

2020-21 Title I, Part A **School** Parent and Family Engagement Plan



School Name: Arlington Heights Elem School #: 240

Principal Name: Katrice Scott

School Website: <https://dcps.duvalschools.org/ahe>



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OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Katrice Scott, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, 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 school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select each assurance, this page will require an original signature and submission to the District.

Katrice Scott
Signature of Principal/School Administrator

6/22/2020
Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3400	\$3400	\$0
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		

Programmatic Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
0	0	This year we will advertise the resources in the Parent Resource Room that will be available to parents. The room will also be organized to make it more appealing to increase the utilization of the room.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	6	Parent survey feedback
Developmental Meeting (End of Year)	6	Parent survey feedback
Moms and Muffins	54	Parent survey feedback

Data Chat/Parent Conference Night	15	Parent survey feedback
Dads and Donuts	28	Parent survey feedback
Middle School Transition Night	3	Parent survey feedback
Data Chat/Parent Conference Night	6	Parent survey feedback
Literacy Night	45	Parent survey feedback

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

Meeting times: About 50% of the parents want meetings or activities in the morning and the other 50% would like for them to be in the evening. **Communication:** parents listed a variety of ways they would like to be contacted. The choices were email, Class Dojo, school website and newsletter/flyer. Parents would like more communication from the teachers and more family workshops and activities.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Barrier 1: Lack of communication from teacher to parent.
2. Barrier 2: Lack of transportation is a challenge for parents.
3. Barrier 3: Language barriers for our ESOL parents who do not attend for fear they will not be able to communicate with anyone at the event or understand what is being shared. Language spoken other than Spanish such as Kurdish and Vietnamese.
4. Barrier 4: Conflict with work schedules of parents.

(1) Prioritize the **TOP THREE** the barriers (it may be possible to combine some)

(2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Language	Interpreters will be available at parent events to provide support for our bilingual families. Flyers will be translated in the languages represented in our school in order to reach more families. School newsletter will be made available for parents at the beginning of each month that will list the scheduled events. This information will be provided in the languages needed.
2)	Time	This school year some events will be scheduled for the morning and evening. Parents will be given a calendar and/or school brochure with the times of scheduled events.
3)	Transportation	Funds will be allocated for single day bus passes for parents needing assistance. Parents will be made aware that this assistance is available.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

Increase parent attendance at school-wide events so that they can better support their child in school. Collaborate with parents and families to support academic and social/emotional success for all students. As partners, Arlington Heights and parents can improve teaching and learning and meet its mission of inspiring and preparing all students to become lifelong learners, proficient readers and responsible citizens.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The Parent Resource Kiosk is located in the front office to encourage parents to sign up to be a school volunteer and register to receive a OneView account, we also provide parent resources in the front office area and parents are encouraged to use our resources as needed. During the school year, various parental involvement items are mentioned in the school newsletter to support parental participation in their child's education.

In addition, our parents have the opportunity to check out various resources that can be utilized at home during the school year. They are also encouraged to try various reading strategies for reading improvement.

Information is dispersed through a multitude of means including Blackboard, which is the school messenger system. Schools will have the capability to send messages to parents, via phone, text or email and electronic format via school's website and social media.

There will be resources provided for transportation. Bus passes will be purchased to distribute to parents who are in need of transportation to attend events.

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

For our Spanish speaking parents, our Spanish speaking paraprofessionals will collaborate with staff to translate school newsletters and additional documents using TransAct. In some cases, students and teachers will translate for parents via telephone and/or in person. We will ensure any parents with disabilities are fully supported, made to feel welcomed, and can access all the information necessary as well as can attend any event on campus. Once those parents are identified, we will work collaboratively to ensure their needs are met and appropriate modifications are made to allow them to fully participate in meetings and school events. If needed, we will contact our district ESOL specialist for further assistance.

What are the different languages spoken by students, parents and families at your school?

The different languages spoken by students, parents, and families are English and Spanish.

