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

## Sunshine Elementary School

## I, Cherry Gibson, 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.

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

**Parent and Family Engagement Plan**

In support of strengthening student academic achievement, **Sunshine Elementary School,** 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).

**Sunshine Elementary School** 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**

**Sunshine Elementary School** 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

Parents will become involved in the development, review, and improvement of the School Parent and Family Engagement Policy through various activities throughout the academic year including, but not limited to, School Advisory Council (SAC) meetings, parent and teacher organization (PTO), parent surveys, School Improvement Plan Committee, and the District Advisory Committee. Parents will be encouraged, and invited to participate in these committees via parent guides, school newsletters, school website, flyers, parent link, marquee postings, parent letters, and personal invitations. All parent communications are provided in bilingual format (e.g., English and Spanish), in other languages (e.g., Haitian-Creole) if requested, and in a parent friendly format.

The School Advisory Council, of which the parents comprise 51%, will review, evaluate and provide feedback on how Title I funds should be allocated to parent involvement activities. Parents are invited to provide their input in relation to Title I programs during the open forum sections during SAC monthly meetings. SAC meetings, in order to enhance parent communication, will utilize a Talk System, which provides simultaneous translation in a preferable language (e.g., Spanish, Haitian-Creole).

In order to revise, evaluate, and develop the Parent & Family Engagement Plan for the upcoming academic year, Sunshine Elementary will create a Parent Involvement Advisory Committee comprised of a diverse group of individuals representing parents, teachers, and administrators. The main function of the committee will be to revise and evaluate the current plan. Prospective members of the committee will be notified of this opportunity via SAC meetings, newsletters, and personal invitations. Membership will be awarded to interested parties. In addition to the Parent & Family Engagement Plan, the committee will review and revise the current School-Parent Compact. The School-Parent Compact will outline how parents, school staff, and students will share the responsibility for improved student academic achievement and strengthen school, community and parent partnership in order to help our children achieve.

Parents will be encouraged to provide valuable feedback in the decision-making process of allocating funds for parent involvement activities. This parental input will be collected and analyzed annually via parent surveys and parent involvement activities/meetings/workshops evaluations in order to evaluate the effectiveness of the current parent involvement plan, and develop plan modifications if necessary. Parents will be informed of the committee progress during our SAC monthly meetings. The committee will present the plan for final approval in August. All documentation, such as agendas, sign-in sheets, and meeting minutes, will be maintained in the Title I Crate. 

Through Advancement via Individual Determination (AVID), students will learn strategies for them to be successful in college and careers. Parents will also be involved in teaching students organization strategies by utilizing student agendas. Parents will be invited to the AVID parent Night to learn about how AVID will positively impact student achievement. Parents will be involved in how to use AVID strategies to build organizational skills.

**ANNUAL TITLE I MEETING**

**Sunshine Elementary School** 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).

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| Sunshine Elementary Annual Title I Meeting:  The following steps will be taken to encourage families to participate in our school parent and family engagement plan.  1. School administration and the leadership team will meet to discuss the planning process of the annual Title I Meeting.  2. The meeting will be publicized via school newsletter, school website, school messenger notices as well as individual letters sent home informing parents of the upcoming event dates and times.  3. The meeting will convene annually to inform parents about all Title I services. Annual Title I meetings will be held during our grade level expectation night. Flexible times and dates are available by parent request. Parents will be informed, during a Title I Forum, about the following topics: (1) Title I status, (2) Annual Measurable Objectives (AMO), (3) school grade, (4) proficiency levels, (5) school curriculum, (6) academic assessments, (7) school choice & supplemental education services (if applicable), (8) school-parent compact, and (9) parent rights. For those parents unable to attend, the cited information will be available through articles posted on the school website and/or school newsletter. Information about Title I services and other parent involvement documentation will be available for parent review in the main office via brochures or logs.  4. Parents will then move to assigned classrooms to meet grade-level teachers, and acquire an overview perspective of the grade level curriculum. Teachers will discuss the school responsibility to provide high quality curriculum instruction in a supportive and effective learning environment. In addition, parents will review the school-parent compact document as a voluntarily agreement to promote a home-school partnership.  5. Finally, parents will be asked to complete an evaluation form to measure the effectiveness of the event. Administrators, teachers, parent involvement specialist and support personnel  6. Documentation collected will be:   * Sign-in sheets * Agenda * Sign-in Sheets * Flyers * Newsletters * School Calendar * Copies of Parent Communication (School Messages) * Parent Evaluation Forms * School website * Title 1 PowerPoint |

