

## References

- Hara, S. R. and Burke, D. J. (1998). Parent involvement: The key to improved student achievement. *School Community Journal*, 16
- Lee, J. and Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Education Research Journal*, 43, p. 193. doi: 10.3102/00028312043002193.

17	FSA Pep Rally	Principal	PBIS encouragement prior to FSA	March	IV	\$200.00
18	Middle School Round-up*	Principal	Bridging the elementary to middle school gap	April-May	III (Lee & Bowen, 2006)	\$250.00
19	5 <sup>th</sup> Grade Moving-Up Ceremony	Principal	PBIS	May	IV	

\*Quarter 1 Academic Parent Involvement Activities: Parent Portal Update Support, Headstart Orientation, Open House, Annual Title I Meeting, \*Curriculum Night

\*Quarter 2 Academic Parent Involvement Activities: Student-led Conferences, Math Night

\*Quarter 3 Academic Parent Involvement Activities: Parents Helping Parents

\*Quarter 4 Academic Parent Involvement Activities: Middle School Roundup

### 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	Morning Message—parent involvement tips shared throughout the school year	Principal	Strengthened Home-School Connection	daily	Increased CASTLE parent contacts, parent-teacher conferences, etc.
2	Parent Involvement Training at Faculty Meetings	Parent Involvement Paraprofessional	Strengthened Home-School Connection	biweekly	Increased CASTLE parent contacts, parent-teacher conferences, etc.
3	Training for School Messenger	Assistant Principal	Strengthened Home-School Connection	1	Increased use of School Messenger as a communications medium
4	Office Staff Welcome Climate Training	Assistant Principal, District Staff	Parent welcome, comfort with school	3 scheduled, on hold due to school closure	Impact also on hold due to school closure

6	LeeHealth Parenting Classes	Principal, LeeHealth Liaison	Parental support will lead to academic achievement	September – November	IV	None
7	Student-led Conferences*	Team Leaders	Home-School Connection regarding student progress	October	III (Lee & Bowen, 2006).	\$400.00 (postcards and postage)
8	Fall Festival	Principal	Strengthening the school community	November	IV	
9	Math Night*	PCT	Home-School Connection regarding extracurricular math resources	November	III (Hara & Burke, 1998)	\$500.00
10	Veterans' Day Performance	Specials Teachers	Strengthening the school community	November	IV	\$100.00
11	Movie on the Lawn	Principal	Strengthening the school community	December	IV	
12	Student Holiday Lunch	Team Leaders	Strengthening the school community	December	IV	
13	Winter Show	Specials Teachers	Strengthening the school community	December	IV	\$100.00
14	Parents Helping Parents*	SAC President	Strengthened Home-School Connection	January	III (Zhang, Hsu, Kwok, Benz, & Bowman-Perrot (2011)	\$250.00
15	Kindergarten Choice Open House 2020-01-28	Principal, K Teachers	Strengthened Home-School Connection	January	IV	\$100.00
16	Spring Show	Specials Teachers	Strengthening the school community	March	IV	\$100.00

### 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*, Parent Portal Update Support*, SAC Vote	Principal	Strengthened Home-School Connection	Early August	III (Zhang, Hsu, Kwok, Benz, & Bowman-Perrot (2011)	\$500.00 (dinner, translation, child care)
2	Headstart Orientation*	Headstart Teachers	Home-School Connection	Early August	III (Lee & Bowen, 2006)	None
3	SAC	Principal	Community Involvement will bring additional stakeholders to support educational initiatives	Monthly	IV	None
4	Annual Title I Meeting*	Principal	Home-School Connection regarding federal supports afforded by Title I	Mid-September	III	None
5	Curriculum Night*, Parent Portal Update Support*,	Team Leaders	Strengthened Home-School Connection	Mid-September	III (Hara & Burke, 1998).	\$500.00 (dinner, translation, child care)

