



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

School Name: Southside Estates

School #: 76

Principal Name: Teresa Dowdell-Brown

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



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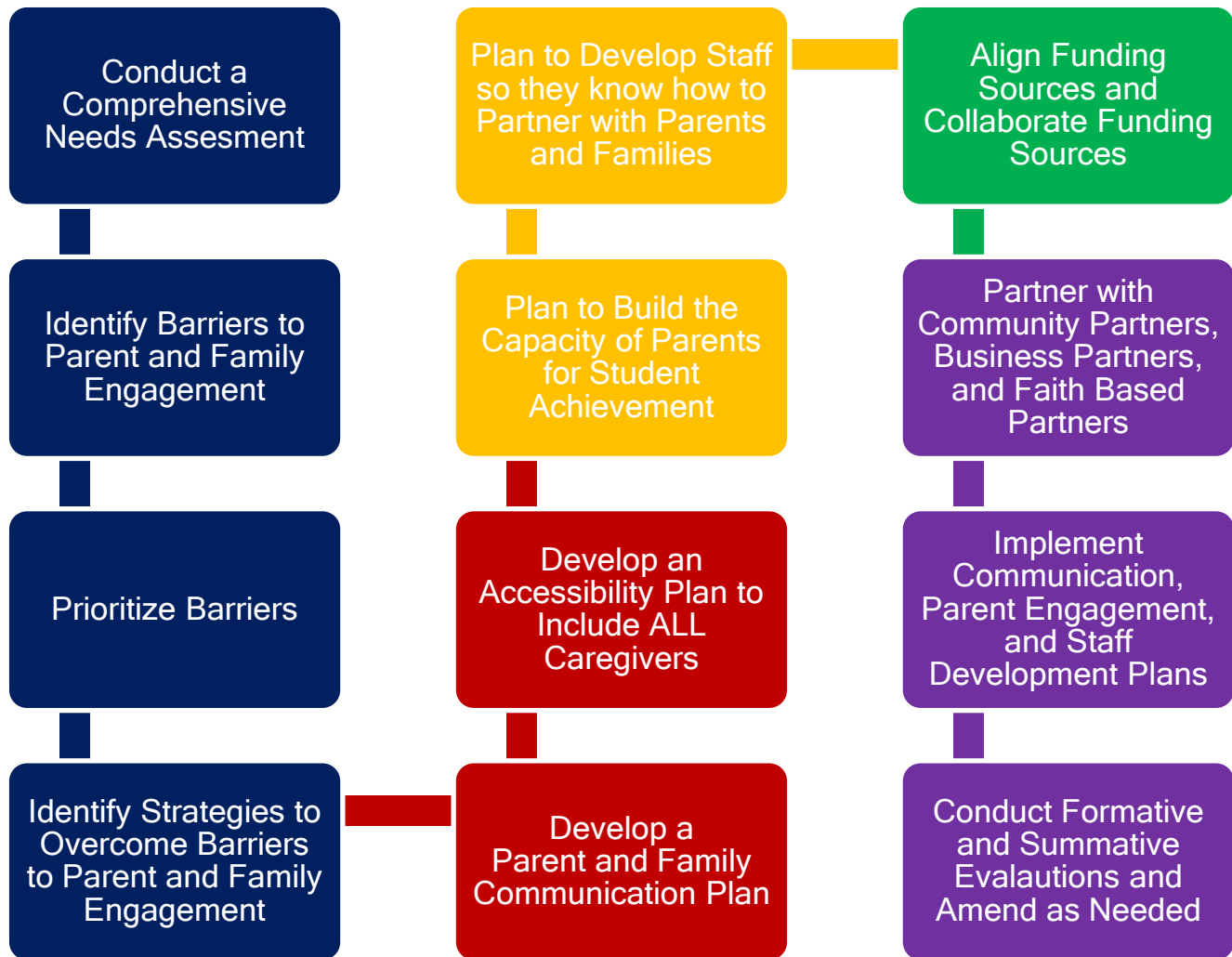
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OVERVIEW

The Duval County Public School District Local Education 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, **Teresa Dowdell-Brown**, 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.

