

2023-24

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



School Name: Susie E. Tolbert

School #: 128

Principal Name: Shana Adams

School Website: www.duvalschools.org/susieetolbert



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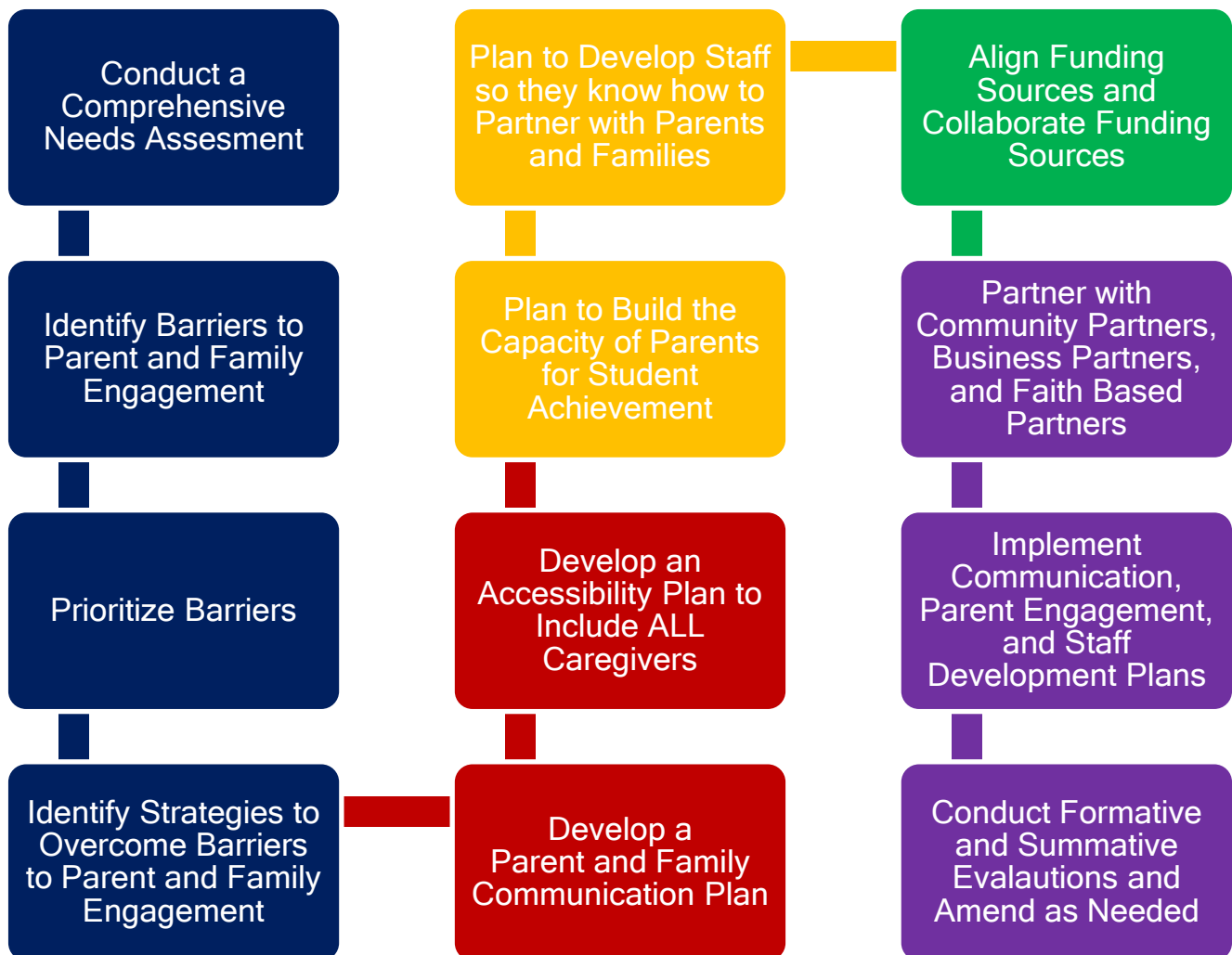
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OVERVIEW

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, Shana Adams, 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.

Signature of Principal/School Administrator

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
\$5,000	\$4,134.71	\$865.29
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		
Partial funds remained due to price changes and/or unavailability of items in store. We will be sure to have a back up plan for purchases next year to fully expend the PFEP budget.		

