

AGENDA

REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

February 27, 2024

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS
5. CITIZEN COMMENTS AND CONCERNS

ITEMS FOR CONSENT

6. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. January 8, 2024, 4:00 p.m. – Redistricting Governmental Workshop
 - b. January 11, 2024, 4:30 p.m. – Student Hearing
 - c. January 11, 2024, 5:30 p.m. – Student Hearing
 - d. January 11, 2024, 6:30 p.m. – Student Hearing
 - e. January 11, 2024, 7:30 p.m. – Student Hearing
 - f. January 16, 2024, 4:00 p.m. – Redistricting Governmental Workshop
 - g. January 23, 2024, 4:30 p.m. – School Board Financial Workshop
 - h. January 23, 2024, 6:00 p.m. – Regular School Board Meeting
 - i. January 29, 2024, 3:30 p.m. – Student Hearing
 - j. January 29, 2024, 4:30 p.m. – Student Hearing
 - k. January 29, 2024, 5:30 p.m. – Student Hearing
 - l. January 29, 2024, 6:30 p.m. – Student Hearing
 - m. January 29, 2024, 7:30 p.m. – Student Hearing
 - n. January 30, 2024, 4:30 p.m. – Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

7. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)

- a. Personnel 2023 – 2024 – **SEE PAGE #3**

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS

- a. Division of Administrative Hearings (DOAH) Administrative Law Judge Services Contract **SEE PAGE #6**

Fund Source: General Fund

Amount: \$200 per hour (for hours actually worked)

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS – **SEE ATTACHMENT**

- a. Student Expulsion – See back-up material

Case #90-2324-0051

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. Approval of the 2023 – 2024 School Advisory Council (SAC) Membership Rosters - **Page #11**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of the 2023 – 2024 Title I, Parent and Family Engagement Plans (PFEP) for schools **Page #26**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12. SCHOOL BOARD REQUESTS AND CONCERNS

13. ADJOURNMENT



THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351

Main: (850) 627-9651 or Fax: (850) 627-2760

www.GadsdenSchools.org

February 27, 2024

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 7A Instructional and Non-Instructional Personnel 2023-2024

The following reflects the total number of full-time employees in this school district for the 2023-2024 school term, as of February 27, 2024.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees February 2024</u>
Classroom Teachers and Other Certified	120 & 130	308.00
Administrators	110	57.00
Non-Instructional	150, 160, & 170	<u>375.00</u>
		740.00
Part Time Instructional		4.00
Part Time Non Instructional		<u>4.00</u>
Total		8.00
100% Grant Funded		237.00
Split Grant Funded		<u>20.00</u>
Total Grant Funded of 740 Employees		257.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

Cathy S. Johnson
DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Steve Scott
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Leroy McMillan.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

Karema D. Dudley
DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 7A INSTRUCTIONAL AND NON INSTRUCTIONAL 2023/2024

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Andrews, Ralissa	HMS	Teacher	02/07/2024
Battles, Lucretia	HLC	PT Teacher	01/08/2024
Canidate, Tyeise	CES	Teacher	01/08/2024
Horton, Angelina	GCHS	Teacher	02/12/2024
Thomas, Tarrie	HMS	Teacher	02/09/2024

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Funderburk, Shankeria	GBES	Educational Paraprofessional	01/09/2024
Hall, Tamika	HMS	SFS Worker	02/01/2024
Herring, Sandra	SSES	ESE Self Help Aide	02/01/2024
Knight, Joyce	SSES	ESE Self Help Aide	02/01/2024
McKinnon, Caroline	District/Assessment	Coordinator of Assessment	02/01/2024
McNealy, Ja'mya	SSES	ESE Self Help Aide	02/01/2024
Phillips, James	Transportation	Mechanic	02/01/2024
Pride, Gail	WGMS	Custodial Assistant	02/01/2024
Russ, Gary	District/Academic Services	Volunteer Coordinator	02/01/2024
Smith, Brenda	SSES	ESE Self Help Aide	02/01/2024
Wilson, Virginia	CPA	Secretary	02/01/2024

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

LEAVE

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>End Date</u>
Cloud, Katrina	WGMS/ Secretary	02/08/2024	06/28/2024
Wood, Na'aysha	GTC/Instructor	01/16/2024	03/15/2024