Teresa Dowdell-Brown
Signature of Principal/School Administrator

October 5, 2018
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
\$3,328.00	\$2,087.99	\$1140.16
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		
During the parent engagement nights, the PTA sponsored refreshments for some of the events. Additionally, money was allocated towards the purchase of bus tokens that were not utilized by parents. The strategy for engaging parents during the 2018-2019 school year is to be engaged through SAC's, PTA, school wide activities that will lead to an increase in student achievement.		

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	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
95	65	<ul style="list-style-type: none"> ➤ Parents thought it was really helpful to have a computer and printer in the Parent Resource Room ➤ Parents checked out literacy books to provide students with support at home
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual Title Development	120	<ul style="list-style-type: none"> ➤ Collaboration with parents in creating 2017-2018 Compact, provided an overview of 2016-2017 student assessment data,

		<ul style="list-style-type: none"> ➤ Overview of Right to Know and received valuable feedback on parent engagement
Developmental Meeting	40	<ul style="list-style-type: none"> ➤ Evaluation of Parent Involvement Plan for the 2016-2017 school year ➤ Received valuable feedback from parents to aid in the planning for the 2018-2019 school year
Technology Night	50	<ul style="list-style-type: none"> ➤ Provided families with an overview of technology and educational programs' ➤ Parents were able to sign up to receive access to student's Focus accounts ➤ Parents were able to log in to blended learning programs
Science Night	85	<ul style="list-style-type: none"> ➤ Parents received an overview of the 5th Grade Florida Comprehensive Assessment ➤ Parents learned strategies of how to integrate science into their daily lives with their families ➤ Parents gained a thorough understanding of scientific method
Transition Night	30	<ul style="list-style-type: none"> ➤ Parents learned strategies to assist students in transitioning from elementary to middle school ➤ Parents were able to learn about middle school programs offered at several Duval County Public Schools
Literacy Wax Museum	55	<ul style="list-style-type: none"> ➤ Parents received an overview and strategies to aid in preparation for the ELA FSA Writing Assessment ➤ Families were engaged in the acting of students and gained an insight to the integration of ELA and writing expectations in Duval County
FSA Parent Night	45	<ul style="list-style-type: none"> ➤ Parents received an overview of strategies to prepare students for the FSA Assessments ➤ Parents received learning tools to increase students confidence in preparation for the assessment
ESOL Parent Night	100	

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 during the previous year. (not applicable to new Title I, Part A schools)

Overall, parents were pleased with the planned Parent Night activities for the 2017-2018 school year. There was an 30% increase in parents attending the monthly events. Based on parent surveys, parents felt that they were able to provide their students with ongoing support. Additionally, parents strongly believe that the location of the Parent Resource Room was accessible when visiting the school or checking students out of school. Lastly, parents feel that it is beneficial for parents to be able to utilize the computer and printer located in the Parent Resource Room.

Barriers

Using previous year financial and programmatic and financial 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; and other forms of needs assessment data; 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: Flexible Meeting Times
2. Barrier 2: A translator need to be made available for parents to increase their understanding of material being covered
3. Barrier 3: Meeting material addressing the needs of all students
4. Barrier 4: Work hours do not allow parents the opportunity to participate in parent meetings
5. Barrier 5: Follow up activities related to family night activities

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (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)).

1. **Barrier 1 - Flexible Meeting Times:**
 - Parent Engagement activities will be offered at different times throughout day.
 - Annual and Developmental Meeting will be offered on more than one day
 - During certain events, Social Media will be utilized to make the events live for parents that are unable to attend
2. **Barrier 2 - A translator need to be made available for parents to increase their understanding of material being covered**
 - A translator will be hired to translate for parents that speak limited English
 - Follow up handouts will be provided in parent's native language
 - Presentations will be in English and Spanish
3. **Barrier 3 - Meeting material addressing the needs of all students**
 - During parent engagement activities ensure that a connection is made to how the presented materials relate to all students

- Develop hands on activities that will address the learners at all levels

What are the overarching outcomes/goals for the current school year for parent and family engagement?

- Parent participation has increased in all planned activities for the 2017-2018 school year
- Parents received resources to help their child be successful in school
- A stronger relationship between parents and teachers have developed as a result of communication and school's investment to ensure that all students are successful in school.

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. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education.

