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

## Manatee Elementary School

##  I, Dr. Scott LeMaster, 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.

## Assurances

**Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**Certifications**

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child’s classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher’s qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**School Parent and Family Engagement Policy**

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

**Policy Involvement**

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b)except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

* a timely information about programs under this part;
* a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida’s challenging academic standards; and
* if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b)is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

**Shared Responsibilities for High Student Academic Achievement**

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida’s challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

* **parent-teacher conferences in elementary schools, at least annually,** during which the compact shall be discussed as it relates to the individual child's achievement;
* frequent reports to parents on their children's progress;
* reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
* ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Accessibility**

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

|  |  |
| --- | --- |
| **Signature of Principal or Designee**  | Date Signed |

**Parent and Family Engagement Plan**

In support of strengthening student academic achievement, **Manatee Elementary,** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school’s expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school’s plan submitted to the local educational agency (LEA).

The **Manatee Elementary** agrees to implement the following requirements as outlined by Section 1116:

* Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
* Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
* Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
* If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
* Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. families play an integral role in assisting their child’s learning;
2. families are encouraged to be actively involved in their child’s education at school;
3. families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. other activities are carried out, such as those described in Section 1116 of the ESSA.

**JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

**Manatee Elementary** will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

**Manatee Elementary** will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I programs. All stakeholders will be invited through the school newsletter, School Messenger, school website, and social media posts to attend the SAC/Title I meetings. Parent Surveys will be completed annually to encourage open communication with parents to address their needs and requests for parent involvement activities effectively. The school website and the school marquee will be updated frequently for reminder dates of school events. Parents will be encouraged to join SAC during our annual Title 1 meeting, through School Messenger, school website, newsletter, and social media. Input will be elicited from ALL stakeholders and monthly Parent and Family events (event surveys).

Meeting minutes will be maintained for all parent meetings. Parent support workshops will also be held throughout the year on an ongoing basis. Parents will also have opportunities to volunteer on campus. Parent surveys, agendas, sign-in sheets and minutes will be kept to document SAC meetings in our TITLE 1 Crate.

**ANNUAL TITLE I MEETING**

**Manatee Elementary** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school’s Title I program, the nature of the Title I program, the families’ requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

The Annual Title I Meeting will be held in September. At this time the Title I Program, status on school performance, the Student-Parent Compact, and Parent Rights will be discussed along with PFEP and School Improvement Plan (SIP). After reviewing this information with the parents there will be an opportunity to ask questions/make comments. Any revisions will be published in the school newsletter. A Title I PowerPoint presentation will run in front lobby throughout the school day at various times throughout the first 2 weeks of school and at Open House.

Administration, School Staff, Classroom Teachers, SAC, and Parent Involvement Specialist will be the members responsible for conducting the Annual Title I Meeting. Evidence of Annual Title I Meeting Will Be Through:

* Agenda
* Sign-in sheets
* Flyers
* Newsletters
* Meeting Minutes
* School Calendar
* Parent Evaluation Forms
* % of Compacts Returned
* Title I PowerPoint

Notification of Annual Title I Meeting will be through: School Messenger, Flyers, Social Media, Newsletter, School Website

This meeting will be separate from SAC Meeting and will have its own agenda, sign-in sheets, and notifications to stakeholders.

**COMMUNICATIONS**

**Manatee Elementary** will take the following actions to provide families of participating children the following:

* Timely information about the Title I programs
* Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
* Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

Manatee Elementary works to maximize parent involvement by offering meetings in a flexible format. We will provide meetings at various times throughout the day. Child care and talk translation system will be available at all meetings. In special circumstances we may conduct in-home conferences, with the assistance of our social worker, to establish an open two-way system of communication between the school and the parents of the students we serve. Spanish translators are available for meetings, trainings, SAC Meetings, and conferences. As needed, virtual meetings can take place per parent request.