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Canidate, Tyeise*	CES	Educational Paraprofessional	12/22/2023
Carter, Karen	Transportation	Bus Aide	02/16/2024
Dantley, Dominique	JASMS	Teacher on Special Assignment	02/01/2024
Dawkins, Shekinah	District/Finance	Account Clerk	02/08/2024
Farmer, Armoni	GWM	Teacher	02/12/2024
Hill, Khelsii	District/ESE	Social Worker	02/29/2024
Keaton, Kaedretis	SSES	Teacher	01/17/2024
Knox, Brittany	GWM	Reading Coach	12/22/2023
Russ, Gary*	District/ESE	Social Worker	01/31/2024
Simpkins, Alonzetta	CPA	Teacher	01/31/2024
Varnado, Jazmin	District/ESE	Social Worker	12/22/2023
Wilson, Virginia*	CPA	Educational Paraprofessional	01/31/2024

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Battles, Barry	WGMS/SFS Worker	CPA/SFS Worker	02/01/2024

DEATH

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Adams, Tracy	GWM	Teacher	01/25/2024

OUT OF FIELD

<u>Name</u>	<u>Location</u>	<u>Area out of Field</u>	<u>Number of Periods</u>
Andrews, Ralissa	HMS	Elementary Education, Reading Endorsement	All Periods
Dickey, Shelia	GWM	PK/Primary Education, ESOL Endorsement	All Periods
Hill, Brandon	GWM	Elementary Education	All Periods
Lewis, Jari	GWM	PK/Primary Education, Reading Endorsement	All Periods
Thomas, Marvin	JASMS	Educational Media Specialist	All Periods
Thomas, Tarrie	HMS	Reading Endorsement	All Periods

SUBSTITUTES**Teacher**

Barnes, Linda
Powell, Shirley

Custodial/SFS Worker

Gordon, Stenet
Sebastiani, James
Williams, Tony

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: February 27, 2024

TITLE OF AGENDA ITEM: Division of Administrative Hearings (DOAH)
Administrative Law Judge Services Contract

DIVISION: Administration

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

The Division of Administrative Hearings (DOAH) has added new provision regarding the confidentiality of student records to the Administrative Law Judge Services Contract.

FUND SOURCE: General Fund

AMOUNT: \$200.00 per hour (for hours actually worked)

PREPARED BY: Mr. Elijah Key, Jr. 

POSITION: Superintendent of Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

**DIVISION OF ADMINISTRATIVE HEARINGS
ADMINISTRATIVE LAW JUDGE SERVICES CONTRACT**

Gadsden County School Board

THIS CONTRACT is between the Gadsden County School Board, hereinafter referred to as "BOARD" and the State of Florida, Division of Administrative Hearings, hereinafter referred to as "DOAH".

WHEREAS, the BOARD, in accordance with Section 1001.30, Florida Statutes, is responsible for the control, organization, and administration of schools, and

WHEREAS, Section 120.65(11), Florida Statutes, provides that the BOARD shall reimburse DOAH for Administrative Law Judge (ALJ) services and travel expenses for hearings required; and

WHEREAS, the provisions of Chapter 120, Florida Statutes, apply in certain proceedings in which the substantial interests of a party are determined by the BOARD; AND

WHEREAS, it has been determined by the BOARD and DOAH that a contractual arrangement for the provision of ALJs is available for the above-stated purpose under the authority of Section 120.65(11), Florida Statutes;

NOW, THEREFORE, the parties hereto, for valuable consideration and the mutual promises between the parties hereto, it is agreed as follows:

1. Scope of Services. DOAH agrees to make ALJs available to BOARD. The ALJs to be provided will be full-time judges employed by the State of Florida, Division of Administrative Hearings. The ALJs to be provided are experts in the adjudication of administrative disputes.

**DIVISION OF ADMINISTRATIVE HEARINGS
ADMINISTRATIVE LAW JUDGE SERVICES CONTRACT**

2. Compensation. The fiscal year 2003-2004 General Appropriations Act, Chapter 2003-397, Laws of Florida, requires DOAH to renegotiate its Contract for ALJ services annually so that the hourly rate charged is based on a total-cost recovery methodology. The rate has been determined to be \$200.00 per hour beginning October 1, 2023. DOAH will notify the BOARD of the amended hourly rate on or about the first day of September of each year. That rate will become effective on the first day of October of that same year. The BOARD agrees to compensate DOAH from the date of the last signature on this contract until October 1, 2023, at the hourly rate of \$200.00 per hour, for each hour actually worked, and subsequently, at the hourly rate determined in accordance with the Florida Legislature's directive. This rate will apply for ALJ services in preparing for hearings, traveling to hearings, conducting hearings, and preparing Recommended Orders.