- Parents and families will be notified (in both English and Spanish) of upcoming involvement events in the following ways:
- Student Agendas: Stickers will be placed in student agendas notifying parents of upcoming events.
- School Messenger: Parents will be informed weekly of upcoming events
- Class Dojo: Registered parents and family members will get instant reminders of upcoming events sent right to their cell phones.
- Tuesday Folders: Parents will receive flyers, notifications and invitations four weeks before, one week before, and the Tuesday before all scheduled events in their students' Tuesday Folders.
- Peach Jar: Flyers for upcoming events will be emailed to parents
- School Marquee: All scheduled events will be placed on the school marquee located in the front of the school.
- Office Flyers: Flyers will be left in the parent resource room as well as in the front office for parents and family members who may have not received any other means of communication.
- School Website: All upcoming parent engagement, PTA, and SAC Meetings will posted on the school's website

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?

All pertinent information will be released on the school website for viewing by parents and families. Photographs and information regarding events after they have happened will be showcased in the parent resource room located in the front office. All information will also be shared at SAC and PTA meetings which are held monthly. These forms of communication will be supplied in the various languages that are spoken at Southside Estate Elementary.

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

The majority of students, parents, and families at Southside Estates speak either English or Spanish. However, there are families attending Southside Estates that speak the following languages: Vietnamese, Turkish, Tagalog, Farsi, Albanian, and Arabic.

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

(1) The school will communicate all events four weeks prior, two weeks prior, one week prior, and the week of events through the following tools:

- (2) Student Agendas: Stickers will be placed in student agendas notifying parents of upcoming events.
- (2) School Messenger: Parents will be informed weekly of upcoming events
- (2) Class Dojo: Registered parents and family members will get instant reminders of upcoming events sent right to their cell phones.
- (2) Tuesday Folders: Parents will receive flyers, notifications and invitations four weeks before, one week before, and the Tuesday before all scheduled events in their students' Tuesday Folders.
- (2) Peach Jar: Flyers for upcoming events will be emailed to parents
- School Marquee: All scheduled events will be placed on the school marquee located in the front of the school.
- (2) Office Flyers: Flyers will be left in the parent resource room as well as in the front office for parents and family members who may have not received any other means of communication.

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

(1) Southside Estates Elementary will explain the curriculum at the school to stakeholders on such nights as FSA nights, Blended Learning night, and Literacy & Science nights. Teachers will also explain the curriculum and its components at Open House.

(2) Southside Estates Elementary will describe the forms of assessments used to measure student progress at the above mentioned parent nights, as well as throughout the school year at parent-teacher conferences

(3) Southside Estates Elementary will describe the achievement levels students are expected to obtain routinely through the year at ALL parental engagement nights as well as through informal and formal communication with parents.

(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) Parents will be offered several opportunities throughout the school year to attend meetings with flexible times being offered. At the conclusion of each meeting parents will be provided an evaluation to provide feedback or suggestions on the effectiveness of the parent

involvement activity. Additionally, there will be a comment and suggestion form in the Parent Resource Room and the main office. Parent suggestions and feedback will be shared at PTA and SAC meetings.

(2) The school will communicate opportunities for parents to participate in decision making by:

- Sending home flyers with students
- Communicating with School Messenger
- Posting flyers around the school to advertise upcoming events
- Posting upcoming events in the Parent Resource Room
- Posting upcoming meetings on Social Media
- Post links for parents to provide feedback and answer surveys on school website

How will the school will 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]

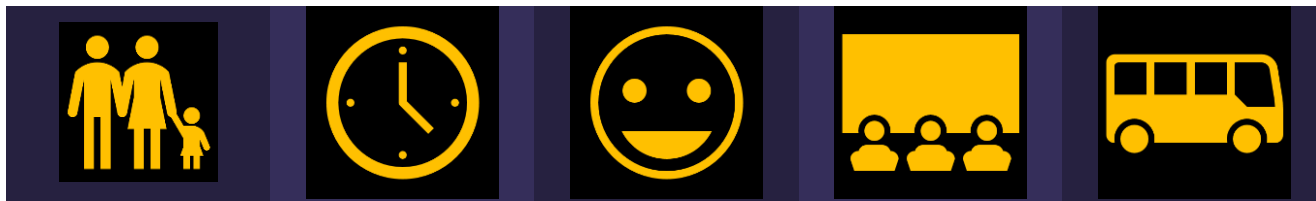
Parents comments will be included on Parent Night Evaluations and submitted to the Title I office for review. A copy of the parent comments will be kept on file for review by district personnel

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).