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)
13	3	We will add additional signage in the front office to advertise the Parent Resource Room. We will also include information about the PRR on our website and monthly mailouts.
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)	16	We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events. Meeting was held in person.

Developmental Meeting (End of Year)	13	We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events. Meeting was held in person
Getting to Know what's B.E.S.T	8	We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events. Parents worked hands on with their students in simulating reading strategies. They participated in reading and annotating benchmarks.
Coffee & Cookies with Counselors- How to Connect to Your Student	21	We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events.
Math & Murals- Painting Place Value	18	We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events. Participants walked away with a painted number line and materials.
How to use FOCUS & Family Portraits	23	We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events. Parents created FOCUS accounts and participated in a FOCUS scavenger hunt.
Middle School Transition	7	We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events. Parents walked away with next steps for their students.
Literacy Night	9	We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events. Participants received free materials and books from the event.
Science Night	32	We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events. Participants left with 3 make and take projects from their learning.

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.

Parent feedback forms provided positive insight for each event. Parents would like to go back to “Grab and Go” bags used in previous years. Parents would like to add ZOOM capabilities to increase participation.

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- Parents/Guardians work multiple jobs and cannot make events.
2. Barrier 2- Despite various methods of communication, Parents/Guardians stated they were unaware of events.
3. Barrier 3- Transportation
4. Barrier 4- Morning events were too early for some families
5. Barrier 5- Activities did not seem valuable/worthwhile to some families

- (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)	Families cannot attend due to working multiple jobs/times they work	<ol style="list-style-type: none"> 1. Offer alternate times for events throughout the day. 2. Offer ZOOM as a meeting possibility.
2)	Lack of relevance/ worth	<ol style="list-style-type: none"> 1. Partner with more community business to provide incentives/giveaways for parents to attend.
3)	Publicizing events	<ol style="list-style-type: none"> 1. Continue with social media invites 2. Send out multiple flyers throughout the month for upcoming activities.

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?

Our primary goal is to increase the frequency in which parents and members of the community are involved in school activities and events. Based on parent feedback, activities that allowed for smaller groups and one on one attention with their student, was beneficial. Parents also enjoyed hands on activities where they could bring the whole family. This helped increase the availability of the parent attending events.

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 administration, faculty and staff, of Susie E. Tolbert Elementary will provide opportunities for all parents and families to participate in school related activities. Susie E. Tolbert Elementary will encumber Title I funds to provide transportation for parents unable to attend parental involvement activities due to a lack of transportation. Home visits are an integral component of support to our families. Parents who speak English as a second language will be provided the support of a dual language interpreter during meetings. Flyers and calendar communications will also be provided for parents who speak English as a second language. Barriers will be removed by going live during parent events via zoom, deploying translators and social worker, and sending home correspondents in native languages of students. We will offer as many opportunities as possible for families to participate and receive support via Zoom or Microsoft Teams as well as utilizing drive by services as well to practice social distancing precautions.

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?

Susie E. Tolbert Elementary will share information related to school and parent programs, meetings, and school reports on the school website, newsletters sent home with students, flyers posted around the school as well as via backpack method and announcement reminders via Parent Link Messenger. The Parent Link Messenger system can provide automated messages in the parent's native language of Spanish as needed. Translation will be available in all content areas and will be shared in an acceptable readability range or be provided verbally.

Transact (translation system) and Google Translate will be used for written translation and dissemination of information in parent's native language as needed. Additionally, the district ESOL Newcomers Program will be an outreach program to communicate information to parents.

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

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.

(1) All planned activities will be posted in the month of August 2023 on the DCPS school website. Additionally, we will send flyers home two weeks prior to each event and advertise on our school marquee.

(2) Families who speak other languages will receive flyers in their native language. Flyers will be created using Google Translate resources.

(3) The DCPS school website, Class Dojo, social media, school marquee, phone blasts, and paper flyers will all be utilized to advertise Title I events. Families will be notified a minimum of two weeks prior to the event.

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?

In order to keep parents informed of curriculum, assessment, student progress monitoring, and achievement expectations, Susie E. Tolbert teachers, instructional coaches, and administrative staff will conduct multiple events and conferences with families. Each event will address the specific information set and we will provide ample support to families needing additional attention and assistance. We will have a bilingual member of our staff available at each even should we need a translator.