3. Expenses. The BOARD agrees to pay the actual travel expenses of the assigned ALJ in the amount provided pursuant to Chapter 112, Florida Statutes. DOAH will submit invoices monthly and the BOARD agrees to remit payment monthly in accordance with Chapter 218, Part VII, Florida Statutes. DOAH agrees to provide the BOARD an itemized statement of the charges and costs described in the invoice.

4. Contract Management. Megan S. Silver, Executive Director & Administrative Law Judge, and Patricia Kenyon, Operations Manager, shall provide contract management services under this Contract for DOAH.

5. Term. This Contract is for a term on one (1) year and will begin on the date the last signature is placed on this Contract and will automatically renew for succeeding yearly periods one year from the date last signed. This Contract may be amended from time to time by mutual agreement of the

**DIVISION OF ADMINISTRATIVE HEARINGS
ADMINISTRATIVE LAW JUDGE SERVICES CONTRACT**

parties, and may be terminated by either party for the convenience of that party upon thirty (30) days' written notice.

6. Request for Services. The BOARD, in order to obtain the services of an ALJ, shall initiate a letter to the Chief Judge, Division of Administrative Hearings, requesting the services of an ALJ and shall include with such request a copy of any materials relevant to the request. DOAH shall assign an ALJ promptly after receipt of the letter.
7. Effective Date. This Contract shall become effective on the date the last signature is made.
8. Confidentiality of Student Records. As an educational agency, the School Board is subject to all federal and state laws relating to the confidentiality of student information. Additionally, any record created as a result of a hearing held pursuant to Florida Statutes 1003.57(1)(c) and Florida Statutes 1006.07(1)(a), are confidential and exempt from disclosure under Florida's Public Records Laws.
9. Notices. All notices required or permitted by this Contract shall be in writing, and shall be deemed to have been duly given if mailed first-class, certified postage prepaid, addressed as follows:


State of Florida, Division of Administrative Hearings
Attn: Patricia Kenyon, Operations Manager
1230 Apalachee Parkway
Tallahassee, FL 32399
850-488-9675

**DIVISION OF ADMINISTRATIVE HEARINGS
ADMINISTRATIVE LAW JUDGE SERVICES CONTRACT**

GADSDEN COUNTY SCHOOL BOARD

By: _____ Date: _____

STATE OF FLORIDA,
DIVISION OF ADMINISTRATIVE HEARINGS

By:  _____ Date: 10/25/23
Megan S. Silver
Executive Director & Administrative Law Judge

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: February 27, 2024

TITLE OF AGENDA ITEM : **Approval of the 2023-2024 School Advisory Council (SAC) Membership Rosters**

DIVISION: **Family And Community Engagement**

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Family and Community Engagement Department is seeking approval for the 2023-2024 School Advisory Council (SAC) Membership Rosters for each school.

FUND SOURCE: **N/A**

AMOUNT: **N/A**

PREPARED BY: **Jerome Maples**

POSITION: **Community Affairs - Public Relations Coordinator**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____



School Advisory Council Membership Roster

School Year **2023-2024** School **Chattahoochee Elementary School**
 Telephone **859 662 2080**
 Principal's Signature  Date **October 30, 2023**
 SAC Chair Signature  Date **October 30, 2023**

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Danielle Yaney	225 E River Road Chattahoochee, Florida 32324	8506663663	F	W	Chair	Elected
Latoya Hobley	1335 Griff Street Chattahoochee, Florida 32324	8507437486	F	B	Co-Chair	Elected
Courtne Seals	107 W Marion Street Chattahoochee, Florida 32324		F	W	Member	Elected
Charles McMillon	415 W Washington Street Chattahoochee, Florida 32324	8506632181	M	B	Member <i>Community Partner/ Business Leader</i>	Elected
LaTonya Rollinson	335 Maple Street Chattahoochee, Florida 32324	8506622080	F	B	Member <i>School Personnel</i>	Elected
Camry S. Floyd	335 Maple Street Chattahoochee, Florida 32324	8506622080	F	B	Member <i>Principal</i>	Appointed

School Advisory Council Membership Roster

School Year 2023-2024

School: Carter-Parramore Academy

Telephone #: 627-6030

Principal Signature: 

Date: 11-8-23

SAC Chairperson's Signature: 