**COMMUNICATIONS**

**Sunshine Elementary School** 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:

Sunshine Elementary School continues to work towards developing a culture that both informs and empowers our parents. Our goal is to support parents in becoming partners with the school. Our Title I meetings embody this process via a cohesive action plan for communicating, training, and reflecting about our Title I programs as well as professional development opportunities. The school facilitates, throughout the course of the year, numerous activities and opportunities for parents to learn about the various aspects of our school community as it relates to student academic achievement. For those parents unable to attend, the necessary information will be available through articles posted on the school website and/or school newsletter. Information about Title I services and other parent involvement documentation will be available for parent review in the main office via brochures. Attendance logs, surveys, and meeting minutes will be utilized during these activities to monitor parental participation and request additional input.

Some of the methods that we utilize to disseminate the information throughout the course of the academic year are:

1. Grade Level Expectations Night
2. Curriculum nights (Math and Reading)
3. AVID Parent Information night
4. On-going communication via newsletters, the school website, student progress reports, teacher and parent conferences, and phone calls
5. Meetings that are specifically designed to address and discuss the school’s academic plan (SIP)
6. School Advisory Council (SAC) meetings are structured to develop a risk-free environment for parents to engage in a dialogue about their child’s academic development, concerns that they might have about the school, and/or any other issue related to the school community, reach out for targeted support, and provide the school with feedback for improvement, etc.

Sunshine Elementary School adheres to the best practice of notifying parents of the various opportunities to be informed about Title I programs and services via parent notices, School Messenger, marquee signs, and newsletter announcements on a reasonable and realistic timeline. Specific parental concerns regarding the Title I program can be directed to the school and/or the District Title I Office. Parents will receive all communications in their home language (I.e. Spanish, Haitian-Creole).

**SCHOOL-PARENT COMPACT**

**Sunshine Elementary School** 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.

Describe/List the process the schools will follow to jointly develop with families a School-Parent Compact and how the Compact will be disseminated.

Sunshine Elementary School thrives on developing a supportive and effective environment for parents. As a school, we must address the importance of ongoing communication between parents/guardians and teachers through parent-teacher conference, progress reports to parents, reasonable access to parents to volunteer and participate in their child’s class, and School Advisory Council and Parent Teacher Organization. The development of the School-Parent Compact outlines the partnership between administration, teachers, and parents/guardians. The School-Parent Compact will be jointly developed with families at our SAC Meetings. During the meeting, parents will share their input on the School-Parent Compact. The School-Parent Compact will be disseminated at our following SAC/PTO meeting for review and parents will make the necessary changes before the end of the school year. The compact will be discussed and approved during the September meeting of the following school year.

Sunshine Elementary will post a copy on its website and parents will receive a copy during the Open House Packet. Additionally, signed copies of returned School-Parent Compact will be stored in the front office.

A letter explaining the process will be sent home to parents during the first semester of the school year.

**RESERVATION OF FUNDS**

**Sunshine Elementary School** 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:

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 parental involvement will be used [Sections1116)].

Sunshine Elementary will seek the input of parents on how the 1 percent of Title 1, Part A funds will be used in the upcoming school year. All parents will be invited to attend the May SAC meeting. The allocations of funds will be discussed at the May SAC Meeting where parents will have the opportunity to decide how the reserved funds will be spent for the upcoming school year. Parents will then vote on the item(s) selected. During the Annual Title 1 Meeting, parents will be notified how the 1 percent of Title 1, Part A funds will be spent.

