

2020-21
Title I, Part A **School**
Parent and Family
Engagement Plan



School Name: Susie E. Tolbert **School #:** 128

Principal Name: Shana Adams

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



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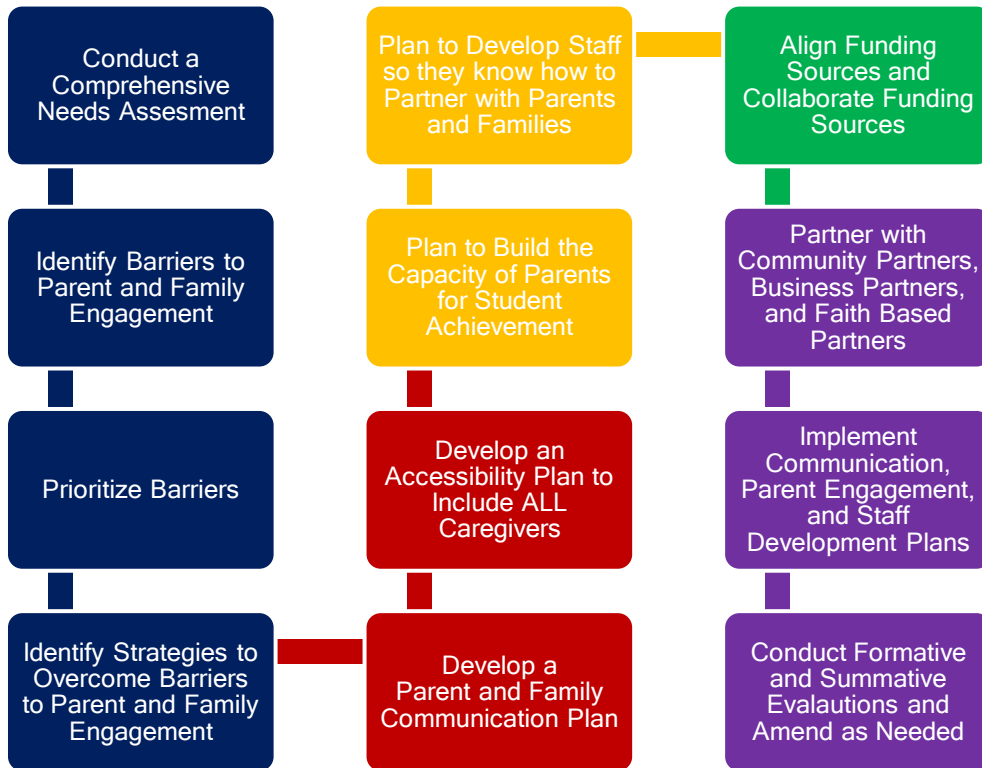


OVERVIEW

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, [Click or tap here to enter text.](#), 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.

Shana Adams

Signature of Principal/School Administrator

4-15-2020
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
\$3400.00	\$1710	\$1341.72
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		
COVID-19 Global Pandemic cancelled school for the rest of the year while DCPS was on Spring Break. Parents will be engaged by hosting parent events in the mornings, mid day, and evening sessions. We will also host more virtual events for parents to be more flexible with the family dynamic.		

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)
30	15	Conduct tours daily with parents visiting the school and place tours on the agenda for every parent event.
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.) We know learning happened because of the parent feedback/evaluation forms, verbal appreciation, and repeated attendance to events.

Annual Meeting (Beginning of Year)	43	Parent Surveys/Evaluations
Developmental Meeting (End of Year)	10	Parent Surveys/Evaluations
Parent Fair	32	Parent Surveys/Evaluations
"Spill the Tea" Technology	32	Parent Surveys/Evaluations
Pizza for Pops	29	Parent Surveys/Evaluations
Family Game Night	43	Parent Surveys/Evaluations
Literacy Parent Night	31	Parent Surveys/Evaluations
Math Parent Night	23	Parent Surveys/Evaluations
FSA Parent Night	15	Parent Surveys/Evaluations
Science Night	24	Parent Surveys/Evaluations

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.

Parents were appreciative of the information presented at the Parent Events. They especially liked when student performances were included.

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.

Barrier 1

Parents who are working at various times during the day and maybe unavailable to attend meetings during normal school/work hours.

Barrier 2

Parents without transportation who are unable to walk due to the distance and/or a disability to attend school activities.

Barrier 3

1. Parents need multiple, consistent reminders of upcoming activities and events in order to increase attendance.

(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)).

	Steps or strategies that will be implemented to eliminate or reduce the barrier	
1)	Barrier 1 - Meetings and activities will be offered before, during and after school hours and funds will be allocated to assist with bus transportation and/or taxi.	
2)	Barrier 2- Increase communication to parents in a consistent and timely manner.	
3)	-Barrier 3 - Students with family members who have limited English proficiency will be provided with on site and telephone language support from our IMPACT City Year Mengee Sirleaf (site manager).	

