade students and parents to explain the correlation between iReady and FSA and to give helpful tips for FSA testing.

Parent Conference Nights are held twice a year (October and February) for parents to meet with their child's teacher to discuss classroom grades, local test results, behavior, and other concerns or tips from the teacher. A to-go meal is provided.

STEM Night is held for students and parents to have an opportunity to work on multiple STEM activities and learn how STEM is part of everyday life.

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

**Response:**

Throughout the year various guest speakers are invited to present to 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:**

The Parent Resource Room is open daily from 8:00am to 2:00pm. After school hours can be scheduled for parents unable to come in during the day. Resources are available for check-out to assist parents at home.

A Parent Computer Portal is available in the Parent Resource Room for parents to use for educational purposes such as printing additional resources for their child's academic needs.

Step-Up nights are planned for each grade level. Parents are invited to attend the night for their child's next grade level. For each grade level parents receive information regarding grade level expectations and standards, testing (local and state), grading procedures, along with grade level specific information.

*Summer Bridge Workbooks* are distributed to parents attending Step-Up nights to maintain student learning and prepare them for their new grade level.

FSA Night is held for third through fifth grade students and parents to explain the correlation between iReady and FSA and to give helpful tips for FSA testing.

Parent Conference Nights are held twice a year (October and February) for parents to meet with their child's teacher to discuss classroom grades, local test results, behavior, and other concerns or tips from the teacher. A to-go meal is provided.

STEM Night is helped for students and parents to have an opportunity to work on multiple STEM activities and learn how STEM is part of everyday life.

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

**Response:**

Family Reading Nights are held monthly for families to spend time together reading. Students are allowed to take Accelerated Reader tests to increase their points and/or average percent correct.

FIPO Talent Show was held to showcase a variety of student talent.

Music and the Arts night will be held to showcase work produced by students.

**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>
Open House to explain and distribute information regarding Florida Standards, grade level expectations and state/local assessments	Principal, Curriculum Resource Teacher, and Classroom Teachers	By providing this information student academic achievement levels will increase	September 2020	10% increase in the baseline and end-of-year iReady Reading and Math Diagnostic Assessments
Title I Annual Meeting to explain and distribute information regarding Title I	Curriculum Resource Teacher	Information provided will increase student success in all academic areas	September 2020	Title I Annual Meeting Sign-in Sheets
Family Reading Nights	Principal, Media Specialist, Curriculum Resource Teacher, and Instructional Coach	Student achievement will increase in Reading as of result of parent and family engagement	Monthly from September 2020 to May 2021	iReady Reading Diagnostic scores will increase by 10%
Conference Nights to discuss Teacher-Parent-Student Compacts, student assessments and grades	Principal, Curriculum Resource Teacher, and Classroom Teachers	Increase in student achievement in all academic areas.	2 times (October 2020, February 2021)	Signed Compacts, increase in student achievement, and parent surveys
School Advisory Council (SAC) Meetings with discussions related to state and district assessments	SAC Chairperson and Principal	Supports all academic areas	4 times during the school year (2020-2021)	Ongoing reporting of student assessment scores to SAC Members.
FSA Night	Principal, 3rd-5th grade teachers	Increase in student achievement through understanding of correlation between iReady and FSA	February/ March 2021	iReady Reading and Math Diagnostic scores will



				Increase by 10%.
STEM Night	Principal, Curriculum Resource Teacher, Classroom Teachers, Special Area Teachers	Improvement in academic success as a result of hands-on STEM activities and how STEM relates to everyday life	April 2021	Sign-in sheets, Event Evaluations, and positive parent comments on parent surveys at the end of the year.
Kindergarten Orientation /Round-Up and Step-Up Nights	Principal, Curriculum Resource Teacher, and Classroom Teachers	Parent information relating to next year's grade level expectations and state/local assessments and other pertinent information. Kindergarten readiness information for incoming Kindergarteners.	March - May 2021	Sign-in Sheets, Event Evaluations, and positive parent comments on parent surveys at the end of the year.
Monthly School Newsletter containing information to increase knowledge	Principal, Curriculum Resource Teacher	Improvement in academic success as a result of dissemination of information regarding curriculum, assessments, helpful tips, and upcoming events.	September 2020 - May 2021	Parent Surveys
Parent Resource Room and Parent Computer Area	Curriculum Resource Teacher	Materials for checkout by parents for Reading, Writing, Math, and Science that will increase strong parental support, resulting in an improved level of student academic achievement along with a computer available for parents to use for academic research or for completing for volunteer application	August 2020 - May 2021	Increase parental visits by 10%
Volunteer Orientation	Curriculum Resource Teacher	Student success and achievement will increase due to increased volunteers in the school	August 2020- May 2021	Volunteer Orientation Sign-in Sheets and Volunteer Hour Log
Various academic workshops to provide strategies and knowledge for parents to assist their child(ren)	Principal, Classroom Teachers, Instructional Coach, Curriculum Resource Teacher	As a result of these workshops, student academic achievement levels will improve	August 2020- May 2021	Event Evaluations and end of the year parent surveys

## 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:**

Teachers will be provided audio-visual resources to assist with supporting parents. Reflections will be completed by teachers as an extension of the information learned.

