

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

## Allen Park Elementary School

I, Lisa Eastridge, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

#### Parent Consultations

The school shall conduct outreach in a timely manner, to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

#### Certifications

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

#### School Parent and Family Engagement Policy

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

## Policy Involvement

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of virtual meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

- a timely information about programs under this part;
- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

## Shared Responsibilities for High Student Academic Achievement

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

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

- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; in conjunction with Covid CDC Guidelines
- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### **Accessibility**

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

*Lisa D. Eastridge*

*August 24, 2020 New Title I School*

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**Signature of Principal or Designee**

**Date Signed**

# Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Allen Park Elementary**, receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **Allen Park Elementary School** agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
  - Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) families play an integral role in assisting their child's learning;
    - (B) families are encouraged to be actively involved in their child's education at school;
    - (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

## JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

**Allen Park Elementary** will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Allen Park Elementary will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I programs. All parents will be invited through the school newsletter, invitations, school messenger and/or personal phone calls to attend the SAC/Title I virtual meetings. The procedures for selection of this group will include the input of parents, staff members and the SAC committee. Input from parents will be collected through surveys and quality tools like comment forms, google forms or chat boxes. These communications will be flexible in format online allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to create a plan. The plan will be created and reviewed during SAC/Title I quarterly meetings. During a scheduled virtual SAC meeting, the committee will decide, with input from parents, how the 1/% set aside for Parent Involvement will be used, Ideas and input from parents will be documented in the SAC Meeting Minutes. In order to provide additional support parental involvement, flexible meeting times will be available. Documentation for all SAC and parent meetings to included; flyers, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title I Toolkit.

## ANNUAL TITLE I MEETING

**Allen Park Elementary** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

1. Develop agenda and handouts; Administration; September Copies of agendas, Power Point, Presentation handouts, etc
2. Advertise and promote the event; Technology Specialist; September; Posting on school website and School Messenger.
3. Design and distribute invitations/flyers: Resource Teacher and Para: September; Flyers
4. Develop sign in sheets: Resource Teacher: and Par September: Sign In Sheets
5. Maintain documentation; Para for Parent Involvement; September; Title I Toolkit

## COMMUNICATIONS

**Allen Park Elementary** will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

Allen Park Elementary will communicate with parents through school messenger, school newsletters, phone calls, home visits, letters. Annual Title I meeting, curriculum nights, conferences and SAC meetings. If parents are not satisfied with the school's Title I program, concerns will be submitted to the District Title I office.

## **SCHOOL-PARENT COMPACT**

**Allen Park Elementary** will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.

Allen Park Elementary will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I compact. All parents will be invited through the school newsletter, invitations, school messenger and/or personal phone calls to attend the Annual Title I meeting. The procedures for selection of the compact will include the input of parents, staff members and the SAC committee. Input from parents will be collected through surveys and quality tools like comment forms, google forms or open chat boxes. These communications will be flexible in format such as online comment forms, google forms or open chat boxes, virtually in person allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to create the compact. Ideas and input from parents will be documented in the SAC Meeting Minutes. In order to provide additional support for parental involvement, flexible meeting times will be available. Documentation for all SAC and parent meetings to included; flyers, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title I Toolkit.

## **RESERVATION OF FUNDS**

**Allen Park Elementary** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Allen Park Elementary will involve parents in an organized and timely manner with regards to planning, review and improvement of the Title I Part A Funds. All parents will be invited through the school newsletter, invitations, school messenger and/or personal phone calls to attend the SAC meeting. The procedures for selection of how the funds will be spent will include the input of parents, staff members, and the SAC committee. Input from parents will be collected through surveys and quality tools like comment forms, google forms or open discussions. Formats will be in different languages and simple terms that parents can easily understand. Documentation for all SAC and implementation on how the Title Part A funds will be spent to include: flyers, agendas, handouts, minutes, and sign in sheets will be maintained in the Title I Toolkit.

## **COORDINATION OF SERVICES**

**Allen Park Elementary** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

Allen Park Elementary will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families. Such as; Headstart- Our parents are invited to Head Start conferences 4 times a year. ESOL/ELL (Title III), and Pre-K ESE programs are available to all parents, Title I Family resources portal is available with Title I information. All invitations are sent through Flyers via PeachJar and School Messenger. All communications will be in Spanish and Creole and simple terms that parents can easily understand. Documentation for coordination with other organizations, businesses, and community partners to include; flyers, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title I Toolkit.