The school will publish a copy of the report on the school's website as well as a copy of the report will be maintained in the Parent Resource Room to reviewed by parents. A letter will be sent home with students to inform parents that a Parent and Family Engagement Plan is available for review. This information will be communicated through Social Media and School Messenger.

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 School-wide funds are used [ESEA Section 1116(c)(3)].

Southside Estates will involve parents in the planning process by inviting families to participate in the annual Title I Meeting. During the meeting parents and families will have the opportunity to collaborate about activities that they would be beneficial for families to attend to assist their student in being successful. Parents will also provide valuable information for suggested flexible meeting times. Moreover, families will provide insight into Parent Compact which is a binding agreement between, family, school and home.

Additionally, Southside Estates will provide families with a quarterly newsletter updating them on Title I programs, workshops, assessment dates, parental involvement workshops and scheduled meetings. All key dates as well as pertinent information will be posted on the school marquee, our website, and through the School Messenger with current events and activities. All newsletters and fliers will be placed in the Title I audit box and digital compliance as evidence.

Furthermore, monthly PTA and SAC meetings are open for all parents to attend, allowing an opportunity to share suggestions and participate in decisions relating to the student's education. An annual survey is sent home at the end of every year asking for feedback and suggestions to better improve our school.

Lastly, Parents will have opportunities to provide input through parent surveys, program evaluations. Data from parent feedback will be presented to SAC and PTA members to use during the decision making process

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 - Southside Estates will provide bus tokens for families that are in need of transportation to participate in family and engagement activities. The transportation available will be printed on school flyers. Parents will contact the school for their request of bus tokens. Bus tokens will be sent home with students in sealed envelopes.
- Childcare -Childcare will be offered monthly for parent and families attending family and engagement activities. Childcare available will be printed on flyers
- Home Visits - Home visits will be made upon the request of parent and families to obtain information or a follow up from Parent Night activities. Home visits will be made by administration and a member of the Parent and Engagement Committee

- Translators - Translators will be made available for parent and families to ensure the content that is being covered is understood by everyone. Translators will be available at Parent and family Meetings will be included on flyers

FLEXIBLE FAMILY MEETINGS

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

Parent Engagement Surveys were sent home to parents via students. Those surveys were collected and the data was analyzed to show the majority of parents prefer to attend meetings after school hours.

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

Surveys were distributed to parents and stakeholders regarding needs for meeting times, transportation, and childcare. The results of those surveys were analyzed and used to reduce the barriers to encourage higher attendance rates at parent engagement activities.

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

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- AM & PM Sessions (Same content to appeal to more parents)
- Other _____

REQUIRED ANNUAL MEETING

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

1. Step 1 - Decide a date and time to hold the Annual Meeting (Parents will be provided several dates as well as flexible meeting times to increase parent involvement)
2. Step 2 - Create a flyer for parents to include the date, time and location of Annual Meeting
3. Step 3 - Meet as a Leadership Team to analyze school data using various data points
4. Step 4 - Prepare presentation for parents and stakeholders to show and discuss at the Annual Meeting
5. Step 5 - Prepare handouts and resources to be distributed to parents at Annual Meeting
6. Step 6 - Advertise Annual Meeting through school marquee, flyers, Tuesday Folders, Class Dojo, student agendas, School Messenger, etc.
7. Step 7 - Hold Annual Meeting
8. Step 8 - Follow-up Surveys will be utilized and data will be collected of the Title I Programs throughout the school year at Southside Estates Elementary.

Describe the nature of the Title I, Part A School-wide program that will be shared with parents during the Annual Meeting.

This meeting will be used as a time to present parents and stakeholders with the 2018-2019 Parent and Family Engagement Plan. Parents will be given a schedule of upcoming events and a description of what event will entail. Parents will also be made aware of the state of the school through current data and trends, as well as the goals for this academic year. Parents will also have time to share their concerns with the school, including school compacts, barriers, and ways to work with students at home to ensure academic success. The school will showcase the Parent Resource Room to parents at this time, allowing them time to explore the available resources and be introduced to how to check out materials.