Professional articles will be provided to teachers to increase their knowledge of parental support.

Principal will highlight specific parent engagement strategies throughout the year in the weekly communication tool for all faculty and staff.

Curriculum Resource Teacher will collect input from teachers for specific grade level information for Compacts and Conference forms.

Curriculum Resource Teacher will train all teachers in the effective use of volunteers.

Curriculum Resource Teacher will train all faculty and staff on Title I.

### **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>
Increase communication between teachers and parents (Conferences, Compacts)	Curriculum Resource Teacher, Principal	Enable teachers to be better communicators with parents. Using compacts as a tool to inform parents of grade level expectations and documenting conferences on the back will assist in parents feeling they are an equal partner and contributor to the school.	October 2018	Signed compacts and/or conference forms and end of the year parent surveys
Volunteer Training for teachers	Curriculum Resource Teacher	Provide opportunities for teachers to share ways to utilize volunteers in the classroom in order to improve student academic achievement	Ongoing 2018-2019 school year	Increase number of parent volunteer hours by 5% from previous year
Title I Training for Staff	Curriculum Resource Teacher	Provide all staff information about Title I that will help children at home	Ongoing 2018-2019 school year	Title I Teacher/Staff Surveys
Weekly Faculty & Staff Communication Tool	Principal	Provide specific parent engagement strategies	Weekly August to May	Title I Teacher/Staff Surveys
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:**

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**

<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>
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**

<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>
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 Nights/ 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

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**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:**

A table will be set-up at Meet the Teacher, Title I Annual Meeting, and Open House to advertise the Parent Resource Room and encourage parents to volunteer.

The Parent Resource Room is open daily from 8:00am to 2:00pm. After school hours can be scheduled for parents unable to come in during the day. Resources are available for check-out to assist parents at home.

A monthly School Newsletter is sent home providing information regarding upcoming campus events, testing dates, and other valuable information. Each newsletter also contains helpful tips for parents.

School website provides Parent and Family Engagement information.

Two Parent Conference Nights are scheduled during the year (October and February) to inform parents on their child's progress and provide support for helping their child at home.

Monthly Family Reading Nights are scheduled to allow parents the opportunity to read with their child. Students are able to take Accelerated Reader tests to work toward their goal.

The Media Center will host at least one Book Fair for students, parents, and teachers to attend. One day during the event the fair will be open after school hours to allow for parents to attend with their child.

The School Messenger (an automated call-out system) is used to notify parents of upcoming events along with encouraging and supporting them to more fully participate in the education of their child.

Our Communication Binders and/or Folders (PreK - 2nd grade) and planners (3rd - 5th grade) provides daily information to parents including, but not limited to, upcoming activities, school assignments, and testing schedules.

Parents are invited to join the School Advisory Council (SAC) at the beginning of the school year. Members are voted on but all stakeholders are invited to attend every meeting.

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

Meet the Teacher and Open House - welcome parents and invite them to participate as a stakeholder
Title I Annual Meeting - inform parents of Title I requirements
Parent Resource Room - resources available for parent check-out to assist at home
Parent Conference Nights - inform parents of student progress and assist with improvement
Family Reading Nights - monthly parent-child reading time
Communication Binders/Folders and Planners - daily communication with parents
School Advisory Council - participation to improve the school

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**Communication**

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

**Response:**

The Title I Annual Meeting provides information to the parents regarding Title I and all other Federal Programs. At least three meetings will be held at various times to accommodate parents. Sign-in sheets for the meetings will be housed in the Curriculum Resource Teacher's office.

School Messenger automated calls will be sent during the school year to inform parents of Title I updates.

Monthly School Newsletters are sent home with Title I information and updates.

School marquee will advertise Title I events.

School and district websites will contain Title I information and updates.

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

**Response:**

Prior to the first day of classes parents are invited to Meet the Teacher. At this event parents will be given information and materials regarding grade level curriculum, standards, state and local testing along with progress monitoring information.

Open House is held several weeks after the start of school. Parents are encouraged to attend. At this event teachers are able to further discuss in detail grade level expectations, curriculum, and types of assessments.

Parent Conferences Nights are held two times each year (October and February). During these nights teachers meet one-on-one with parents to discuss student progress and share all data points.