**COORDINATION OF SERVICES**

**Sunshine Elementary School** 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:

Sunshine Elementary has a direct coordination between supplemental services, especially preschool services (e.g., Head Start), and all Title I programs provided to our children. Parent involvement and/or school activities offered in our school are available to all parents. Head Start teachers will conduct at least two home visits, and two teacher-parent conferences throughout the academic year to facilitate teaching strategies on how parents can help their children at home.

Supplemental instructional support provided by Title I will be discussed with parents during the development of the students Individual Education Plan (IEP).

Sunshine Elementary also host weekly English classes for parents and provide resources for parents to support their child/children at home.

## 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.

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| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Title 1 Annual Meeting/SAC/PTO | 1 | 2 | Provide information to parents on expectations and suggestions for helping their children. |
| 2 | Open House | 1 | 496 | Provide parents with information, expectations and suggestions for a successful school year. |
| 3 | Donuts for Dads | 1 | 224 | To facilitate lasting relationships between parents, students, and our school to promote all around success. To provide parents and students with tools to build and foster positive relationships. |
| 4 | Volunteer Orientation Meeting | 1 | 18 | Improve the ability of parents to work in the classroom to increase student achievement. |
| 5 | Curriculum Night-Grade Level Expectations Night K-2 | 1 | 169 | Provide parents with information, expectations and suggestions for a successful school year and provide strategies their students can use at home to complete classwork successfully. |
| 6 | Family Math Night | 1 | 345 | To teach families math strategies their students have been taught at school to provide additional support and practice at home. This is done as a family fun atmosphere. A large number of center activities are set up so parents and students can rotate to different stations. |
| 7 | Science Fair Night | 1 | 208 | To provide parents with information to help their individual student incorporate science standards into their projects. |
| 8 | AVID Family Night Grades 3rd- 5th | 1 | 34 | To provide parents with information on how their students develop academic habits they will need to be successful in middle school, high school, and college. This opportunity also allows families to experience how their children learn about organization, study skills, communication, and self-advocacy. |
| 9 | Muffins with Mom | 1 | 350 | To provide opportunities for parents to learn effective ways to communicate with their children |
| 10 | ESL Classes to Parents | 25 | 76 | Increase the level of involvement of parents to become active in the decisions made at the school. |
| 11 | Family Reading Night | 1 | 10 | To teach families literacy strategies their students have been taught at school to provide additional support and practice at home. This is done as a family fun atmosphere. A large number of center activities are set up so parents and students can rotate to different stations. |
| 12 | Student Led Conferences | 1 | 84 | To provide opportunities for students to lead parents through a discussion of their work and established academic and social goals that promote students to be more accountable for their own learning. |
| 13 | SAC/PTO Meetings | 7 | 150 | To provide members an opportunity to attend meetings once a month to approve the expenditure of school improvement funds, support school improvement implementation, collect and analyze information about the community and the school, and receive public input regarding needs of the school. |
|  |  | **Total:**  **43** | **Total:**  **2166** |  |

**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)].

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| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Staff Professional Development (i.e. Value of Volunteers, Teacher/Parent Partnership, Brief modules of the benefits of Parent Involvement) | 1 | 88 | Provide information to teachers on expectations of Volunteers in classrooms. Teachers will be able to give classroom volunteers directions in order to provide additional support to students in the classroom. |
| 2 | Provide ongoing one-on-one support throughout the school year on how to use School Messenger to communicate with parents. | 5 | 5 | Through parent communication, the teacher is able to build a partnership with families and positively impact students. |
| 3 | Distribution of monthly newsletter read by teachers and staff | 8 | 158 | Research based tips for increasing parent involvement and improving student achievement. |
|  |  | Total: 14 | Total: 251 |  |

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, budget, curriculum used at each grade level, assessment used at each grade level, school grade, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity (comment form provided) [Section 1116].

You annual Title I Meeting **MUST** be separate from any other event including SAC, Open House, Curriculum Night, etc.… A suggestion would be to hold on the same night but at different times. For example: SAC 5:30-6:00 and Annual Title I Meeting 6:00-7:00. Separate documentation for announcements, agendas, meeting minutes and sign in sheets titled “Annual Tittle I Meeting” must be submitted for compliance.