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.

- (1) Data, in the form of charts and graphs, will be used to cover the Adequate Yearly Progress of the school. These data sets will be broken down by all applicable subgroups to show gains in learning throughout the school.
- (2) Parents will be made aware of school choice, including what options they have when selecting schools for their students and the benefits of each.
- (3) Parents will be made aware of their rights while their children attend Southside Estates Elementary, including access to meetings, the highly qualified status of their teachers, and more. Parents will be provided an opportunity to provide input to Parental Involvement Budget.

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?

Parents will receive notification of upcoming events through students' Tuesday Folders. Invitations and notices will be sent out four weeks prior, one week prior, and the Tuesday before all scheduled events so that parents may be informed, even without technology, of parental involvement activities. Stickers will also be placed in students' agendas showing the scheduled day of time of events for parents.

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 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.

Parents and stakeholders will be made aware of the End of Year Developmental Meeting with at least four weeks' notice using various modes of communication such as social media, School Messenger, Class Dojo, Peach Jar and the school marquee. Parents will be given surveys to complete while attending the meeting that will address the current year's Title I family engagement plan. The goal of this is to analyze what was effective in the plan and what can be revisited for improvement. Southside Estates Elementary will also use this time to listen to parents' concerns as to what they would like to see implemented next year, and how the school and stakeholders can work together to implement these strategies and overcome barriers.

BUILDING CAPACITY

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

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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

The activities scheduled at Southside Estates Elementary throughout the school year are centered around students, whether that be student performances or academic successes. Parents are much more likely to attend parental involvement nights when their students are being showcased. All parent engagement nights will be focused on the academic needs of the school as well as provide parents with strategies that ensure all students will be successful.

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

In order to improve student achievement at Southside Estates Elementary, relationships must be built within the community. One way to achieve this is to solicit input from parents and stakeholders regarding what they would like to see at parental involvement nights. These results allow the administration to plan effective activities that encourage all community members to attend. Teachers and administrators will strive to engage students, parents, and stakeholders through encouraging volunteering opportunities being active in their student's learning.

The school has formed relationships with various businesses and agencies from the community that will be featured during Parent Night activities. Parents will be informed of other valuable resources in the community as a result of attending Parent Nights. Community partners will be invited in the planning process for family and engagement activities

(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) The school will implement the Parent Resource Room to support Parent and Family Engagement by continuing to have the room in a central location (front office) that can be utilized at any time of the school day. The instructional materials in the Parent Resource Room supports the material that students are exposed to while learning at school. The Parent Resource Room has an array of bilingual books and flash cards to support the ELL students. Parents were provided the opportunity to provide feedback on what materials would be beneficial to support student learning at home. Parents are strongly encouraged to use the room at their convenience.

(2) There are signs posted at the main entrance and in the main office of the school advertising the Parent Engagement Room. Additionally, the Parent Resource Room is advertised to parents by being in the front office, which parents see any time they enter the building. The Room is also discussed at all parent engagement nights, as well as toured with teachers during parent conferences.

(3) The staff is trained on how to use the Parent Resource Room during pre-planning as well as throughout the year. The teachers are encouraged to use the Parent Resource Room during parent conferences to showcase the many available resources for parents to use with their students. The office staff is also trained on the Resource Room to use when parents are in need of additional services.

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?

Parents are trained at all parent engagement nights on the use of the Parent Resource Room. Teachers are also trained on the contents of the room, so that they may help parents during conferences with additional and supplemental resources to be used at home. Additionally, the Title I Designee in the school building is available to show parents the available resources and explain how to implement them best at home with their students.