Date: 1/08/23

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Maj. Willie A. Jackson	902 Solomon Dairy Rd. Quincy, FL 32352	850-508-9985	M	B	Principal	Principal
Henry Gunn	P.O. Box 1314 Quincy, FL 32353	850-251-0765	M	B	Chair	Peer Elect
Rev. Charles Flowers	799 Friday Road Quincy, FL 32352	850-766-2883	M	B	Vice Chair	Peer Elect
Frances Harrell	P.O. Box 123 Quincy, FL 32353	850-445-5260	F	B	Secretary	Peer Elect
Sherrie Taylor	217 West Clark St. Quincy, FL 32351	850-264-1518	F	B	Community Member	Peer Elect
Anthony Thomas	159 Strong Road Quincy, FL 32351	850-570-5759	M	B	Community Member	Peer Elect
Dorothy Thomas	583 Shiloh Road Quincy, FL 32351	850-510-8693	F	B	Community Member	Peer Elect
Richard & Tracy Lockwood	1850 St. Hebron Road Quincy, FL 32351	850-508-1333	M	B	Business Partners	Peer-Elect
Mr. Ron Green	100 North Adams St. Quincy, FL 32351	850-322-2349	M	B	Business Partner	Peer Elect
Elizabeth Clary	P.O. Box 371 Sopchoppy, FL 32358	850-597-3106	F	B	Business Partner	Peer Elect
Lamar Kirkland	21 Loblolly Lane Midway, FL 32343	719-650-3959	M	B	Community Member	Peer Elect
Alma Venisee	P.O. Box 105 Quincy, FL 32353	850-270-2003	F	B	Parent	Peer Elect
Alvin Kelly	716 S. Love Street Quincy, FL 32351	850-284-0715	M	B	Parent	Peer Elect
Samantha Byrd	356 Shiloh Road Quincy, FL 32351	850-743-8312	F	B	Parent	Peer Elect
Terry Ford	33870 Blue Star Hwy. Apt. 90 Midway, FL 32333	850-322-5620	M	B	Parent	Peer Elect
Travis Barkley	367 Selman Road Quincy, FL 32351	850-510-7740	M	B	Parent	Peer Elect
Wallace Venise	155 Martin Street Quincy, FL 32351	850-743-8336	M	B	Parent	Peer Elect
Shamonica Donald	156A 4 th Avenue Gretna, FL 32332	850-879-6645	F	B	Parent	Peer Elect
Curtis Zanders	1462 Post Plant Road Quincy, FL 32351	850-631-0256	M	B	Parent	Peer Elect
Ms. Dollene Williams	100 Lake Gretna Drive Gretna, FL 32332	850-559-2218	F	B	Parent	Peer Elect
Vernita Brown	440 South Holland Street Quincy, FL 32351	850-778-6559	F	B	Parent	Peer Elect
Daldrick Dennis	1720 MLK Jr. Blvd.	850-566-0237	M	B	Student	Peer Elect

	Quincy, FL 32351					
Ke'Zyriah Kenon	120 Newberry Road Quincy, FL 32352	850-815-0966	F	B	Student	Peer Elect
Alonzetta Simpkins	34 Axic Smith Road Quincy, FL 32352	850-590-3981	F	B	SGA	Peer Elect
Virginia Wilson	631 S. Stewart St. Quincy, FL 32351	850-694	F	B	Educational Support	Peer Elect
Ms. Jeanne Gunn	631 S. Stewart St. Quincy, FL 32351	850-210-4417	F	B	Instructional Representative	Peer Elect
Mr. Barkley Lewis	631 S. Stewart St. Quincy, FL 32351	850-895-6637	M	B	Parent Liaison	Peer Elect

School Advisory Council Membership Roster

School Year **2023-2024**

School Gadsden Elementary Magnet School

Telephone # (850) 627-7557

Principal's Signature *Allysun Davis*

Date 10/16/23

SAC Chair Signature *Timothy Cole*

Date 10-16-23

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Timothy Cole	373 Ball Farm Rd Quincy 32352	(850) 510-2485	M	B	Chair	Peer Selection
Nikki Cole	373 Ball Farm Rd Quincy 32352	(850) 510-2485	F	B	Parent	Peer Selection
Toshia Williams	150 Newberry Rd. Quincy FL 32352	(850) 445-2416	F	B	Parent	Peer Selection
Serena Akins	101 Stevens Dr. Midway FL 32343	(850) 212-1607	F	B	Parent	Peer Selection
Morena-Vasquez- Hernandez	2215 W. Jefferson St Lot 9 Quincy 32351	(850) 743-8278	F	H	Parent	Peer Selection
Hernandez, Juan Lemus	2215 W. Jefferson St Lot 9 Quincy 32351	(850) 743-7338	M	H	Parent	Peer Selection
Lamar Kirkland	21 Loblolley LN Midway, FL 32343	(719) 650-3959	M	B	Community	Peer Selection
Areonia Jackson	902 Soloman Dairy Rd Quincy, FL 32351	(850) 508-9985	F	B	Parent	Peer Selection
Debra Lewis	44 Henry Dr. Gretna Fl 32322	850-743-7561	F	B	Parent	Peer Selection
Tyrone Starks	236 Uptain RD Quincy, FL 32352	(850) 491-3205	M	B	Parent	Peer Selection
Reginald Washington	18 North Adams St Quincy, FL 32351	(850) 508-8739	M	B	Business	Peer Selection
Reina Zamora	188 South Ave. Quincy, FL 32351	(713) 514-2206	F	H	Parent	Peer Selection
Allysun Davis	200 Providence Rd Quincy, FL 32351	(850) 627-7557	F	B	Principal	Appointed