**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].

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| **#** | **Barrier (Including the specific subgroup)- Be specific** | **Steps you put in place to overcome barriers - Be specific** |
| 1 | Scheduling and lack of time to volunteer, attend meetings, or joining parent committees in the school. | 1. Be flexible in our scheduling so we can provide morning and evening meetings to allow parents the opportunity to attend. 2. Provide on our school website postings of PTO and SAC minutes for parents. Parent Involvement information will be provided in the monthly school newsletter. |
| 2 | Parents with limited English proficiency exhibited difficulties understanding speakers at meetings. | 1. Provide printed materials in a bilingual format (i.e., English/Spanish or Haitian Creole) during meetings. 2. Provide Spanish and Haitian Creole translators to provide better communication and clear understanding of the message being shared. |

**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;

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| **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 | K-5 Virtual Open House | Administration and Classroom Teachers | Provide parents with information, expectations and suggestions for a successful school year. | August | [Open House: When First Impressions Matter](https://www.educationworld.com/a_curr/curr272.shtml)  Tier 3 | $0 |
| 2 | Virtual Annual Title 1 Meeting | Administration and SAC Chair/Eaton | Provide information to parents on expectations and suggestions for helping their children. | September | [The Impact of Title I on School Spending and Student Achievement:](https://research.steinhardt.nyu.edu/scmsAdmin/uploads/003/949/WP%20%2309-09.pdf)  Tier 4 | $0 |
| 3 | ~~Volunteer Orientation Meeting~~ | Nicholson | Improve the ability of parents to work in the classroom to increase student achievement. | September | [Why Community Involvement in Schools is Important](https://www.pridesurveys.com/index.php/blog/community-involvement-in-schools/)  Tier 2 | $50 |
| 4 | ~~Curriculum Night-Grade Level Expectations Night K-1~~ | Administration and Classroom Teachers | Provide parents with information, expectations and suggestions for a successful school year and provide strategies their students can use at home to complete classwork successfully. |  | [The Influence of Curriculum Quality on Student Achievement on the New Jersey Assessment of Skills and Knowledge (NJ ASK) Language Arts and Mathematics for Fifth-Grade Students in the Lowest Socioeconomic School Districts](https://scholarship.shu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=3039&context=dissertations)  Tier 4 | $0 |
| 5 | Virtual Avid Family Night Grades KG -5th | Beasley | To provide parents information on how their students will develop academic habits they will need to be successful in middle school, high school, and college. This opportunity also allows families to experience how their children learn about organization, study skills, communication, and self-advocacy. | September | [The AVID Effect / Student Success & Promoting a Growth Mindset](https://www.avid.org/AVID-effect)  Tier 4 | $0 |
| 6 | ~~Donuts with Dad~~ | Nicholson | To facilitate lasting relationships between parents, students, and our school to promote all around success. To provide parents and students with tools to build and foster positive relationships. | September | [Report: The Positive Relationship Between Family Involvement and Student Success](https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships/Report-The-Positive-Relationship-Between-Family-Involvement-and-Student-Success)  Tier 3 | $200 |
| 7 | Virtual Family Math or Treat Night | Petrekin | To teach families math strategies their students have been taught at school to provide additional support and practice at home. This is done as a family fun atmosphere. A large number of center activities are set up so parents and students can rotate to different stations. | October | [Report: The Positive Relationship Between Family Involvement and Student Success](https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships/Report-The-Positive-Relationship-Between-Family-Involvement-and-Student-Success)  Tier 3 | $400 |
| 13 | Virtual Student Led Conferences | Administration and Classroom Teachers | To provide opportunities for students to lead parents through a discussion of their work and established academic and social goals that promote students to be more accountable for their own learning. | Semester 1 | [STUDENT LED CONFERENCES: Students Taking Responsibility](https://files.eric.ed.gov/fulltext/ED516784.pdf)  Tier 4 | $100 |
| 8 | Family Reading Night | Brandao | To teach families literacy strategies their students have been taught at school to provide additional support and practice at home. This is done as a family fun atmosphere. A large number of center activities are set up so parents and students can rotate to different stations. | February | [Teaching Strategies to Run a Successful Literacy Night](https://www.teachhub.com/teaching-strategies-run-successful-literacy-night)  Tier 1 | $400 |
| 9 | Science Fair Night | Administration, Dieng, and Classroom Teachers | To provide parents with information to help their individual student incorporate science standards into their projects. | January | [THE EFFECTS OF SCIENCE FAIRS ON STUDENTS’ KNOWLEDGE OF SCIENTIFIC INQUIRY AND INTEREST IN SCIENCE](https://pdfs.semanticscholar.org/ee57/cdc94c688122aca0929eea64318b37626189.pdf)  Tier 3 | $250 |
| 10 | Muffins with Mom | Nicholson | Provides opportunities for parents to learn effective ways to communicate with their children | February | [Report: The Positive Relationship Between Family Involvement and Student Success](https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships/Report-The-Positive-Relationship-Between-Family-Involvement-and-Student-Success)  Tier 3 | $300 |
| 11 | ESL Classes to Parents | Nicholson | Increase the level of involvement of parents to become active in the decisions made at the school. | Ongoing | [Encouraging and Sustaining ELL Parent Engagement](https://www.colorincolorado.org/article/encouraging-and-sustaining-ell-parent-engagement)  Tier 2 | $300 |
| 12 | SAC/PTO/Meetings | Administration and SAC Chair/Eaton | Increase the level of involvement of parents to become better active in the decisions made at the school. | Monthly | [The Effect of Parental Involvement in Parent Teacher Groups on Student Achievement](http://home.sandiego.edu/~sconroy/Papers/Arguea_Conroy_Parental_Involvement.pdf)  Tier 4 | $100 |
| 13 | Virtual Student Led Conferences | Administration and Classroom Teachers | To provide opportunities for students to lead parents through a discussion of their work and established academic and social goals that promote students to be more accountable for their own learning. | Semester 1 Semester 2 | [STUDENT LED CONFERENCES: Students Taking Responsibility](https://files.eric.ed.gov/fulltext/ED516784.pdf)  Tier 4 | $100 |
| 14 | Curriculum Night – Kindergarten Orientation | Administration and Classroom Teachers | Provide information to parents on expectations and suggestions for helping their children. | April | [How parent involvement leads to student success](https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/)  Tier 4 | $100 |
| 15 | Career Day | Administration and Classroom Teachers | To provide students with Career information on what their parents do in everyday life. | May | [Four Reasons Why College and Career Conversations Matter in Elementary School](https://www.hobsons.com/resources/entry/four-reasons-why-college-and-career-conversations-matter-in-elementary-scho)  Tier 1 | $100 |

