

## **Idylwild Title I, Part A Parent & Family Engagement Plan**

I, Wanza Wakeley, 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 conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all of its Title I, Part A programs consistent with Section 1116 of the Every Students Succeeds Act (ESSA). Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]
- The school will work to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part will develop a Home-School Compact that outlines how parents, the entire 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 State's high standards. [ESSA Section 1116(d)]
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(e)(f)]
- The school will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities. [ESSA Section 1116(3)]
- The school will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and is expected that to carry out programs, activities, and procedures in accordance with this definition.
- The school will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).

  
Signature of Principal or Designee

5/10/19  
Date Signed

## Parent & Family Engagement Mission Statement

**Response:** Parents are invited to participate and serve on various school policy advisory committees throughout the school year. Parent and community involvement is communicated through newsletters, phone home communication, school marquee, school website, posters, teacher/parent communications, and school administrator community networking. Parents are also involved through the Title I Annual Meeting, at the beginning of the school year, and various parental involvement activities held throughout the year.

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## Involvement of Parents

The school will involve parents in the planning, review, and improvement of Title I programs including parental involvement and in the decisions regarding how funds for parental involvement will be used by:

- Participation in School Advisory Committee (SAC)
    - Current curriculum, parent involvement initiatives, and expenditure of school funds is discussed at every meeting.
    - Parents and community involvement is communicated through newsletters, phone home communications, school marquee, school website, posters, teacher/parent communications, and school administrator community networking.
    - To monitor parent input and other pertinent information, minutes are taken and maintained of all SAC and other parent input meetings.
    - Persons nominated are voted upon at the first SAC meeting of the school year.
    - SAC members are rotated every three years.
  - Title I Annual Meeting is held at the beginning of the year
  - Attending Parent Teacher Association (PTA) Meetings held throughout the year
  - Participation in Parent Involvement Activities held throughout the year
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## Coordination and Integration

The school will coordinate and integrate the following Parent & Family Engagement programs and activities with other Federal Programs, to the extent feasible and appropriate, in an effort to teach parents how to help their children at home.

Count	Program	Coordination
1	Headstart	Pre-school students are invited to attend Kindergarten Round-Up. This event is advertised through local media and flyers. The focus of Kindergarten Round-Up is to provide information to parents of preschool children who will be entering public school for the first time. Information includes immunization needs, self-help skills, and early academic skills and school readiness resources. ESOL information and assessments are also provided. Title I provides "Florida Kids Learn" student workbooks for each student.
2	ESOL	ESOL Parent Trainings are held annually through the school guidance department. Parents engage in workshops that help teach them how to be actively involved in their children's schooling when English is not their native language.

## Annual Parent Meeting

The school will 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), and the rights of parents through the following activities.

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	School will hold the Annual Parent Meeting in September	Principal, Title I Lead Teacher Title I Team	September	Parent Input Evaluations, sign-in sheets, agendas, PowerPoint handout, and minutes from meetings.
2	Development of agenda for Annual Parent Meeting.	Principal, Title I Lead Teacher	August- September	Completed Agenda
3	Develop/plan materials (presentation, school/district handouts) for Annual Parent Meeting.	Principal, Title I Lead Teacher	August- September	Copies of presentation and all handouts
4	Send notices in school newsletter, send invitations via backpacks, alert parents of meeting.	Principal, Title I Lead Teacher	August- September	Photograph of marquee, copy of newsletters and invitations

## Flexible Parent Meetings

The school will offer flexible opportunities for parents and families to participate in organized and ongoing workshops and meetings by:

- Convening meetings at convenient times for parents.
- Offer flexible time schedules such as mornings, school hours, early afternoon, and early evenings.
- Child care and other related services will be available to enable parents to attend meetings.
- Invite parents and community members to participate in our School Advisory Council (SAC) and other school communities to help in the involvement, planning, and review of Title I programs.

## Building Capacity – Parent/Family Workshops

The school will implement the following activities as a means to build the capacity for strong parental and family engagement and to support a partnership among the school, families, and the community to improve student academic achievement.