## 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	Language Barriers	Provide translation at all events, used PowerPoint live translation to provide a live translation on the screen
2	Fear of “the system.”	We will create a family friendly school by welcoming parents and families in all areas of the school, providing positive feedback from teachers in agendas, being professional and judgement-free in all phone conversations from school staff, returning phone calls in 24 hours or fewer, answering all questions in a respectful manner, and treating parents as true partners in the educational process. Scheduled a “Welcoming Front Office” Training that was put on hold due to school closures.
3	Child Care for programs and SAC meetings	Children attend programs and SAC meetings with parents will be provided child care.
4	School Closure, Limited parent access to computers and internet.	We distributed 218/227 Chromebooks to identified parents. Distributed information on how parents can access internet access. Teachers created nearly 100 Google Classroom sites to welcome students back virtually. Teachers learned to video conference with Zoom, to use Google Voice to text and call parents, and to use School Messenger at the classroom level.

### 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.

13	Veterans' Day Performance, Third Grade, 2019-11-13	1	Unrecorded	Strengthened school community, increased parent involvement with specials curricula
14	Movie on the Lawn, 2019-12-05	1	Unrecorded	Strengthened school community
15	Student Holiday Lunch, 2019-12-06	1	Unrecorded	Strengthened school community
16	Winter Show, Second Grade, 2019-12-17	1	Unrecorded	Strengthened school community, increased parent involvement with specials curricula
17	Parents Helping Parents, 2020-01-23	1	25	Increased parent involvement by training parents on school resources
18	Kindergarten Choice Open House 2020-01-28	1	1	Welcome, comfort with school
<b>Totals:</b>		<b>31</b>	<b>902</b>	

### 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	Morning Message—parent involvement tips shared throughout the school year	daily	80	Increased CASTLE parent contacts, parent-teacher conferences, etc.
2	Parent Involvement Training at Faculty Meetings	biweekly	80	Increased CASTLE parent contacts, parent-teacher conferences, etc.
3	Training for School Messenger	1	80	Increased use of School Messenger as a communications medium
4	Office Staff Welcome Climate Training	3 scheduled, on hold due to school closure	6	Impact also on hold due to school closure
<b>Totals:</b>		Multiple	86 (repeats)	

## 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, 2019-08-08	1	256	Welcome, comfort with school
2	Headstart Orientation, 2019-08-12	1	34	Welcome, comfort with school
3	Kindergarten parents may walk students to class 2019-08-12 through 2019-08-15	4	Multiple occurrences	Welcome, comfort with school
4	SAC, 2019-08-29, 2019-10-10, 2019-11-07, 2019-12-05, subsequent meetings on hold due to school closure	5	Multiple occurrences	Increased parent involvement, conduit for parent-school communication
5	Headstart Parent Meeting 2019-09-06	1	13	Increased parent involvement, conduit for parent-school communication
6	Annual Title I Meeting, 2019-09-19	1	15	Increased parent communication regarding federal Title I resources
7	Curriculum Night, 2019-09-19	1	62	Increased parent communication regarding school curricula
8	Dads Take Your Child to School Day, 2019-09-25	1	43	Increased parent involvement, which research correlates with student achievement
9	LeeHealth Parenting Classes, 2019-10-10, 2019-10-17, 2019-10-24, 2019-10-31, 2019-11-07, 2019-11-21, 2019-12-05	7	45	Increased parent confidence and support, which research correlates with student achievement
10	Student-led Conferences, 2019-10 (throughout the month as is convenient for parent schedules)	1	186	Increased parent communication regarding student performance for first semester
11	Fall Festival and Scholastic Book Fair 2019-10-24	1	175	Increased parent involvement
12	Math Night, 2019-11-07	1	47	Increased parent involvement with mathematics

## RESERVATION OF FUNDS

Edgewood Academy 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:

Staff will publish dates of parent programs, meeting, and other activities in the school newsletter, School Messenger dispatches, Facebook posts, Twitter updates, and backpack letters. Most communications occur in both English and Spanish. Currently, we have not identified a need to provide Creole translation, but in the event of a demographic change, we are prepared to offer Creole copies of documents as well.

During all meetings and conferences, staff will provide translation. Edgewood Academy will strive to provide information and school reports in a format and in a language that parents can understand.