**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)].

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| **Activity** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier** |
| 1 | Staff Professional Development (i.e. Value of Volunteers, Teacher/Parent Partnership, Brief modules of the benefits of Parent Involvement | Administration and Parent Involvement Specialist | Provide information to teachers on expectations of Volunteers in classrooms. Teachers will be able to give classroom volunteers directions in order to provide additional support to students in the classroom. | September | [Teaching the Teacher: Preparing Educators to Engage Families for Student Achievement](https://archive.globalfrp.org/publications-resources/browse-our-publications/teaching-the-teachers-preparing-educators-to-engage-families-for-student-achievement)  Tier 4 |
| 2 | APPLES Meeting | Administration and Eaton | Provide information on first year teachers on how to effectively communicate with families from various backgrounds. By providing culturally relevant training, teachers will be able to build positive relationships with parents. | October | [Professional Development to Support Parent Engagement: A Case Study of Early Childhood Practitioners](https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1014&context=cyfsfacpub)  Tier 1 |
| 3 | Distribution of monthly newsletter read by teachers and staff | Administration and Parent Involvement Specialist | Research based tips for increasing parent involvement and improving student achievement. | Monthly | [The Positive Results of Parent Communication](https://www.pearsoned.com/wp-content/uploads/DigitalAge_ParentCommunication_121113.pdf)  Tier 4 |