(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?

(1) To ensure that parents are involved with decision-making, planning, review and improvement of the Title I program, parents are invited to participate in the development of the plan. During this time, parents discussed implementation activities, the parent-school compact and the parental involvement budget. Parents will continue to review programs and activities throughout the school year making suggestions and decisions for improvement during SAC meetings, SIP development workshops, and PTA meetings.

(2) Parents will be provided advance notice of meetings and agenda topics through flyers, social media, Class Dojo, the school web site, the school's marquee, and Parent Link Messenger.

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]

Susie E. Tolbert Elementary parental and family comments that are not satisfactory will be submitted to LEA under Section 4 Parental Involvement. Next steps to address parent concerns would be included in the report

(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?

(1) Susie E. Tolbert Elementary will publish and communicate our Parent and Family Engagement Plan by uploading the plan to the school website under the Parent Involvement section. Copies of the Parental and Family Engagement Plan will also be available in the Parent Resource Room, school website, and front office. Copies of the plan will also be available during each Parent Event during the school year.

(2) To communicate in all of the languages that apply Susie E Tolbert will provide parent's native language of Spanish as needed

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)].

Susie E. Tolbert Elementary involves parents in all aspects of its Title I program. The Leadership Team, parents, and School Advisory Council (SAC), participate in the development, implementation, and evaluation of the school's programs and Parent Engagement and Family Plan. During this time, parents discuss the implementation of activities, the parent-school compact and the parental involvement budget. Parents will meet and continue to review and provide input to all programs and activities throughout the year. Parental feedback will be utilized to make decisions for school improvement. Parental input is documented through sign-in sheets, surveys and the minutes from planning 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)]

- Transportation - Title I funds will be allocated for parents that are unable to attend events due to lack of transportation.
- Childcare - Parents in need of after school childcare to attend school activities will utilize services through the Boys and Girls Club at Susie E. Tolbert.
- Home Visits - Home visits are implemented with fidelity by Susie E. Tolbert faculty. Mrs. Styles, Guidance Counselor, or Ms. Cantos, Daniel Therapist, conducts these visits.
- Additional Services to remove barriers to encourage event attendance - For families that are not willing to come into the building due to the unforeseen barriers will be conducted live via teams or Zoom meetings.event attendance -

FLEXIBLE FAMILY MEETINGS

<p>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)]</p> <p>At Susie E. Tolbert Elementary, parent input is obtained from parents through a parental involvement survey. The survey provides an opportunity for parents to specify which times: AM, PM or both, would meet their need for attending parent involvement meetings, the developmental meeting, and school activities.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>Meeting minutes and parent surveys are used as documentation to determine the needs of our families at Susie E. Tolbert.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input type="checkbox"/> Other _____</p>

REQUIRED ANNUAL MEETING

<p>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)]</p> <ol style="list-style-type: none"> <u>Step 1:</u> Decide on date <u>Step 2:</u> Send home flyer (English and Spanish as needed) <u>Step 3:</u> Prepare Sign-in, agenda, PowerPoint and all resources needed for event. <u>Step 4:</u> Raffle items previously purchased at the end of the meeting <u>Step 5:</u> Discuss all information in presentation and allow for Q&A session.
<p>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.</p> <p>Susie E. Tolbert Elementary will incorporate the input and recommendations from parents and staff into the scheduling of events throughout the school year. Susie E. Tolbert will schedule events during school, and in the evenings in order to provide flexible meeting times for our parents and families. Notices are sent home three weeks before the event to notify parents. Parents are notified via School Messenger, school marquee, flyers, social media, Class Dojo, and the school website.</p>

The developmental meeting is utilized to provide parents with an opportunity to give input as to how Title I funds are used. We meet and review the accountability breakdown for the previous year, our goals for the current year and the strategies to meet our goals. The parents are presented with information about The Parental and Families Engagement Plan and Parent-School Compacts are discussed as well as the establishment of meeting dates or conferences. At the close of the meeting, parents complete a survey/evaluation to provide feedback on how we as a school can offer workshops, activities and resources that would positively impact their family.

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.