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

To maintain and foster consistent parent-school communication information regarding behavior and/or academic progress, report cards, family events, etc., is shared via the school's newsletter, monthly SAC meetings, Boys and Girls Club parent meetings/events and the school-parent communication log sent home every weeknight. Boys and Girls Club, along with the school, will conduct nightly events at least once a month to provide family engagement opportunities. Parents are notified at least two weeks to a month in advance of an upcoming family activity via marquee, flyers, OneView, and the school newsletter. The events are also disseminated through Blackboard, which is the school messenger system. This system is able to reach phones by telephone, text, and email to alert them of an upcoming event. Furthermore, a report is sent to the school to inform school staff of homes with disconnected or recently changed numbers. Family events are also placed on the school's website and flyers are sent home to parents and families.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

(1) Parents will have an opportunity to learn about the curriculum at the school, during our Open House event, during parent workshops regarding writing, science, reading and math, and during Family Nights. Parents will get to hear directly from teachers and view the materials at Open House. During the parent workshops and family nights, parents will have an opportunity to participate in activities directly from the curriculum.

(2) Arlington Heights administrators will share student achievement data and inform parents of the Florida State Assessment (FSA) student expectations during our monthly School Advisory Council (SAC) meetings. District Curriculum Guide Assessments in math, reading, and science, Diagnostic Assessments in Reading (DAR) and formal/informal classroom assessments are reviewed and discussed with parents during informal/formal parent conferences. Goal setting with students occur monthly and these outcomes will be shared with parents and families during monthly SAC meetings and parent-teacher conferences.

(3) Parents and families will be involved in the goal-setting activities that completed with students. Parents and students will be shown the current progress in relation to grade-level achievement levels, frequently updated regarding the progress towards the achievement levels, and informed where of the student's progress at the end of the year.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

Monthly SAC meetings serve as a platform for parents to share their concerns and offer suggestion to better support school-home communication. These monthly meetings also encourage parents to participate in decisions that affect the overall instructional program at Arlington Heights. The first SAC meeting will be held in September, and all other meetings will be held on the third Tuesday of each month. Monthly notifications of SAC meetings will be distributed monthly through electronic and paper format.

Parents also have the ability to make decisions during the developmental meeting and the Annual Title I meeting.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

We take pride in having an open door policy for parents to become active stakeholders in their child's education and within the Title I program. We invite parent and community input in all of our meetings and will gladly arrange parent meetings to address any concerns. Parents and community members are invited to participate in the development of the school improvement plan and the plan must be voted on and approved by our SAC Board. We invite all parents to participate in our monthly SAC meetings and contribute to the discussion.

Any concerns or comments that need to go to the district level will be documented in the SAC minutes that are provided to the district office every month.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

Information is dispersed through a variety of sources that include paper formats, OneView via email, school messenger via phone, and electronic format via the school's website. Important information shared in meetings will be provided in a handout and/or PowerPoint presentation. There will be a sign in the front office alerting parents to how they may view a hard copy of the plan in the Parent Resource Center. Parents can also request a hard copy for future reference.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

Parents and families are invited to attend a summer orientation to inform parents of the variety of opportunities available for them to be involved in our school community. During summer orientation, parents and families are informed of the various parental involvement opportunities and are invited to participate. Parents and families are invited to sign-up for a FOCUS account and provide their email address to receive notifications of upcoming school events. At summer orientations and Open House, parents will be recruited and invited to attend our monthly SAC meeting.

At Arlington Heights, it is vital that our parents attend our monthly meetings to share their ideas, comments, and concerns. By serving on SAC, parents are able to provide feedback on school-wide events that benefit them and their families. Information regarding these events will be distributed via e-blast, school newsletters, flyers, webpage, school messenger, and the school's marquee. Parental input is documented through minutes, evaluation forms and sign-in sheets. All information is shared through school flyers, monthly newsletters, school website, OneView and/or SAC minutes. Parents are invited to complete an evaluation rubric to gauge the overall effectiveness of the plan at the conclusion of parental involvement events. Feedback provided will be discussed at monthly SAC meetings to improve events moving forward as well as amend the Parental Involvement plan as necessary.

