

## APALACHEE ELEMENTARY SCHOOL: Title I, Part A Parent and Family Engagement Plan

I, Dr. Iris C. Wilson, 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

- 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 Section 8101, ESEA; as amended by ESSA
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1116]
- Jointly develop/revise with parents the school parent and family engagement policy and distribute it to parents/families of participating children and make available the parent and family engagement plan to the local community [Section 1116];
- 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 school-wide program plan under section 1114(b)(2) [Section 1116];
- Use the findings of the parent and family engagement policy to review and design strategies for more effective parent/family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116];
- If the plan for Title I, Part A, developed under Section 1114, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency [Section 1116];
- Provide to each parent/family an individualized student report about the performance of their child(ren) on the state assessment in ELA, Math and Science [Section 1116];
- Provide each parent 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1116]

*Iris C. Wilson*

October 2, 2017

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**Signature of Principal or Designee**

**Date Signed**

### Mission Statement

- The mission of Apalachee Tapestry Magnet School of the Arts is to empower the students to become lifelong learners and responsible citizens by enabling them to be self-directed and self-sufficient individuals in a constantly changing world. Students are enthusiastic and engaged in a dynamic, creative program. They develop through the study of core curriculum and dance, drama, visual art and music.

Parent and Family Engagement: Mission Statement (Optional)

**Response:**

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## **Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1116].

**Response:** Convene an annual meeting at a time convenient for parents of participating children for the purpose of: explaining Title I and the requirements of Title I. Parents rights will also be shared with parents. The opportunities that Title I provide for children and families will be explained. Parents will be invited to participate on shared-decision making and advisory committees to help make decisions regarding how parent involvement funds will be used as well as other related funds. They will be encouraged/recruited to join the P.T.O., and be elected by their peers to serve on the School-Advisory Council, the Parent Involvement Committee and/or The Action Team for Partnership

Although some parents will become members of standing committees, all parents shall be invited and encouraged to attend annual meeting to provide awareness of Title I and its requirements. Parents will also be made aware that events and activities will be held at various dates and times in order to accommodate as many parents as possible.

The leadership team will plan and coordinate dates and activities in conjunction with Parent Involvement Committee, the ATP, and P.T.O. Agenda(s) will be developed and minutes will be kept.

In addition, monthly SAC and PTO meetings will be held in the evening. "Parent Right to Know" letters will be sent home with students in August. Also, parent letters will be posted in the front office and the Parents' Resource Room. Although some parents will become members of standing committees, information will be shared with all parents throughout the year at various intervals.

Information about parent's rights and Title I requirements will be sent to parents through the school's monthly newsletter, ListServ, and school homepage for the 2017-2018 school year.

Parent Information Resource Center (PIRC) parent notification letter and information will be sent home.

To effectively assess and identify the needs of parent, a Parent Needs Survey will be sent home in September 2017. This data will be analyzed and resources will be directed in accordance to identified needs. These activities will help empower parents to be active partners in increasing student achievement as well as help to establish a welcoming and friendly parent climate.

Success will be measured by the Spring Title I Survey. Climate Survey results, as well as, feedback from discussions in PTO meetings, SAC meetings, and parent and teacher conferences. Feedback information will be used to develop the next school year's Parent and Family Engagement Plan and the Parent Involvement section of our School Improvement Plan.

## Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116].