One of Manatee Elementary staff’s main focus is to engage parents in becoming partners with the school to support student academic growth. Our Title I/SAC meeting will embody this process with a cohesive action plan for communicating, training and reflecting about our Title I programs as well as our professional development opportunities. Throughout the year there will be numerous activities and opportunities for parents to participate in the school community and be educated on the academic progress of their student and how they can better assist their child’s academic progress. For parents that are unable to attend these activities information will be posted on the website, in the school newsletter, information sent home, emails and phone calls. Attendance sign in sheets, surveys, and meeting minutes will monitor the parental involvement participation and additional input.

Some methods that will be used to disseminate information will be:

* 1. Title I/SAC Monthly Meetings
	2. Curriculum Nights
	3. STEM Night/Math Night/Families Building Better Readers
	4. Student-Led Conferences
	5. Title I PowerPoint
	6. On-going communication through newsletters, website, progress reports, phone calls and emails
	7. Meetings designed to specifically discuss school academic progress plan (SIP)
	8. Annual IEP meetings
	9. Newsletter
	10. School Messenger/Peach Jar

In the event that Manatee Elementary’s Parent and Family Engagement Plan is not satisfactory to a parent of participating children, the school will submit the parent’s comments on the plan to the Lee County School District Title I Office.

**SCHOOL-PARENT COMPACT**

**Manatee Elementary** will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state’s high standards.

During 19-20 School Year SAC meetings, input is gathered from families to create a School-Parent Compact. During the May SAC Meeting, the School-Parent Compact is reviewed and input is provided for adjustments to be made. Adjustments are made and emailed to all present families at May meeting for a final approval of School-Parent Compact. School-Parent Compact is sent out to all families in the Open House packets each student receives. Another copy of the School-Parent Compact in English and Spanish will go on our Manatee website.

**RESERVATION OF FUNDS**

**Manatee Elementary** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Manatee Elementary will acquire a Parent Involvement Specialist that will work with families to assist our students here at Manatee**.** Job will consist of working with families, providing weekly food bundles for students, creating language acquisition classes, supporting families with academic assistance, and working with community to for the benefit of Manatee families and students. Parent Involvement Specialist will work with teachers and staff to create a line of support and communication between school and home.

**COORDINATION OF SERVICES**

**Manatee Elementary** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement 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 families in more fully participating in the education of their children by:

Individuals with Disabilities Act (IDEA)- Supplemental instructional support provided by Title I will be discussed with parents during the development of students’ Individual Education Plan (IEP). ESE Parent Nights

ESOL/ELL (Title III)- All programs and activities will be available to all parents. All invitations, flyers, and School Messenger messages are translated into Spanish. Imagine Learning Program is avaible at school for families to acquire English language skills.

## Evaluation of the 2019-2020 Parental Involvement Activities

**2019-2020 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 1116)]. Include participation data on the Title I annual meeting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity**  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Open House Meet Your Teacher | 1 | 649 | Meet the teacher, information for the 19-20 School Year, start forming relationships between school and home, get most updated information for first day of school, and set procedures/expectations for the classroom. Provide information to parents about the Title I program, about expectations and how they can support their children at home. |
| 2 | Title I Annual Meeting | 1 | 22 | Provide information to parents about the Title I program, about expectations and how they can support their children at home. |
| 3 | SAC Meetings | 6-virtual one in May | 5-6 average at each meeting | Parents participate in school decision making for increased student achievement. Discussion of data and discussions of ways to improve |
| 4 | Curriculum Meeting Nights (FSA make and take)FSA Parent Night | 1 | 127 | Provide information to parents on curriculum expectations and how parents could better help their children. Parents will create games and resources to use at home. 3rd Grade Parents informed of FSA Expectations. |
| 5 | STEM Night | 1 | 36 | Provide hands-on experiences to parents and their children succeed on the FSA test. |
| 6 | Student-Led Conferences | 2 | 221 | Research based tips for increasing parent involvement and improving student achievement/ To educate parents on what the students are achieving academically, as well as to inform parents of student academic needs. |
| 7 | Parent Training for resources available to help their child including: School Messenger, Lee County School Website, Manatee Elementary Website, Focus, and Twitter, provide information to parents about classes and tutoring services available. | 1 | 5 | To provide information for parents on how to access information daily on their student’s progress and have resources available to help their student’s academic success |
| 8 | Family Math Night | 0 | 0 | To teach families Math strategies that students' have been taught throughout the year, so that additional support can be given at home. |
| 9 | Families Building Better Readers | 0 | 0 | To teach families Reading strategies that students' have been taught throughout the year, so that additional support can be given at home. |
| 10 | Active Parenting | 0 | 0 | Teaches families strategies to help children at home and have conversations regarding what children face in today’s world and how parents are involved. |
| 11 | Families First Breakfast | 0 | 0 | Provide families with tools to use at home to work with their students in all aspects of their lives. |
| 12 | Fall Festival | 1 | 476 | Family support, Teach Literacy strategies, so parents can support their children at home. Focus booth  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| 16 |  |  |  |  |
| 17 |  |  |  |  |
| 18 |  |  |  |  |
| 19 |  |  |  |  |
| 20 |  |  |  |  |
|  |  | **Total:****14** | **Total:****1,566** |  |