- (1) During the Annual Meeting, there will be specific slides prepared that discuss the adequate yearly progress of students broken down by subgroups. These subgroups will primarily focus on our School Improvement Plan data.
- (2) School choice will be discussed as it pertains to Title I, Part A funding.
- (3) Additionally, the rights of parents will also be discussed as it pertains to Title I, Part A funding. There will be a Q&A session for families to address questions or concerns during that time.

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?

The school marquee and flyers will be the primary method of communication for students and families without access to technology. Additionally, school messenger system will be used to communicate this information for parents without access to technology. A monthly calendar of events will be distributed the 1st of each month. Reminders of events will be posted to social media accounts.

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.

Step 1: Set a date.

Step 2: Determine online or face to face platform for meeting to keep in compliance with social distancing procedures.

Step 3: Advertise to families via social media, Class Dojo, flyers, phone blast, and school marquee.

Step 4: Prepare developmental meeting presentation, documents, and resources.

Step 5: Disseminate parent feedback forms.

Step 6: Meet with administrative and leadership team to evaluate parent feedback forms and determine next steps.

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?

Based on parental feedback, and to ensure all events are meaningful the following events were aligned to engage parents:

- Understand B.E.S.T Standards- Parents will learn about the new FL standards and the implications for student achievement.
- FOCUS training
- Blended Learning Platform training
- Data Dives with Counselors, Teachers, and Admin
- Math and Murals- Painting Place Values- Families will engage in Math conversations and learn how to increase student awareness of major math concepts that are traditionally a struggle with our school date.
- Middle School Transition
- Engaging your student during the holiday break- Reading, Math, and Science- Families will learn about fun activities they can do with their students throughout the extended holiday and bridge the gap in learning.
- Literacy Night- How to support your budding reader

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

Upon receiving the School Climate Parent Survey results, the administrative team will work with district specialists to facilitate needed professional development to the faculty and staff at Susie E. Tolbert. The School Climate Parent Survey will provide intel as to what the families of our students need from the faculty and staff and will ultimately help bridge gaps between school and home. The survey will also determine if previous training efforts were fruitful or if they need to be revisited. The school will also invite community stakeholders, faith-based partners, and local higher education representatives to meetings and events to support the improvement of student achievement (i.e. PTA meetings, SAC meetings, Parent Involvement Activities, etc).

(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) Susie E. Tolbert Elementary will implement the Title I Resource Room to support parent and family engagement by providing academic games for parents to check out and use to assist their child(ren) with accelerating in the areas of reading, math and science.
- (2) The Parent and Family Engagement Room is advertised via flyers, School Messenger and the Parent Fair.
- (3) The faculty and staff will be provided training on how to use the Parent Resource Room with parents during an Early Release Professional Development session. Professional development for staff will be provided for teachers and office staff as needed and new resources are added to the Parent Resource Room to support families.

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?

Throughout the year, there will be workshops available for parents and families to train them on how to assist their students at home (both behaviorally and academically) through the use of resources provided through the use of Title I, Part A funds. For example, there are materials available in the Parent Resource room that are able to be checked out and taken home to support students. Resources purchased through this fund are geared towards increasing academic proficiency in Reading, Math and Science as well as increasing social and emotional maturity. Additional resources will be purchased to provide a wide array of materials for families to use.

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 - how do you know parents learned what was desired for them to learn?
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn: 1. How to complete the parent portions of FASFA 2. How to research college websites for what their child need for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2023, February 2024</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)	Shana Adams, Principal. Amanda Cardoza, AP. Gibson, AP Classroom Teachers	Provide information to parents about Title I programs, ATP, and the rights of parents	August 2023	Sign-in sheets & Parent Evaluation Forms
Developmental Meeting	Shana Adams, Principal. Amanda Cardoza, AP. Gibson, AP. Classroom Teachers	Provide an opportunity to jointly develop/revise the family engagement policy and distribute it to parents and make it available to the community.	March 2024	Sign-in sheets & Parent Evaluation Forms
How to use FOCUS	Shana Adams, Principal. Amanda Cardoza, AP. Gibson, AP. Guidance Counselor Classroom Teachers	Participants will learn how to create accounts in FOCUS. A scavenger hunt will allow them to explore the platform. Demonstrations with the gradebook, report card system, attendance, bus requests, school	September 2023	Sign-in sheets & Parent Evaluation Forms