count	Program	Coordination
1	Annual Parent Meeting	The calendar committee, in conjunction with parents and administration, will set dates for the activities (to be shared with parents at the annual meeting.) Teacher's share academic tips, academic expectations, assessment information, daily schedule, as well as Title I support.
2	School Intervention Team	IAT Team identifies students to monitor based on attendance, behavior, and potential academic failure. Strategies are developed to provide support and monitor improvement over time. Team conference with parents, provides data, and support; decisions about services for students aimed at increasing student achievement.
3	Parent Nights (Reading, Math, and Science workshops	Teachers/consultants demonstrate ways to reinforce standards mastery in Reading, Mathematics, and Science
4	Reading Workshop	Reading and math coaches will provide workshops to assist parents and students with reading and math strategies.
5	AVID Club for Parents	AVID organizational skills will be taught to parents through an interactive session with core content to help their children at home.
6	The Annual School-Wide Reading Picnic	To follow-up on previous reading skills taught to parents and students as well to create a friendly and warm environment for families and faculty to bond as a "whole family". To show parents we are co-partners.
7	Dr. Seuss School-Wide Reading Picnic	To provide an effective literacy event that promotes reading for students and parents. Another opportunity for parents to interact and assist their children in the educational process.
8	The Star-Licious Dessert and Read-A-Thon	Continuation/modification of Dr. Seuss' Reading Picnic to accommodate parents who work in the day.
9	Orientation Nights Pre-K, 2, and 3 <sup>rd</sup> -5 <sup>th</sup>	To make parents aware of grade level expectations, teacher expectations, school and District policies; as well as student responsibilities.
10	Nine-Week Awards and P.R.I.D.E Recognition	To recognize students' accomplishments and success for reaching milestones.
11	P.T.O. Meetings	Promote active parenting engagement and fundraising activities to get additional resources for students.
12	Action Team Partnership Meetings	To foster the six types of parent involvement and be a strong parent involvement structure to involve parents in the educational process.
13	Arts Integration Nights	To provide additional information on arts integration and the school implementation
14	Parent-Need Assessment Survey	To identify parent and family needs and to receive another form of data from parents.

15	Community Registration Outreach	A team will visit housing community for kindergarten registration and parental involvement during the summer. Packet and school supplies will be provided to families.
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## Annual Parent Meeting

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, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, 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 [Section 1116].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Title I Annual Meeting-Meeting will be planned with significant input of parents	Administrator, SAC Chair, DAC Rep	August and Early September	Minutes, Sign-In sheets, and Feedback forms
2	Meetings will be advised through newsletters, letters, ListServ, and school website. Etc....	Administrator, SAC Chair, PTO President	At least two weeks before meeting	Flyers or school newsletters and number of attendees
3	Make Video for Title I Meeting	Administrators	August	Attendance sheets Evaluation feedback
4				

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

**Response:** Most parent survey results showed that parents requested evening meetings. Therefore, most meetings will be held in the evening to accommodate most parents. However, a few mid-day events are planned for the 2017-2018 school year to show flexibility. Grade level student performances will be coordinated around these meetings and light dinner may be served. In addition, when appropriate, students will be provided planned activities so parents can fully participate in the meeting without interruptions. These events include Reading Picnics, the African-American Celebration, and Arts Festivals that integrate that arts in reading, math, science, and writing.

Child-care will be offered on an as needed basis for some events. Structured activities will be implemented during the child-care sessions.

## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Reading Workshop(s)	Reading Coach and SIP Reading Committee Chairperson	Improve parents' skills to assist their children in reading	By October 14 <sup>th</sup>	Positive evaluation Evaluation showing that parents feel more prepared to help their child with reading; improved reading scores
2	Bi-Annual Reading Picnic	Reading Coach	Increased Reading ability; increased love for reading	October/March	Increase in parent involvement; positive feedback from parents on climate control survey
3	FSA Reading, Math, and Science Night- Understanding the State Standards.	Grade Chairs/Teachers	Direct correlation with FSA	September/November	Increased understanding of the FSA as measured by the parent evaluation
4	Math/Science Night K-5-focus on number sense and forces, motion energy and matter	Chairs of the Science and Math SIP Committees	Direct correlation with FSA Math and FCAT Science	September/November	Increased understanding of the most important standards covered on FSA Math and FCAT Science
5	Curriculum Training	Teachers	Direct correlation with FSA	June	Positive evaluation by parents
6	Math Curriculum Night-January	Teacher, Acaletics Consultant	Direct correlation with FSA	January	Evaluations indicating that parents feel more prepared to assist children in math
7	Enrichment Strategies for Families with Dinner	Teachers	Direct correlation with FSA and FCAT Science	April	Data from evaluations showing that parents feel more prepared to help their children over the summer
8	Individual/Group Consultation with Parents	Parent Liaison	More help/paradigm shift for parents to work with their children more effectively.	October through April	Feedback from parents and sign-in sheets from workshops
9	Orientations	Administrators and Teachers	Share expectations and discuss	By September	Sign-In sheets and feedback