The Annual Title I Meeting is held 30 minutes before the first SAC meeting of the school year to discuss parents right to know, explain and discuss Title I programs and requirements, involvement opportunities and recruit and retain parents and families.

Parent Involvement Plan will be available for parents and the surrounding community to access via the school's website. Copies of the plan will also be made available in our Parent Resource Center. Teachers and administration will be responsible for reviewing the compact agreement with parents during the family nights, literacy workshops and parent-teacher conferences.

During the SAC meetings, parents will have the opportunity to give input on creating the Parent/School Compact. Parents will be able to add or delete items from the current compact during these meetings.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

Grade and content specific Florida State Assessment informational meetings for parents will be held in the morning and in the evenings. The school will also host various interactive sessions modeling math, reading, writing and science instruction during the school day as well as evening sessions. Depending on the needs of the parents, the school will address the issues and concerns after receiving survey information from parents. Title I funds will be used for translators when requested by parents. School Advisory Council (SAC) will be held monthly. Each meeting is open to all parents. Notices will be sent home with all students as well as posted on our marquee.

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Parent input was collected during the 2019-20 developmental meeting during the SAC meeting. Principal Scott distributed parent/family survey during the grab -n-go meal service that occurred at the school each day during the month of May.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Principal Scott gave each parent a survey to complete asking for feedback on what events offered at the school. They also gave feedback on events from this past school year.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- ☐ AM Sessions based on documented parent feedback
- ☐ PM Sessions based on documented parent feedback
- ☒ Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- ☐ AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)

☐ Other _____

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Step 1: Brainstorm and Draft presentation materials
2. Step 2: Draft and distribute a parent/family invitation flyer
3. Step 3: Advertise/publicize event through multiple means
4. Step 4: Create sign-in sheets
5. Step 5: Maintain documentation and record meeting minutes

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

During the Title I meeting, we will explain and discuss Title I programs and requirements and share projected dates for upcoming family workshops and family night events. We will review the School-Parent Compact, Parent Involvement Plan and budget, School Improvement Plan and budget as well as invite parents/community members to give their input and propose changes. Parents and community members will be encouraged to brainstorm ideas to include in our parent involvement plan and school improvement plan. We will dedicate the most time in our agenda for discussion and parent/community input.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

The Annual Title I Meeting for 2020-21 school year will cover academic student achievement and progress over the years. Principal Scott will share our academic goals for this school year and invite parents to provide their input regarding the goals. The meeting will cover parent and community input and the need for evaluation after family engagement events. This meeting will discuss the increase in school enrollment and its relationship to school choice. Parents will be informed of the school choice office and programs that allow parents unprecedented choice among public and private schools. This meeting will also cover the Parents Right To Know letter and inform parents that they have the right to request information about:

- Whether the teacher has met state licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications of licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

To maintain and foster consistent parent-school communication information regarding behavior and/or academic progress, report cards, family events, etc. is shared via the school's newsletter, monthly SAC meetings, Team-Up parent meetings/events and the school-parent communication log sent home every weeknight.

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

PFEP Developmental Meeting will be conducted in May to plan for the upcoming school year. During this meeting the following important concepts will be discussed: flexible meeting times, building capacity, staff training, parent-school communication, School-Parent Form and barriers.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

Arlington Heights Elementary will implement activities that will build capacity for meaningful parent and family engagement by incorporating the feedback that was given at our end of year meeting in May 2020. Parents completed a survey to offer valuable feedback on the types of events they wanted the school to host and ways to best communicate with them. Parent feedback is of the utmost value to our school and we have reviewed this feedback carefully and applied it while developing our parent and family engagement plan.

Arlington Heights Elementary will provide materials and trainings throughout the school year to assist parents to work with their children. Teachers will host workshops for teaching parents about the current math strategies aligning to the Florida math standards on teacher-parent conference nights. Teachers will send monthly newsletters home (or each time a new unit begins) to alert parents of the upcoming standards being covered and tips for how to help their child(ren) succeed academically.