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	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Administration	Increased Student Data across all grade levels and subjects	September 2018	*Parent Sign in Sheet *Feedback Surveys	N/A
Title I Developmental Meeting (required)	Administration	Increased Student Data across all grade levels and subjects	April 2019	*Parent Sign in Sheet *Feedback Surveys	N/A
Technology/Blended Learning Night	Classroom Teachers	Increased Lexile Levels on Achieve3000 and Growth Monitoring scores on iReady Reading & Math	November 2018	*Data from Achieve3000 *Data from iReady Growth Monitoring *Parent Sign in Sheet *Feedback Surveys	\$250.00

Literacy Night	Classroom Teachers	*Increased scores on iReady Ready and Achieve3000 in grades K-5 *Increase of reading at home *Increase use of student book logs to track reading	October 2018	*Data from Achieve3000 *Data from iReady Growth Monitoring *Book Logs *Parent Sign in Sheet *Feedback Surveys	\$100.00
Science Night	Classroom Teachers	Increased scores on Science assessments from teachers, district, and state assessments	December 2018	*Data from Science Assessments *Science Fair results *Parent Sign-in Sheets *Feedback surveys	\$100.00
Transition Night	Classroom Teachers/ Administration	Data increase across all subject areas as students & parents learn of options for middle school success	January 2019	*Parent Sign-in Sheets *Feedback surveys	\$136.50
Literacy Wax Museum Night	Classroom Teachers	Increased FSA Writing scores	February 2019	*Parent Sign-in Sheets *Feedback surveys	\$100.00
FSA Night	Classroom Teachers/ Administrators	Increase in FSA data through learning new test taking strategies, as well as make and take stations that will allow students to review FSA content and material at home with parents/guardians	March 2019	*FSA Scores *Parent Sign-in Sheets *Feedback Surveys	\$100.00
Math & Literacy Family Game Night	Classroom Teachers	Increase in Math and Reading data as parents learn engaging games that help their students succeed in math and reading	April 2019	*FSA Scores *Parent Sign-in Sheets *Feedback Surveys	\$100.00

ESOL Family Night	Classroom Teachers/ Parents	Increase in school data across grade levels and content areas as a result of parents learning strategies to help their students	May, 2019	*FSA Scores *Parent Sign-in Sheets *Feedback Surveys	\$136.50
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Schools may add or remove rows as needed.

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...

...the assistance of parents and families and in the value of their contributions.

In addition to Early Release Trainings and Professional Development, teachers will attend and participate in differentiated common planning sessions facilitated by the Reading Coach, Math Coach, or/and Administration. Common planning agendas are created and emailed before the meetings, and minutes are recorded and submitted after each session. Teachers will also attend a meaningful pre-planning professional development prior to the beginning of the school year, as well as monthly faculty meetings.

Additionally, all faculty and staff will participate in a mini lesson study on a series of Educational Leadership articles focusing on engaging parents and removing family barriers to engage families in parental involvement activities. Also, teachers will receive professional development on effective strategies to utilize when conferencing with parents.

...how to reach out to, communicate with, and work with parents and families as equal partners.

Southside Estates Elementary is committed to communicating effectively with families. As a result of this, a session of pre-planning professional development will be dedicated to family communication strategies for teachers and staff. Throughout the school year, administration will revisit these strategies with teachers during Early Release meetings as well as monthly faculty meetings.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

Family engagement committees will be developed to assist in the planning of cultivating of parent engagement nights and activities throughout the school year. These committees will reflect a representation of teachers, instructional support personnel, administrators, and resource teachers. The role of these committees is to establish parent engagement nights that increase involvement in both classroom and school-wide efforts. The nights are designed based on the needs of parents as identified of the Annual Title 1 planning document and input provided at PTA and SAC Meetings.

Additionally, parents will be provided an update on curriculum and upcoming assessments and assessments during monthly SAC and PTA Meetings. During parent engagement activities, parents will be provided with information and updates on curriculum and the school performance for school year. There will be assessment information provided to parents at each parent involvement activity

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

(1) Southside Estates Elementary will engage staff in family engagement professional development during pre-planning, as well as revisited throughout the school year at monthly faculty meetings and Early Release Trainings.

(2) Documentation collected to reflect staff professional development on parent engagement will include meeting agendas, sign in sheets, and faculty reflections/surveys.

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"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal <u>Education for Homeless Children and Youth (EHCY) Program</u> and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified

		school staff to help their children be successful academically and behaviorally in school.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Southside Estates currently has an ESOL Paraprofessional that provides support to all ELL students to ensure that students are progressing towards proficiency. Additionally, Southside Estates receives support from district ELL Specialists.

Schools may add lines as needed.