			Common Core Standards		
10	P.T.O./S.A.C meetings	Administrators, SAC Chairperson, and PTO President	Plan for resources, activities and other support for student achievement.	On-going monthly meetings	Sign-In sheets and evaluation feedback
11	Parent Involvement and ATP meetings	Chairperson of Parent Involvement and ATP	To help plan activities to support student achievement and warm climate for learning	September and Bi-monthly meetings as necessary	Event productions and sign-in sheets
12	Music Programs and GALA	Administrators, P.T.O. and Tapestry Team	To obtain more parent engagement and provide motivation for all stakeholders	October and on-going thru May	Parental attendance as demonstrated by sign-in sheet; and feedback from parents, students, and community members
13	Fall Festival	P.T.O, Parent Involvement Committee and ATP	Motivational Incentive, Community Relations, Fundraiser for resources	October 2017	Parent and Community Participation and Attendance, Amount of Funds raised.
14	Monet's Friendship Gardening Day	Science Committee, Tapestry Team, and Administrators	To support Math and Science learning gains as well as other disciplines in an interdisciplinary way. Also, to promote pride in school.	March and gardening activities through the year.	Results of harvest and plants grown and maintained.
15	Third Grade Author's Tea	Grade Level Team	Reading and Writing	January-May 2018	Number of parents attending, student productions

## Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Learning Progression	Administrators	Consistent high expectations	January-April 2018	Increased achievement on FSA and decrease in referrals

	Professional Development				
2	Monet Gardening Hands on In-service	Arts Integration	Science benchmark mastery	Spring 2018	Improved science grades on cards, increased science proficiency-benchmarks
3	Festival of Stars Carnival	P.T.O. Teacher Representative/PTO President	Raises funds for equipment and materials geared toward student achievement	October 2017	Increase in the amount of money raised
4	FSA Standards Workshop helping parents develop manipulatives	Administrators Consultant	Increased % of standards mastery	July 2018	District benchmark assessment, SuccessMaker, report cards
5	Dancing Under the Stars	Parent Liaison	Celebration of parents/students working on standards	April 2018	Increased number of parents completing compacts, as compared to 2016-2017
6	STEM GEM	TCC Professor	Increased, engaging, challenging hands on science to deepen the understanding of science concepts	October-May 2018	Increased science and math achievement
7	Arts Integration	Consultant (Kennedy Center)	Increased arts integration in core subjects	August-June 2018	Improved citizenship and consistency in behavior expectations
8	Summer Institute	Administrators, Teacher Leaders	Reading and Math	August 2017 and on-going	Teacher and Faculty Attendance, student's interim progress reports; and result of parent workshops offered.
9	AVID	Site Leadership Team	Reading, Math, Science Writing	July 2017-on-going	Increased number of proficient students in core subjects
10	Achieve 3000	Consultant	Increase in Reading Proficiency (3-5)	August 2017-on-going	FSA and/or STAR proficiency/gains
11	Reflex Math	Instructional Technology Teacher	Increase in Math proficiency	August 2017-on-going	FSA and/or SM9 proficiency

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

**Response:** The school will continue to acquire literature and resources to be used for assisting families to achieve learning goals in their home.

Science Night Media-opening the Media Center to the parents for Science during Science Fair development for their needs, and activities focused on the Science Fair, technology training, etc. This gives access to technology, as well as books and materials.

The Parent Resource Room will be open for parents to browse or check-out materials for working with their children. In addition, if parents are struggling with activities that occurred during workshops, they will be encouraged to seek additional help from grade level teachers for further clarification and/or the parent liaison.

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## Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents/families' comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet: [Section 1118(c)(4)(B);
- 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 [Section 1118(C)(4)(C); and
- If the school-wide program plan under Section [1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)]

**Response:** The Title I Annual meeting will focus on the rights of parents and children. Other information will be shared. A minimum of one parent teacher conference per semester will be held for students in grades Pre-K-5. A minimum of one additional conference in the second semester. Students are monitored for progress using district and school-created assessments, as well as other identified progress monitoring assessments. Classroom teacher's common assessments are used on a regular basis; and on a more frequent basis for underachieving students. Student mid-term progress reports are sent home once each grading period and report cards are sent home quarterly.