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

Arlington Heights Elementary commits to building community partnerships to support student achievement. We are actively pursuing additional partnerships by inviting community members to school events and our School Advisory Council. We value community input and their participation is important to us. When a partnership is established, we complete the school-based partnership plan to outline the commitment and responsibilities for both parties. We invite community members to participate in a variety of events throughout the school year. To thank our community partners, we will host a Volunteer Breakfast to celebrate and honor our committed partners for supporting our school and helping us achieve our goals.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

1. Arlington Heights Elementary provides a Parent and Family Resource Room for parents. It is currently located in room 112. Parents are invited to visit and check out family board games, borrow parent and children books, utilize computers and printing services, etc. Our parents and families have the opportunity to check out various resources that can be utilized at home throughout the year. They are also encouraged to try various reading strategies for reading improvement. The parent involvement budget will include educational resources to be purchased to be used at home.

2. Parent and Family Engagement Room is advertised to parents at the front office, monthly newsletters and monthly family events. To increase the use of the Parent and Family Resource Room, parents and families are provided with monthly notices informing them of the room and SAC meetings will be held in the room.

3. Faculty and Staff are trained during pre-planning and quarterly faculty meeting to keep them informed of the available resources to our parents and families. Faculty and staff are encouraged to inform parents/families of available resources and build a collaborative partnership.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

Arlington Heights Elementary will provide materials and trainings during the school year to assist parents to work with their children. We are an AVID school, Advancement Via Individual Determination and in support of the organization's mission to close the achievement gap by providing all students with the skills and strategies needed to be successful in college and/or society, parents will receive a toolkit that will help them at home with their children. During our family events, we will introduce an AVID strategy and provide parents with a toolkit of resources and materials they can use to help their children. The students have an AVID binder for the strategies they use in class for each content area. In addition to the family events scheduled, we will offer Florida Prepaid Night and a Wealth Management workshop. The parents will receive their toolkit/notebook that they will use to organize the materials and resources received from the parent nights during the school year. Additionally, teachers will host workshops for teaching parents about the current math strategies aligning to the Florida math standards on Teacher-Parent Conference Nights. Teachers will send monthly newsletter home (or each time a new unit begins) to alert parents of the upcoming standards being covered and tips for how to help their child(ren). Arlington Heights will host a variety of events at different times of the day dedicated to helping our parents stay informed on how to help their child(ren) succeed academically.

Arlington Heights Elementary will coordinate parent and family activities throughout the school day to assist parents with learning about Florida State Standards, Florida State Assessments (FSA) and math and reading strategies. For example, Moms and Muffins (dedicated for our mothers and mother figures in our school community) and Dads and Donuts (dedicated to our fathers and father figures in our school community) are workshops focused on informing our parents and family members of strategies for helping their children with reading. Arlington Heights is committed to equipping our families with the tools necessary to help their child be successful at home and school.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
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<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>1. How to complete the parent portions of FASFA</i> <i>2. How to research college websites for what their child need for admission</i> <i>3. How to use OneDrive and Focus to keep up on graduation indicators</i> <i>4. About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Katrice Scott	To inform parnetns about school procedures available resources and acquire their input to iimprove parental involvement. To review and approve the chool compact form and make revisions to the School Improvement Plan.	September 2020	Sign-In sheet, Meeting Minutes, Survey Feedback Form
Title I Developmental Meeting (required)	Katrice Scott	To engage parents and families in the development of the upcoming PFEP by discussing; Flexible meeting times, building capacity, staff training, parent-school communication, school-parent compact form and barriers	May 2021	Sign-In sheet, Meeting Minutes, Survey Feedback Form
Summer Orientation	Administration, academic coaches, teachers	To inform parents of the instructional program and school procedures at Arlington Heights Elementary. To inform parents of how to navigate OneView and Dojo as ways to communicate with the school and encourage parents to sign up	August 2020	Sign-In sheet, Meeting Minutes, Survey Feedback Form