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?

The overarching outcome/goal for parent and family engagement is to increase involvement by implementing events that are highly impactful to parents. Based on parent feedback, activities designed to provide information and strategies to support their child(ren) with test taking strategies were very impactful.

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
<p>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?</p>
<p>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. Mr. Alfred Austin, the school social worker, provides bi-weekly home visits as needed in order to provide assistance and information to the families of Susie E. Tolbert Elementary School. Mengee Sirleaf our City Year Site Manager will also assist with communicating with parents who speak English as a second language during meetings. She will also assist with flyers and calendar communications. 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.</p>
<p>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?</p>
<p>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.</p> <p>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.</p>
<p>What are the different languages spoken by students, parents and families at your school?</p>
<p>English and Spanish</p>

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.

Susie E. Tolbert Elementary will provide information about the Title I program and activities via the school newsletter and all events will be advertised on the school marquee. Parental engagement activities and workshops will be posted on the school's website. Additionally, parents will be notified of all events via flyers and the Parent Link Messenger System three weeks in advance. Additionally, fliers will be sent home as a reminder prior to the day of 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?

Susie E. Tolbert Elementary will describe and explain the curriculum at the school through the use of Literacy Night, Math/Science Night, Annual Meeting, Parent Teacher conferences, and FSA Night. The forms of assessment used to measure progress and the achievement levels students are expected to obtain will be explained during these parental involvement activity events.

(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?

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. Parents will be provided advance notice of meetings and agenda topics through flyers, 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?

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.

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 the 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 Elementary.
- Home Visits -Home visits are implemented with fidelity by Susie E. Tolbert. Mr. Austin, the social worker. Mr. Austin provides home visits as needed in order to provide assistance to families.

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)]

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.

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

Susie E. Tolbert Elementary has completed surveys that document parental needs were assessed.

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

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other __Virtual_____

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)]

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, and the school website. 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.

1. Decide on date.
2. Send home flyer
3. Prepare PowerPoint
4. Prepare Sign-in
5. Get Raffle items

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.

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, and the school website. 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.

1. Decide on date.
2. Send home flyer
3. Prepare PowerPoint
4. Prepare Sign-in
5. Get Raffle items

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.

An agenda and power point is utilized to share information with parents during the Annual Meeting. Parents are provided agendas and handouts from the meeting as needed. This meeting is advertised via school marquee, School Messenger and school fliers. Sign-in sheets for the meeting were provided as well as parent evaluation/survey forms. A power point presentation is used to outline the adequate yearly progress of students broken down by subgroups, school choice opportunities and the rights of parents of parents when schools receive Title I, Part A funds

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?

Susie E. Tolbert Elementary will provide information about the Title I program and activities via the school newsletter and all events will be advertised on the school marquee. Parental engagement activities and workshops will be posted on the school's website. Additionally, parents will be notified of all events via flyers and the Parent Link Messenger System three weeks in advance. Additionally, fliers will be sent home as a reminder prior to the day of event.

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.

Susie E. Tolbert Elementary will conduct the end of year developmental meeting notifying parents via School Messenger, fliers and school marquee of the EOY Developmental Meeting. Meeting notices will be distributed prior to the meeting. During the meeting, parents will review, discuss and evaluate the Parent and Family Engagement that occurred during the year and provide input for the upcoming year. Parental feedback will be utilized to make decisions for continuous school improvement. Parental input will be documented through sign-in sheets, surveys and the minutes from planning meetings.

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

<p>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?</p>
<p>Based on parental feedback, and to ensure all events are meaningful the following events were aligned to engage parents: Parent Fair (Information Stations), Muffins for Moms, Donuts for Dads (Blended Learning Topic), Fall Family Game Night, FSA Literacy Parent Night, FSA Math Parent Night, and Science Parent Night.</p>
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p>
<p>Susie E. Tolbert Elementary School will implement activities that will provide professional development for the faculty and staff that will establish and build relationships within and beyond the community. Parent responses to the School Climate Survey regarding positive school environment will help determine the effectiveness of staff development. Strong relationships between our school and the community will positively impact student achievement. The school will also invite community stakeholders, faith based partners, and local higher education members to aid in supporting our students to improve student achievement. They will be invited to SAC, PTA, Parent Involvement Activities, and any activities geared towards improving our student achievement.</p>
<p>(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.</p>
<p>(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. The Parent and Family Engagement Room is advertised via flyers, School Messenger and the Parent Fair. 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.</p>
<p>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?</p>

Parents will be provided training to adequately prepare them for the resources that are available for checkout in order to assist their child(ren) at home. Trainings will occur during scheduled workshops and activities. A list of items available for use at home is located in the Parental and Family Engagement Checkout Book located in the Parent Resource Room. Additionally, the items will be displayed during workshop sessions and meetings. A camera will be purchased for the parent engagement room for parents to use to take pictures for student projects and for use during parent events. Additional items will be ordered from Lakeshore and Really Good Stuff for the parent engagement room to build capacity for reading as the parents wanted more reading items to use at home.