- Assessment and grade level proficiency levels will be shared with parents during parent conferences, newsletter, school meetings and on report cards.
- The Annual Title I Parent Survey will be used to improve and plan Parent Involvement activities for the following school year. Also, a school



created parent needs survey will be administered to receive input from parents regarding their needs and concerns.

- Success will be measured by the Spring Title I survey and School Climate Survey results, as well as, feedback from discussions in PTO meetings., SAC meetings, Parent Input Forms, parent and teacher conferences. Data will be shared with parents.
- Curriculum and the forms assessment are shared with parents in different ways including at orientation, parent-teacher and student conferences, grade level meetings, and as well through P.T.O. and newsletters.

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## Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

**Response:** Parent support groups are strong in the community and school. New students and new parents are introduced and strongly encouraged by teacher/counselor to become part of the school family. The parent liaison recruits parents as they enter the school for volunteering and mentoring. School carnivals, reading picnics, and other events, provide numerous volunteer opportunities that create a nurturing environment. The Parent Liaison and Guidance Counselor supports new families and makes sure materials are available to families with Limited English proficiency, and that availability is widely communicated to these families. Documents are translated, where feasible. Teachers and students assist with translations to make sure information is understood. The district has a list of translators who can be used if needed.

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## Discretionary Activities (Optional)

Activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of	SACS Review School Improvement Plan	Administrator/SAC Chair	Increased mastery of reading and mathematics benchmarks	July 2017-on-going

	that training [Section 1189(e)(6); and				
2	Providing necessary literacy training for parents from Title I, Part A funds, If the LEA has exhausted all other reasonably available sources for funding for the training [Section 1118(e)(7)]; and	Reading Comprehension	Reading Coaches	Improved Reading	January 2018
3	Training parents to enhance the involvement of other parents [Section 1118(e)(9)]	Council for Homeroom Parents	Principal/SAC Member	Teaches parents how to recruit others to enhance their involvement	September-May 2018
4	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]	Open House by grade level with child care, if needed. Phone conference are held with parents without transportation. Teachers meet with parents at other times. e.g. very early morning, Saturday, etc. Parents are invited to attend conferences/visits to other arts magnet schools	Administrators/Rep. for Math Acaletics	Parent information to provide academic support at home	September-May 2018
5	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental	Volunteering, Mentoring and Tutoring	Parent Liaison/Administrators	Increased academic proficiency in reading and mathematics	September 2017-on-going

	involvement activities [Section 1118(e)(13)].				
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## **Evaluation of the Previous Year's Parental Involvement Plan**

### **Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Title I Meeting	2	362	Increased positive parent/teacher relationships
2	Dads Day at School	1	179	Improved Student Achievement
3	Fall/Spring Reading Picnic	2	126	Increased Reading Goals Achieved
4	Science Fair Parent Night	1	80	Increase Participation in Science Fair
5	FSA Preparation Night	2	96	Increased understanding of State Standards
6	Muffins for Moms	1	67	Improved Student Achievement

Provide a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency and parents/families of migratory children)? [Section 1116].

**Response:**

### **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 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Classroom management in-service-P.R.I.D.E	2	50	Positive climate, cultural proficient environment
2	Acaletics	4	19	Math standards mastery
3	Mathematics FSA Standards-Parent Workshop	4	60	Increased percentage of benchmarks mastered
4	Mathematics-State Standards and math expectations	4	50	Increased % of standards mastered
5	Arts Integration	2	50	Increased % of standards mastered
6	Achieve3000	2	50	Increased % of standards mastered
7	AVID	5	60	Increased organizational / study skills

## Barriers

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].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Not available to come to school-Ed Disadvantaged African Americans	We have night and day meetings
2	Low participation-African-Americans	Provide dinner, showcase students, and provide child care
3	Hesitation to attend school workshops	Arts performances, student recognition-parents felt less threatened

**Please submit to the Title I office the evidence of input from parents/family members.**

- **Provide Evidence of Input from Parents and Family Members in the writing of your school Parent and Family Engagement Plan. (SAC agenda, sign in sheets, minutes and notes from parents/family members).**
- **Provide copy of Parent-School Compact with parents/family members input. (SAC agenda, sign in sheets, minutes, notes from parents/family members).**
- **Provide Evidence of Parents and Family Members in the Development of your Parent-School Compact (SAC agenda, sign in sheets, minutes and notes from parents/family members).**