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 - how do you know parents learned what was desired for them to learn?
		choice application etc. will be available.		
Getting to Know what's B.E.S.T	Shana Adams, Principal. Amanda Cardoza, AP. Gibson, AP. Classroom Teachers	Assist parents in understanding the BEST standards, item types, assessments and requirements for promotion	October 2023	Sign-in sheets & Parent Evaluation Forms
Dine In and Data	Shana Adams, Principal. Amanda Cardoza, AP. Gibson, AP. Classroom Teachers	Parents can enjoy a meal and discuss their student's specific data with counselors, admin, and teachers. Parents will walk away with an individualized plan for enrichment along with curricular and instructional materials.	November 2023	Sign-in sheets & Parent Evaluation Forms
Math & Murals- Painting Place Values	Shana Adams, Principal. Amanda Cardoza, AP. Gibson, AP. Classroom Teachers	Provide information to parents in regard to the BEST Math standards, How to incorporate math strategies and activities that t can be done at home. Families will engage in Math conversations and learn how to increase student awareness of major math concepts that are traditionally a struggle with our school date.	December 2023	Sign-in sheets & Parent Evaluation Forms
Coffee & Cookies with Counselors- How to	Shana Adams, Principal. Amanda Cardoza, AP. Gibson, AP.	Parents will receive and opportunity to meet with the school counselor, social worker, mental health counselors, and school	January 2024	Sign-in sheets & Parent Evaluation Forms

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 - how do you know parents learned what was desired for them to learn?
Connect to Your Student	Guidance Counselor Classroom Teachers	staff to receive resources and support for their children academically, emotionally, physically, and basic needs. Families will learn how to connect more deeply with their student to increase academic achievement and social emotional awareness.		
Literacy Night	Shana Adams, Principal. Amanda Cardoza, AP. Gibson, AP. Guidance Counselor Classroom Teachers	Provide information to parents regarding the Reading standards, and activities that can be done at home. Public Library information will also be provided.	February 2024	Sign-in sheets & Parent Evaluation Forms
Middle School Transition Lunch	Shana Adams, Principal. Amanda Cardoza, AP. Gibson, AP. Guidance Counselor Classroom Teachers	Assist parents in selecting middle schools for their child. Parents will be guided through how to apply for Magnet and School Choice schools. Middle school representatives will be present to answer questions.	March 2024	Sign-in sheets & Parent Evaluation Forms

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? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

During the Developmental Meeting, community stakeholders will review previous year's Parent Compact forms and provide feedback for changes should they choose to do so. The Parent Compact form will be attached to each Parent/Teacher Notes document for face-to-face conferences. The recorder of the meeting will have to check a box to demonstrate whether or not the Parent Compact form was discussed or not. For virtual conferences, parents will be emailed a copy of the Parent Compact, and this will be noted on the PTC forms.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

A representative of the administrative team will be present for all parent conferences (face to face and virtual). Admin will lead or close each meeting with the explanation of the Parent Compact to ensure it is covered. This will be documented on the Parent/Teacher Conference forms.

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.

Susie E. Tolbert Elementary will provide parents notification informing them about teachers out of field, inexperienced or ineffective. The notifications will be sent home twice yearly. The notification will inform 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.

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 2023</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
PBIS/Calm Classroom	Mr. Gibson	Improve social, emotional and academic outcomes for students	August 2023	Sign in sheet, Progress monitoring of academic and discipline data

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 checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	Susie E. Tolbert Elementary appropriates funds based on specific guidelines to ensure that students with disabilities receive required and appropriate accommodations.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	NA
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Susie E. Tolbert partners with the district to ensure students are not neglected, delinquent, or at risk.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Funds are coordinated by the district and partnered with our school to provide transportation for students.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	Funds were utilized to hire daytime tutors in order to provide differentiated instruction and support to students during the school day. Targeted, small group instruction addresses a barrier in the School Improvement Plan.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Professional development opportunities and materials were provided to overcome barriers in the School Improvement Plan.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	District funds will be utilized to assist students with language acquisition.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	District funds will be utilized to supplemental support and academic enrichment during alternate times outside of the regular school day such as Saturday School.

Schools may add lines as needed.