The SAC will discuss parent and family engagement funds explicitly, and all parents are invited to Edgewood Academy SAC meetings. Additionally, we collect parent feedback via survey after each parent engagement activity. Survey results are an additional form of parent input. Results of these surveys inform our subsequent activities.

## COORDINATION OF SERVICES

Edgewood Academy 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:

Program	Coordination
Headstart	Parents of Headstart students receive all schoolwide newsletters, flyers, and School Messenger dispatches. Edgewood Academy invites parents of Headstart students to participate in all school activities.
Public Library	In the 2019-2020 school year, Edgewood Academy began to develop a relationship with our local Public Library. For 2020-2021, we will include the Public Library in our activities schedule, and we will include the Public Library schedules and our information to parents.
LeeHealth	Edgewood Partners with LeeHealth to offer parenting classes to school families



School Improvement Plan will be made available electronically on the school website. The Principal will publicize a parent engagement survey to encourage open discussion and will decide, with input from parents and stakeholders, how the 1% set aside for Parent Involvement money will be used. Ideas and input from parents will be documented in SAC and parent meeting minutes. Documentation for all SAC and parent meetings will include flyers, agendas, handouts, minutes, and sign-in sheets. The Principal will maintain exemplars in the Title I Crate.

Staff will always provide reasonable support to parent requests for further training and involvement in their children's education. Staff will utilize school, district, and community resources so that all parents and guardians may fully participate in planning, reviewing, and improving the Title I program.

### **ANNUAL TITLE I MEETING**

Edgewood Academy 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 2020-2021 Annual Title I Parent Meeting is tentatively slated for Thursday, September 17<sup>th</sup>, 2020. The annual meeting will be held on the same night as Curriculum Night, with the Title I portion of the evening occurring from 3:30 – 4:30 and the Curriculum Night occurring from 4:30 – 5:30.

The Principal will invite parents to the Annual Title I Meeting at the August 6<sup>th</sup> (tentative) Open House. Staff will follow up with a mention in the school newsletter, a save-the-date School Messenger dispatch on August 27<sup>th</sup> (tentative), and a backpack invitation on September 10<sup>th</sup> (tentative).

### **COMMUNICATIONS**

Edgewood Academy 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:

Staff will post the Parent and Family Engagement Plan (PFEP) on the school website, thereby allowing instant translation into multiple languages. Edgewood's main office will provide paper copies of the PFEP in English or Spanish upon parent request. Staff will communicate with parents in multiple ways, including multi-language backpack flyers, multi-language School Messenger dispatches, Facebook posts (which allow user translation), and Twitter updates.

### **SCHOOL-PARENT COMPACT**

Edgewood Academy 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.

Parents will be involved in developing the new School Compact through our Spring 2020 parent involvement survey. Parents will have the opportunity to provide written input regarding the Compact. This input will be shared with the school improvement committee and approved by the SAC. The School Compact will be provided to parents by backpack during the first week of school. It will be reviewed with parents at our annual Title I Meeting.

## **PARENT AND FAMILY ENGAGEMENT PLAN**

In support of strengthening student academic achievement, Edgewood Academy, 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 specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

**Edgewood Academy** 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:

- (A) families play an integral role in assisting their child's learning;
- (B) families are encouraged to be actively involved in their child's education at school;
- (C) 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
- (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

## **JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

Edgewood Academy 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.

Edgewood Academy will meet regularly with our parents and stakeholders to review and receive input on Title I programmatic implementation.

The Principal will seek parent and stakeholder input regarding the use of the Title I 1% funds set aside for parent involvement. The draft Parent and Family Engagement Plan, the draft Parent Compact, and the draft

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

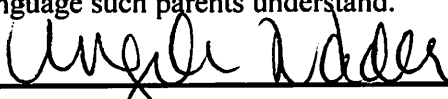
(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for 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

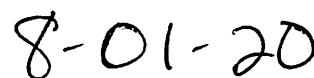
- **parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate 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

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

I, Carol Frink, 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