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
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</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, Temia Sibley & Amanda Marion, Assistant Principal, Classroom Teachers	Provide information to parents about Title I programs, ATP, and the rights of parents	August 2020	Sign-in sheets & Parent Evaluation Forms
Title I Developmental Meeting (required)	Shana Adams, Principal, Temia Sibley & Amanda Marion, Assistant Principal, 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.	May 2020	Sign-in sheets & Parent Evaluation Forms
Parent Paint Night	Shana Adams, Principal, Temia Sibley & Amanda	An activity designed to help parents to easily communicate with	September 2020	Sign-in sheets & Parent Evaluation Forms

	Marion, Assistant Principal, Classroom Teachers	teachers through training stations: class dojo, parent compact, and other tools. To provide resources and strategies in reading, math and science for parents to use and easily support their children at home to improve academic success. Parents will also get an opportunity to explore the arts and paint with their families.		
Donuts, Dads, and Data.	Shana Adams, Principal, Temia Sibley & Amanda Marion, Assistant Principal, Classroom Teachers	Provide information to moms that will help them navigate Blended Learning Technology (i-Ready/Achieve 3000 and how to support their child(ren) at home to improve academic success by receiving their child's data and explanations of their progress.	October 2020	Sign-in sheets & Parent Evaluation Forms
Science Night	Shana Adams, Principal, Temia Sibley & Amanda Marion, Assistant Principal, Classroom Teachers	Provide information to parents in regards to the Science standards, labs, and projects that can be done at home.	November 2020	Sign-in sheets & Parent Evaluation Forms
Family Holiday Portrait Night	Shana Adams, Principal, Temia Sibley & Amanda Marion, Assistant Principal, Classroom Teachers	Parents and students will enjoy a night with educational and fun games aligned to the Florida Standards and SIP goals.	December 2020	Sign-in sheets & Parent Evaluation Forms
Middle School Transition Lunch	Shana Adams, Principal, Temia Sibley & Amanda Marion, Assistant Principal, 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.	January 2021	Sign-in sheets & Parent Evaluation Forms
Coffee and Conversations	Shana Adams, Principal, Temia Sibley & Amanda Marion, Assistant Principal, Classroom Teachers	Parents will receive and opportunity to meet with the school counselor, social worker, mental health counselors, and school staff to receive resources and support for their children academically, emotionally, physically, and basic needs.	February 2021	Sign-in sheets & Parent Evaluation Forms
FSA Family Learning Carnival	Shana Adams, Principal, Temia Sibley & Amanda Marion, Assistant Principal,	Assist parents in understanding the standards, item types, assessments and requirements for promotion	March 2021	Sign-in sheets & Parent Evaluation Forms

	Classroom Teachers			
Title I Developmental Meeting (required)	Shana Adams, Principal, Temia Sibley & Amanda Marion, Assistant Principal, 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.	May 2021	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?

Susie E. Tolbert Elementary will provide meeting agendas, PPT presentations, minutes, and copies of the final parent compact.

Commented [HCA1]: This comment is about PD for the staff and not about the compact.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

Susie E. Tolbert Elementary Principal will create a Teams page for teachers to upload Parent Compacts after each parent conference. That way the documents can be easily viewed for compliance.

Commented [HCA2]: This is about implementation of the compact not PD

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.

Commented [HCA3]: This needs a statement about teachers out of field, inexperienced or ineffective.

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
Book Study The Growth Mindset Coach	Administration	<i>Improved ability for staff to work with parents and families</i>	Aug- May	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>

1. Susie E. Tolbert Elementary will provide professional activities that will educate all stakeholders on strategies to establish a positive school culture. The staff will participate in a school wide professional book study, *The Growth Mindset Coach*, by Annie Brock and Heather Hundley. Professional development will be utilized to assist all faculty and staff with the implementation of parent and family programs by maintaining positive parent/teacher relationships.
2. Susie E. Tolbert Elementary will provide a summary of the professional development activities implemented 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. We will also use classroom Dojo, School messenger, and the school website to post events and activities to increase parent involvement.
3. Susie E. Tolbert Elementary will implement and coordinate parent programs that foster strong partnerships between parents and the school community through conducting face to face conferences as well as phone conferences with fidelity.
4. Susie E. Tolbert Elementary will engage the staff, faculty and parents throughout the year. Professional development will focus on establishing and building a positive school culture.

Surveys will be provided to parents after each event and at the end of the school year. This will provide the school with valuable information. Professional development focused on building a strong school culture will assist with increasing the value of parental involvement and contributions.

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 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	N/A
<input 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 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 type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide 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 type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Professional development opportunities and materials were provided to overcome barriers in the School Improvement Plan.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	District funds will be utilized to assist students with language acquisition.

Schools may add lines as needed.