Open House	Administration, academic coaches, teachers and staff	To help parents understand the overall instructional program and student criteria for being academically and socially successful.	September 2020	Sign-In sheet, Meeting Minutes, Survey Feedback Form
Moms and Muffins	Administration, academic coaches, teachers, and staff	To inform moms and mother figures of the importance of reading with and to their child to provide reliable resources. Reading Coaches will model how to access their child's academic grades in Focus and i-Ready/Achieve progress.	September 2020	Sign-In sheet, Meeting Minutes, Survey Feedback Form
Data Chat/Parent Conference Night	Administration, academic coaches, teachers, and staff	To inform parents/caregivers of their child's i-Ready/Achieve progress and provide them with strategies to use at home to improve their DRA/reading lexile scores. Parents will collaborate with classroom teachers to set academic goals for the quarter.	October 2020	Sign-In sheet, Meeting Minutes, Survey Feedback Form
Science/STEAM Spectacular Day	Administration, Academic Coaches, teachers, and staff	To increase science achievement and knowledge. Parent will be provided with hands-on activities that can be done at home to improve the student's understanding of the Scientific Process (Nature of Science). Through these at home activities parents and students will explore their environment and through the scientific process, learn to investigate the world around them. Parents will also learn about the science standards for	January 2021	Sign-In sheet, Meeting Minutes, Survey Feedback Form

		each grade level and what they are expected to achieve in school.		
Dads and Donuts	Administration, Academic Coaches, teachers, and staff	To support fathers and father figures with building positive relationships with their children and provide resources that will facilitate this. To support fathers and father figures by providing them with resources to support their child in reading.	December 2020	Sign-In sheet, Meeting Minutes, Survey Feedback Form
School Choice, College, Career and Beyond	Administration, School Counselor, 5 th grade teachers	To discuss strategies for preparing their child for College and Career Readiness Standards. To provide parents with take-home activities. To provide and inform parents of school choice options regarding their child's transition to middle school.	January 2021	Sign-In sheet, Meeting Minutes, Survey Feedback Form
FSA Parent Night	Administration, Academic Coaches, Teachers, and Staff	To help parents understand the expectations of the Florida Standards Assessment. To inform parents of strategies to incorporate at home support to support their children with FSA preparation.	February 2021	Sign-In sheet, Meeting Minutes, Survey Feedback Form
Literacy Night	Administration, Academic Coaches, teachers and staff	To inform parents of the various concepts relating to reading, how their students are learning those concepts and to provide hands-on experiences	March 2021	Sign-In sheet, Meeting Minutes, Survey Feedback Form
Family Fitness through Science and Math Exploration	Administration, Academic Coaches, teachers and staff	To encourage parents to live a healthy lifestyle by discussing topics like nutrition and fitness and the use of mathematics in their daily lives. Families	March 2021	Sign-In sheet, Meeting Minutes, Survey Feedback Form

		will get to engage in family fitness that involve solving math equations.		
Data Chat/Parent Conference Night	Administration, Academic Coaches, teachers and staff	To inform parents/caregivers of their child's i-Ready/Achieve progress and provide them with strategies to use at home to improve their DRA/reading lexile scores. Parents will collaborate with classroom teachers to set academic goals for the quarter.	January 2021	Sign-In sheet, Meeting Minutes, Survey Feedback Form

Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

Arlington Heights Elementary administration will train faculty and staff on the importance and value of parent-teacher communication. Parent and family engagement is an important factor in reaching our school's academic goals. As a school, we recognize the need for parent involvement and recognize that we cannot accomplish student achievement without it. All faculty and staff will be trained regarding Parent and Community Volunteers and be informed of the variety of ways to use parent and community volunteers in the classroom and encouraged to foster a strong partnership with parents. Administration will train teachers on how to conduct a successful parent conference and inform parents of the importance of parental involvement.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

The principal will require that the parent compact be a mandatory agenda item for all parent conferences. Each agenda will be submitted by each teacher prior to the conference for review. Also, copies of the Parent Compact will be made available during all conferences.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

The federal Every Student Succeeds Act of 2015 (ESSA) requires all schools to notify parents or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered "State certified" for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is "certified" in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas. Special education and bilingual education teachers in particular are affected by this requirement. The Four Week Notice letter informing parents of this information will go home to the parents of the child who was assigned to this teacher's class.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.