Step-Up Nights/Kindergarten Round-Up are held for each grade level. Parents are invited to the night of the grade level their child will be in the following year. At these events teachers discuss grade level expectations, curriculum, standards, and state/local testing.

***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:**

During Meet the Teacher parents are introduced to and invited to join PTO and SAC. They are also encouraged to become a volunteer.

At Open House parents are invited to join PTO. They are asked to vote on SAC Members.

SAC Meetings are held four times per year. All parents are invited to attend, members have voting rights.

Monthly School Newsletters provide updates and advertise opportunities for parents to participate in decision making for the improvement of their child's education.

Parents are invited to give input on both the School Improvement Plan and the Parent and Family Engagement Plan.

***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:**

SAC Meetings provide the opportunity for parents to voice concerns about school-wide decisions.

Parents are invited to give input on both the School Improvement Plan and the Parent and Family Engagement Plan.

Title I Parent Surveys provide an opportunity for parents to document concerns about the school and all decisions.

At all Step-Up Nights and Kindergarten Round-Up parents complete an evaluation of the event. Concerns are addressed to improve the event and/or other aspect of the school.

## **Accessibility**

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

### **Response:**

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

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

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

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

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

### **Response:**

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.

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## **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.)*** **Not Applicable**

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

<b>Count</b>	<b>Activity</b>	<b>Description of Implementation Strategy</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>




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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
Child care (economically disadvantaged)	Provide child care during events such as Step-Up Nights/Kindergarten Round-Up and Curriculum Nights
Understanding expectations (SWD)	Present information in a format that is easily understood and provide handouts and samples for parents to take home.

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### 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.***

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

### Building Capacity Summary

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

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Meet the Teacher and Open House	3	459	Increase student achievement due to information given to parents regarding grade level expectations, testing, and strategies parents can use to help their child academically.
Volunteer Orientation (group and one-on-one)	57	51	Increased volunteers throughout the school to improve academic achievement of all students.
Academic Fairs - Book Fair	2	76	Increase student achievement due to the parental involvement and increased time reading.
Kindergarten Round-Up and Step-Up Nights	1	21	Increase student achievement by providing parents with grade level expectations, standards, state/local testing, and strategies for the grade their child will enter the upcoming year.
Awards Ceremonies, Graduation, End-of-the-Year Programs	6	320	Parent and family engagement activities held to build and strengthen relationships with parents, students, faculty, and staff.
Parent / Teacher Conference Nights	2	324	Conference nights provide the opportunities for parents to learn strategies to assist their child with academic achievement and success.
Inservice for Teachers and Non-Instructional	1	22	Activities to educate faculty members regarding parent and family engagement.
PTO and SAC Meeting	5	71	Involvement of parents with activities such as PTO meetings to aid children in academic achievement. Input assistance from SAC members regarding SIP and PFEP

			increases student achievement and success.
Title I Annual Meeting	2	28	Information shared with parents regarding Title I and other Federal Grants requirements and how funding supports classrooms resources for academic achievement.
Teacher/Parent/Student Compact	317	317	Involving parents as a partner in their child's education increases student academic performance.
Family Reading Nights	7	129	Increases student achievement due to parental involvement and increases time spent reading by the student.
Parent Resource Room / Parent Portal Computer	57	57	Materials and supplies are checked out to parents to work with their child at home will have a positive impact on the child's academic achievement and success. Parent Portal Computer allows parents to access academic activities from the web, check student grades in FOCUS, and apply for volunteer status.
School Newsletter	7	3,220	Monthly communication to inform parents of upcoming events along with helpful tips to work with their child to increase academic achievement.
Title I Parent and Family Engagement Brochure	512	512	Communication tool to inform parents about Title I and Parent and Family Engagement at the school level.

### 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
Inservice for Teachers and Non-Instructional	1	22	Activities to educate faculty members regarding parent and family engagement.
Volunteer Training for Teachers	1	22	Help teachers with ways to better utilize volunteers in the classroom to improve 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?**

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
Inservice for Teachers and Non-Instructional	1	22	Activities to educate faculty members regarding parent and family engagement.
Volunteer Training for Teachers	1	22	Help teachers with ways to better utilize volunteers in the classroom to improve student achievement.

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### **Best Practices**

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

<b>Content/Purpose</b>	<b>Description of the Activity</b>
Parent Conference Nights	Two conference nights (Fall and Spring) provided the opportunity for parents to learn grade level expectations along with strategies to assist their child with academic achievement and success.
Step-Up Nights / Kindergarten Round-Up	These nights allowed parents to gain insight into the grade level expectations, standards, and state/local testing for their child's upcoming school year.
Family Reading Nights	These nights increased student achievement by providing the opportunity for students and parents to spend time together reading. As a result students' reading ability and success increased.

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