

**Dale R. Fair Babson Park Elementary Title I Part A Parent and Family Engagement Plan**

I, **Elizabeth Tyler**, do hereby certify that all facts, figures, and representations made in this 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 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.

- 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;
- 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)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement plan 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)];
- 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)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement plan [Section 1116(a)(2)(C)];
- 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)];
- 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)];
- 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
- 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)].

  
Signature of Principal/School Administrator

10/12/23  
Date Signed

# NEEDS ASSESSMENT

The Need 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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$2428.00	\$2428.00	\$0
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		

### Programmatic Overview from the Previous Fiscal Year

Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
<i>Parent Workshops</i>	<b>338</b>	<i>Number of students represented and evaluations</i>
<i>K Night</i>	<b>16</b>	<i>Number of families in attendance and sign-in sheets</i>
<i>Family Night Check-Out</i>	<b>771</b>	<i>Number of families in attendance and sign-in sheets</i>
<i>All Pro Dad Nights/Daddy/Daughter</i>	<b>463</b>	<i>Number of families in attendance and sign-in sheets</i>
<i>Bring Your Parent to School Days</i>	<b>339</b>	<i>Number of parents in attendance and evaluations</i>
<i>K Days</i>	<b>178</b>	<i>Number of students represented and sign-in sheets</i>
<i>Super Gnat</i>	<b>307</b>	<i>Number of families in attendance and sign-in sheets</i>
<i>Field Trips</i>	<b>341</b>	<i>Number of chaperons in attendance and sign-in sheets</i>

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.

According to the information gathered from parent evaluations, parents:

- **Feedback from the Parent Workshops was positive. Parents felt the workshops were extremely helpful. Parents especially noted on the Evaluation Sheets that seeing their child's schedule, learning about the weighting of the grades, how they can help at home, and homework expectations were the most beneficial.**

## 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. COVID restrictions
2. Severe weather, hurricane warning

**(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. Parent Workshop Nights were moved to Tuesday nights to avoid a conflict with JV football.
2. Parent Workshop Nights were moved to 6:30 to help parents get kids home to bed sooner.
3. COVID restrictions have been lifted.

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

*The outcomes/goals for this current school year for parent and family engagement is to meet or increase our number of parents attending school 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 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?**

*The Title I/Parent Workshop Nights will be conducted on three different dates. Those unable to attend will be given information either during a parent/teacher conference, phone conference, or home visit. There is a translator on campus to assist with communication.*

**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?**

*This information will be reviewed at all Parent Meetings and Parent/Teacher Conferences. Parents will be informed of all programs, school reports, and activities through Weekly Communication Reports sent home with each child. Notices will be sent home as well as advertising through our Facebook page, Remind, call outs, fliers, school marquee, and notes to parents in each child's agenda.*

**What are the different languages spoken by students, parents and families at your school? -----  
Spanish & English**



**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.**

*School marquee*  
*Fliers*  
*Call outs*  
*Remind*  
*Facebook page*  
*Agendas*  
*Weekly Communication Reports*

**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?**

*Parent Workshop Nights*  
*Bring Your Parent to School Days*  
*Parent/Teacher Conferences. (two per year)*  
*Home visits*

**(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?**

*Parents are invited to the School Advisory Council meetings held every month to discuss Title I as well as parental involvement activities.*

**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]**

*We will submit any comments and/or concerns through written notice with follow up phone calls.*

**How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families.**

*The Parent and Family Engagement Plan is published and presented to the School Advisory Council and is published on our school website. Copies are also available to parents in the school 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)].**

Parents are invited to the School Advisory Council meetings held monthly to discuss Title I as well as parental involvement funds at Dale R. Fair Babson Park Elem. Parents are also invited to the School Advisory Meeting to revise the Compact for Learning and the Parent and Family Engagement Plan.

**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 - (no Title I funds)  
Childcare – unable to provide due to construction (no Title I funds)  
Home visits – teachers make numerous home visits – (no Title I funds)

## 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 input was gained through evaluation sheets following meetings.*

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

*The documentation the school has is that parents' needs were assessed. Days and times of certain activities were changed according to feedback from evaluation forms.*

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
- 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 published through all avenues as previously listed**
- 2. Step 2 explanation from administration**
- 3. Step 3 printed in agenda of every student**
- 4. Step 4 Parent packets for each parent**
- 5. Step 5 Power Point presentation by teachers**
- 6. Step 6 Evaluation sheets for parents to complete**
- 7. And so on as needed...**

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

*The administration makes an announcement informing attendees of the purpose and benefits of this federally funded program. This information is also printed in all students' agendas.*

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.) *Reviewed through teacher presentation*
- 2.) *Announcement from administration*

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 without access to technology will be notified of various events, school updates, and student progress through numerous avenues. Teachers write daily notes in student agendas and Weekly Communication Reports are sent home. Fliers, notices, call outs, Remind, and the school marquee are other ways of keeping parents informed.

## 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. 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 are invited to the School Advisory Council meetings held monthly to discuss Title I as well as parental involvement activities at Dale R. Fair Babson Park Elem. Parents are also invited to the School Advisory Council meeting to revise the Compact for Learning and Parent and Family Engagement Pan. Afterward the Compact and Parent and Family Engagement Plan are submitted for approval at the next School Advisory Council Meeting.





# 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><b><i>Dale R. Fair Babson Park Elem. will continue to implement activities such as Parent Workshop Nights, K Nights, Library Check-Out Nights, and Bring Your Parents to School Days to build capacity for meaningful parent and family engagement. All Pro Dad activities, field trips, and Super Gnat Programs are even more opportunities for parents and family members to engage with their child/children.</i></b></p>
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p>
<ul style="list-style-type: none"> <li><b><i>Dale R. Fair Babson Park Elem. will continue to use Warner University and Webber University students to mentor and tutor students.</i></b></li> </ul>

## 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	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
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		Anticipated Impact on Student Achievement			
<b>Parent Workshops</b>	<b>Teachers, administrators</b>	<b>Increased learning gains</b>	<b>8/2023, 9/2023</b>	<b>Number of parents attending, evaluation sheets, sign-in sheets</b>	
<b>School Advisory Council Meetings</b>	<b>SAC Chair, Title I Facilitator</b>	<b>Increased learning gains</b>	<b>10/2023</b>	<b>Number of parents attending, sign-in sheets</b>	
<b>Bring Your Parents to School Days</b>	<b>Teachers</b>	<b>Increased learning gains</b>	<b>10/22, 11/22, 12/22</b>	<b>Number of parents attending, evaluation sheets, sign-in sheets</b>	

## 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.**

**Administration and teachers present activities on communicating and working with parents and volunteers. These activities will increase the level of communication between parents, volunteers, and teachers.**

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

**Administration and teachers present activities on home visits and parent conferences.**

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

K Night/Nights along with home visits encourage and support parents in more fully participating in the education of their children. Also, Family Night Check-Out, All Pro Dad Nights, as well as SAC meetings and Bring Your Parent to School Days contribute to parents being involved in their children's education.

**(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?**

**Fall 2023**

**Sign-in sheets and agenda**



# 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"/>	<b>IDEA - The Individuals with Disabilities Education Act</b>	
<input type="checkbox"/>	<b>Title IX, Part A - The McKinney-Vento Homeless Assistance Act</b> provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	<b>SAI - Supplemental Academic Instruction – Super Categorical</b> fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	<b>Title II, Part A – Supporting Effective Instruction</b> through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	<b>Title III, Part A – Helping English Language Learners</b> achieve English proficiency	

*Schools may add lines as needed.*