## **Evaluation of the 2019-2020 Parental Involvement Activities**

### **2019-2020 Building Capacity Summary**

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

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
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		<b>Total:</b>	<b>Total:</b>	

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### 2019-2020 Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116)].

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
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		Total:	Total:	

### 2019-2020 Barriers Summary

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

#	Barrier (Including the specific subgroup)- Be specific	Steps you put in place to overcome barriers - Be specific
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## Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- Tier 1 –Strong Evidence**: supported by one or more well-designed and well-implemented randomized control experimental studies.
- Tier 2 –Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies.
- Tier 3 –Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- Tier 4 –Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

## NEW 2020-2021 Parental Involvement Activities

### 2020-2021 Building Capacity Activities

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116]]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1116]]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116]].

**Parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier (see previous page)	Cost Associated with Activity
1	First SAC Meeting of the year. Sept. 24 4:00 – 5:00	Administration, Faculty, Staff, Translators	Provide information to parents on our Title I programs and policies and include them in the decision-making process at the school.	Sept. 24: 4:00 – 5:00	Flyers, letters or post cards, sign in sheet, handouts, agenda, meeting minutes	Allowable for materials postage
2	Virtual Annual Title 1 Meeting	Administration, Faculty, Staff, Translators	Provide information to parents about the Title I programs and policies and include them in the decision – making process at the school.	Sept. 24 6:00 – 7:00	Flyers, letters or post cards, sign in sheet, handouts, agenda, meeting minutes	
3	Curriculum Insights Virtual through Zooms Web Page	Amy Holik	Continuity of expectations of Reading, Math and Science with students, parents and teachers.	September 30 7:45 a.m. – 8:15a.m.	Flyers, letters or post cards, sign in sheet, handouts Zoom meeting and Google Feedback Form	
4	SAC/PTA Meetings	Administration, Faculty, Staff, Translators	Provide information to parents on our Title I programs and policies and include them in the decision-making process at the school.	Sept. - June	Flyers, letters or post cards, sign in sheet, handouts, agenda, meeting minutes	Allowable for materials postage
5	Story Character Day Gr. K – 2 Vocabulary Character Gr. 3-5	Administration, Faculty, Staff, Translators	Parents will support reading and identifying characters in a story or vocabulary by helping students create a homemade costume that illustrates a story character or personifies a vocabulary Word	October 30	Flyers and School Messenger	
6	Student Led Conferences via zoom	Dana Philpott	Teachers and students will collaborate on student’s goals and progress and students will be responsible for sharing their progress with their parent/guardian	January	Students who can verbalize their progress show an understanding of the progress they have made and what they need to do to continue to improve	
7	Build A Bug	Lisa Eastridge	Families and student(s) will receive information on Build a Bug using recycled products Students will write on an index card the materials used and how the bug was put together	February	Pictures of bugs	
8	STEAM Designs using Zoom	Administration, Faculty, Staff, Translators	Parents will be invited to virtually view student displays: Science Fair projects, Art work, and Math projects as students explain the process of their project.	March/April	Students who can verbalize their progress show an understanding of the progress they have made and what	Science Boards or materials for Art work and projects

					they need to do to continue to improve	
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**2020-2021 Staff Training Activities**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier
1	iReady Training for ELA and Math	Amy Holik/Lisa Eastridge	Stakeholders will learn the ways that parents can be involved in implementing strategies, methods and reinforcement that they can use to support their child's learning at school	4 days throughout the year August 18 – 28 Oct. 10 2 additional dates TBD	Tier 4 – iReady is a proven reading and math program that creates individual pathways for student learning. This training will enable teachers to develop these pathways and learn how to involve parents in the process and extension of their student's learning.
2	Performance Matters	Amy Holik/Shelley Endrey	Stakeholders will learn how to use Performance Matters to track data and achievement of standards	Quarter 2	Teachers will learn how Performance Matters can be used to monitor student growth
3	Monthly Newsletter has Parent Involvement item or research based articles on parent involvement	Administrative Team	Research links parent involvement	Monthly	Tier 4 (Parent Survey Data)
4	School Website/Twitter has monthly Parent Involvement updates	Technology Specialist	Research links parent involvement to student achievement	August -June	Tier 4 (Parent Survey Data)
5	Student Engagement	Administration	Increase Learning Gains	September	Tier 1 (Student Survey Data)
6	Data Analysis	Administration	Increase teacher capacity for data interpretation	Quarterly	Teacher in-service record
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10					