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Annual Meeting	Title I Team, FCIM, Principal, AP	Provide information about the school's Title I status, services, and additional resources provided that are designed to increase academic achievement	August 2019- October 2019	Agenda, minutes, parent sign-in sheets, minutes, and Power point Presentation
2	Parent Power Picnics	Principal, Title I Team, FCIM	Through several picnic events held throughout the year, parents will receive academic support tools to support reading and math skills. Information from the Home School Connection Kit will also be used to help parents assist their children at home	September 2019- May 2020	Sign-in sheets and evaluations
3	F. S. Academy	3 <sup>rd</sup> -5 <sup>th</sup> gr Teachers, Title I	Families will learn how to work with their students at home on FSA tested standards in ELA, Math, and Science. Supplemental	September 2019- May 2020	Sign in sheets, agendas, evaluations

		Lead, FCIM, AP, Principal	materials from the "Parents As Tutors" program will also be during parent training sessions and sent home to help support their students' learning. Sessions will be held in the afternoon and in a Saturday School setting.		
4	S.T.E.A. M. Night	Teachers, Title 1 Team, FCIM, AP, & Principal	Families will participate in hands-on STEM stations that will increase student achievement in math and science while encouraging greater technology and engineering skills.	February – May 2020	Sign in sheets, agendas, evaluations
5	Soar Into Next Year	Title I Team, FCIM, Grade Level Teachers, AP, & Principal	Parents and students are informed about the grade level expectations for the following school term. Summer Reading Programs are also distributed to families. Families will receive and are trained to use the "Florida Kids Learn" workbooks that help prevent summer learning loss.	May 2020	Title I Team, K-5 <sup>th</sup> grade Teachers, and Administrators
6	Home Literacy Survey	James Patterson Literacy Team, FCIM, AP, & Principal	We want to find out how families are promoting reading and writing activities in the home and how often. Based on this information, we will share strategies specifically to meet family needs.	Sept 2020; May 2020	Sign in sheets, agendas, evaluations
7	Make and Take Night	James Patterson Literacy Team, FCIM, AP, & Principal	Families will be invited to a make and take night where they will make a plethora of hands-on manipulatives to help with reading strategies (blending wheel, bead strings, elkonin boxes, etc.)	Oct 2020	Sign in sheets, agendas, evaluations
8	Parent Literacy Breakfasts	Teachers, Title 1 Team, FCIM, AP, & Principal	Families will be invited to a make and take breakfasts where they will make a plethora of hands-on manipulatives to help with reading strategies	Sept 2020; May 2020	Sign in sheets, agendas, evaluations

## Staff Training

The school will provide the following professional development activities to educate the teachers and school staff in how to reach out to, communicate with, and work with parents and families as equal partners and in how to implement and coordinate family programs, and build relationships between families and the school.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Review of District and School-level Parent & Family Engagement Plans	Title I Lead Teacher	A positive student impact will results from the staff's ability to effectively work with families.	August 2020	Training agendas and sign-in sheets Training evaluations Parent Surveys
2	Review of Home-School Compact and School Improvement Plan	Title I Lead Teacher and Principal	A positive student impact will results from the staff's ability to effectively communicate the academic expectation to families.	August 2020	Training agendas and sign-in sheets Training evaluations Parent Surveys
3	Home-School Communication Training	Principal/Title 1 Lead Teacher	Improve communication between home and school by using the Student Planners & Red Communication folders provided.	August 2019- May 2020	Agendas and sign in sheets
4	Book Study	Principal, Leadership Team, and Teacher Leaders	Conduct book studies on closing the achievement gap between African – Americans and other subgroups.	August 2019- May 2020	Sign In sheets, agendas, and follow up activity
5	Student Engagement Staff Training	T1 Teacher(s), BRT, AP and	Classroom management specialists will train staff in techniques that	Sept 2019- May 2020	Sign In sheets And Agendas