**2019-2020 Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity**  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Technology Training: School Messenger; Focus (report card comments); Castle; Oncourse, Focus Gradebook; PeopleSoft; SIOP Model and ESOL Strategies, Developing Teacher Websites. Student Planner comments; training to enable teachers to communicate effectively with parents on specific student achievement including FSA, assessments and assessments | 1 | 75 | Improve the quality of communication to assist in the student academic achievement |
| 2 | Student Planner comments; training to enable teachers to communicate effectively with parents on specific student achievement including FSA, assessments | 1 | 75 | Improve the quality of communication to assist in the student academic achievement |
| 3 | Training for teachers on Student-Led Conferences | 1 | 75 | Providing teachers with the resources and tools to instruct students on leading a student led conference |
| 4 | Training of staff to effectively use volunteers/paras | 1 | 75 | Improve the quality of volunteer use in the classroom to assist with student achievement |
| 5 | Parent Involvement newsletter articles | 1 | 75 | Research – based strategies for parent involvement providing knowledge and resources for staff members to assist parents in knowing how they can help their children |
| 6 | Staff Workshops: \*Title I requirements and the Teacher’s Role\*Student-Led Conferences (Leadership Nights)\*What are barriers for parents? | 1 | 75 | Research – based strategies for parent involvement providing knowledge and resources for staff members to effectively involve parents |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
|  |  | Total: 6 | Total: 450 |  |

**2019-2020 Barriers Summary**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

|  |  |  |
| --- | --- | --- |
| **#** | **Barrier (Including the specific subgroup)- Be specific**  | **Steps you put in place to overcome barriers - Be specific**  |
| 1 | Transportation (Lack of), L25, Levels 1 and 2, ELLs | Provide transportation with Parent Involvement Van with assistant of School Social Worker or Administration. Virtual meetings as needed per parent request.  |
| 2 | Work/Time- L25, Levels 1 and 2, ELLs |  Provide flexible dates and times for all parent activities/events. Provide enough notice for families. Virtual meetings as needed per parent request. |
| 3 | Language- L25, Levels 1 and 2, ELLs | Parent involvement specialist who is bilingual will translate. Provide translated handouts. Utilize Talk System to translate if needed.  |
| 4 | Lack of Child Care- L25, Levels 1 and 2, ELLs | Every effort is made to provide child care during meetings and events. |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

**Evidence-Based Interventions/Strategies**

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

•**Tier 1 –Strong Evidence**: supported by one or more well-designed and well-implemented randomized control experimental studies.

•**Tier 2 –Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies.

•**Tier 3 –Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

•**Tier 4 –Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

**NEW 2020-2021 Parental Involvement Activities**

**2020-2021 Building Capacity Activities**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1116)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

**Parent-teacher conferences in elementary schools, at least annually,** during which the compact shall be discussed as it relates to the individual child's achievement;

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier (see previous page)**  | **Cost Associated with Activity** |
| 1 | Open House Meet Your Teacher-Virtual and Drive Through | Administration/ Teachers | Meet the teacher, information for the 20-21 School Year, start forming relationships between school and home, get most updated information for first day of school, and set procedures/expectations for the classroom. Provide information to parents about the Title I program, about expectations and how they can support their children at home. | August 24-28, 2020  | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms | Cost of Postcards |
| 2 | Title I Annual Meeting-Virtual | Administration/ Teachers | Provide information to parents about the Title I program, about expectations and how they can support their children at home. | September 22, 2020 | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms | Cost of Paper Flyers |
| 3 | SAC Meetings-Virtual  | Administration/Teachers/SAC | Parents participate in school decision making for increased student achievement. Discussion of data and discussions of ways to improve | monthly | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms and meeting minutes | Cost of Paper Flyers |
| 4 | STEM Night | Administration/ Teachers | Provide hands-on experiences to parents and their children succeed on the FSA test. | January 2021-TBD | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms | Cost of Paper FlyersEducational material (e.g. flashcards, Science activities, copies) ~$500 |
| 5 | Student-Led Conferences | Administration/ Teachers | Research based tips for increasing parent involvement and improving student achievement/ To educate parents on what the students are achieving academically, as well as to inform parents of student academic needs. | Third Quarter 2021-TBD | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms | Cost of Paper Flyers |
| 6 | Parent Training for resources available to help their child including: School Messenger, Lee County School Website, Manatee Elementary Website, Focus, and Twitter, provide information to parents about classes and tutoring services available.-Virtual  | Technology Specialist, Administration, Teachers | To provide information for parents on how to access information daily on their student’s progress and have resources available to help their student’s academic success | September, November, February, and April | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms | Cost of Paper Flyers |
| 7 | Family Math Night | Administration/ Teachers | To teach families Math strategies that students' have been taught throughout the year, so that additional support can be given at home. | February 2021=TBD | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms | Cost of Paper FlyersEducational material (e.g. flashcards, math games, copies) ~$100 |
| 8 | Families First Breakfast | Administration/Teachers/Guidance Counselor/Reading Resource, TL, and Coaches | Provide families with tools to use at home to work with their students in all aspects of their lives. | TBD | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms | Cost of Paper Flyers |
| 9 | Fall Festival-Drive Through Trunk or Treat | Administration/ Teachers | Family support, Teach Literacy strategies, so parents can support their children at home. Focus booth  | October 29, 2020 | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms | Cost of Paper Flyers |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |
| 17 |  |  |  |  |  |  |

**2020-2021 Staff Training Activities**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier** |
| 1 | Technology Training: School Messenger; Focus (report card comments); Castle; Oncourse, Focus Gradebook; PeopleSoft; SIOP Model and ESOL Strategies, Developing Teacher Websites. Student Planner comments; training to enable teachers to communicate effectively with parents on specific student achievement including FSA, assessments and assessments | Tech Specialist; Administration | Tech Specialist; Administration | Once Per Year | Agenda, Sign-In Sheets, Evaluations |
| 2 | Student Planner comments; training to enable teachers to communicate effectively with parents on specific student achievement including FSA, assessments | TL/Coaches, Administration | TL/Coaches, Administration | Once Per Year | Agenda, Sign-In Sheets, Evaluations |
| 3 | Training for teachers on Student-Led Conferences | Administration/TL/Coaches | Administration/TL/Coaches | Once Per Year | Agenda, Sign-In Sheets, Evaluations |
| 4 | Training of staff to effectively use volunteers/paras | Parent/Volunteer Coordinator, Administration | Parent/Volunteer Coordinator, Administration | Once Per Year | Agenda, Sign-In Sheets, Evaluations |
| 5 | Parent Involvement newsletter articles | Parent/Volunteer Coordinator, Webmaster, Newsletter Editor, Administration | Parent/Volunteer Coordinator, Webmaster, Newsletter Editor, Administration | Once Per Year | School website, Copies of articles provided |
| 6 | Staff Workshops: \*Title I requirements and the Teacher’s Role\*Student-Led Conferences (Leadership Nights)\*What are barriers for parents? | Administration, Volunteer Coordinator, Teachers | Administration, Volunteer Coordinator, Teachers | Once Per Year | Agenda, Sign-In Sheets, Evaluations |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 9 |  |  |  |  |  |
| 10 |  |  |  |  |  |