		Behavior/ Engagement Specialists	maximize student learning and authentic engagement.		
6	Peer Observation	Principal, AP, Coaches, Classroom Teachers	Teachers will observe other colleagues on campus in targeted skill areas and/or at varies grade levels. They will then note key findings, collaborate with their peers, and devise a plan that they can then incorporate in their own teaching practices.	Aug 2019- May 2020	Sign in sheets, Observation Forms, and Follow Up Activity,
7	Teacher Invitation to observe SAIL (Summer Adventures in Literacy)	James Patterson Literacy Team	K-5 teachers will be invited to observe Intensive one-on-one UFLI tutoring sessions to learn how to help students with dyslexia and other reading difficulties.	June 11- 29, 2019	Sign-in sheet for those who observe; documentation of strategies teachers successfully use in their classrooms.
8	Summer Institute for Teachers	James Patterson Literacy Team	Professional development will be differentiated based on the teachers' self-guided literacy surveys.	July 30- August 3, 2019	Sign-in sheet for those who attend; evaluations at the end of each day; data collection for guided self-study.
9	Literacy Matrix	James Patterson Literacy Team; Lastinger Center	Online professional development based on the components of Reading.	Anticipated to be ready in 2019- 2020	Teacher pre- and post- tests. Observations and documentation of strategies tried.
10	Weekly Support	James Patterson Literacy Team	Prep materials, provide classroom management strategies, observe/meet with teachers, help organize classroom libraries, share intervention/ enrichment ideas, analyze data, write grants, co-teach lessons, parallel teach lessons, complete lesson studies, lead small groups, teach a center, work one-on- one with a child, videotape lessons, and participate in data chat meetings.	August 2019-May 2020	Sign-up sheets; documentation.
11	Dyslexia Certificate	James Patterson Literacy Team	One teacher will be sponsored to attend 5 online courses for a Dyslexia Certificate (Foundations of Literacy Development and Dyslexia; Language and the Brain; Assessment for Intervention; Intervention Methods; and Practicum in Assessment and Intervention)	To be determined	Coursework

## Other Activities

The school will conduct activities, make resources available to parents and families and provide encouragement and support to families so that they can more fully participate in the education of their children by:

- Maintaining a Parent & Family Resource Area consisting of information related to the school and Title I Program as well as academic resources available for home use.
- Making the Parents Make a Difference newsletter available through the school website, The Parent & Family Resource Notebook, and is hard copy upon request.
- Title I Lead Teacher will maintain and monitor parent contact logs, surveys, and evaluations.

## **Communication**

The school will provide parents of participating children with:

Timely information about the Title I program and activities by;

- Conducting the Annual Meeting.
- Sending newsletters, flyers, and other literature pertaining to upcoming events.

Descriptions and explanations of the academic curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through;

- Information shared at the Annual Meeting.
- Information shared during conferences and parent meetings

Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;

- Curriculum standards and assessments are described during the annual meeting and are a major focus through trainings and conferences.
- Family Data chats, parent conferences, Educational Planning Team Meetings, and assessment reports provide families with additional information that compares the progress of their child to the district and state.

A means to document parent comments/concerns regarding the school wide program plan when it is not satisfactory to the parents of participating children. The school will include documentation of parent comments/concerns with the plan that will be made available to the local education agency by;

- Evidence of parental input, including evidence of dissatisfaction, will be submitted to the Title I office as part of the regular Parent & Family Engagement Plan review process.
- Three documented attempts will be made to verify that each family has received the materials. The Home-School Compact is reviewed during conferences and documented on the conference form.

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## **Accessibility**

The school will provide full opportunities for participation in parent & family engagement activities for all participants (including parents with limited English proficiency, disabilities, migratory, and homeless children) by:

- Utilizing quarterly Skyward reports as a means to identify families who may need accommodations in order to actively participate in school activities.
- The District Parent & Family Engagement Plan and Parents Rights Letters will be available in an English and Spanish version.
- ESOL Parent Trainings are held annually through the school guidance department. Parents engage in workshops that help teach them how to be actively involved in their children's schooling when English is not their native language.
- Idylwild generates ELL Reports on a quarterly basis and distributes them to all teachers to respond to the needs of bilingual students in the Idylwild population.
- ELL Summer School and Extended Learning Opportunities will be offered to ELL students to help increase academic achievement and prevent summer learning loss.