School Advisory Council Membership Roster

School Year 23-24

School Gadsden County High

School

Telephone # 850-662-2300

Principal's Signature [Signature]

Date 9/20/23

SAC Chair Signature [Signature]

Date 9/20/23

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Calendra Robinson	1498 High Bridge Rd Quincy FL 32351	850-545-6476	F	Blk	Community Partner	Elected
Shawanna Moye	550 Rustling Pines Blvd. Midway FL 32343	850-545-1999	F	Blk	Business Partner	Elected
Deondra Alls	106 Pallbearer Lane Quincy, FL 32351	(850) 284-1739 or (850) 566-8847	F	Blk	Parent	Elected
Machelle Gray	320 Frank Jackson Rd Quincy, FL 32351	(850) 559-6934	F	Blk	Parent/co-chair	Elected
David Patterson	235 Buckskin Circle Midway, FL 32343	(512) 888-7019 or (850) 368-0978	M	Blk	Parent/Chair	Elected
Dolores Quintero	402 Martin Luther King Jr. Blvd. Quincy, FL 32351	(850) 566-1011	F	Latino	Parent	Elected
Nohketah Kirkland	4350 Attapulugus Hwy Quincy, FL 32352	(850) 933-7358	F	Blk	Parent	Elected
Gwen Rittman	851 Mcgee Street PO Box 853 Quincy, FL 32351	(850) 524-2411	F	Blk	Parent	Elected
Lonyell Butler	lblack.35@hotmail.com		F	Blk	Parent	Elected
Chelsea Franklin	1325 W Tharpe St Tallahassee FL 32303	904-534-4510	F	Multi	Principal	Appointed
Valencia Rhymer	702 South Madison Street Quincy, FL 32351	(850) 264-5430	F	Multi	AP/secretary	Elected
Pierre Lewis	Lewisj@gcpsmail.com		M	Blk	Teacher	Elected
Jordan Spells	spellsj@gcpsmail.com		M	Blk	Teacher	Elected

School Advisory Council Membership Roster 2023-2024

George W. Munroe Elementary School Telephone 850-875-8800

Principal's Signature *Germaine Kirkland* Date 10/30/23
 SAC Chair Signature *Carla Brown* Date 10/30/2023



Name	Address	Email Address	Phone #	Gender	Race	Position	Selection Method
Germaine Kirkland	1830 West King St. Quincy	browng@gcpsmail.com	850-875-8800	F	B	Principal	Appointed
Carla Brown	112 South Duval St. Quincy	carla2725@yahoo.com	727-276-0103	F	B	SAC Chair	Elected
Florislinda Miranda	1167 Highbridge Rd. Quincy	polymirand@gmail.com	850-775-0713	F	H	SAC Vice Chair	Elected
Daldrick Barnes Sr.	112 South Duval St. Quincy	carla2725@yahoo.com	727-200-9460	M	B	Secretary	Elected
Gwendolyn Forehand	1830 West King St. Quincy	forehandg@gcpsmail.com	850-875-8800	F	B	Teacher	Elected
Brandon Hill	1830 West King St. Quincy	hlllb@gcpsmail.com	850-875-8800	M	B	Teacher	Elected
Carlicia Baker	270 Robinson Dr. Quincy	bakercarlicia@gcpsmail.com	850-544-4664	F	B	Teacher	Elected
Morena E. Vasquez	2215 W Jefferson St Lot #9	Mhlemus141407@gmail.com	850-743-8278	F	H	Parent	Elected
Antonina Hernandez	6535 Bainbridge Hwy. Quincy		850-755-3119	F	H	Parent	Elected
Floriva Hernandez	214 Selman Rd. Quincy	floribelhernande@gmail.com	850-598-6067	F	H	Parent	Elected
Wendy Gee	360 Dusty House Rd. Quincy	geew@gcpsmail.com	850-756-3293	F	B	Parent	Elected
Maria Hernandez	2215 W Jefferson St Lot #20		850-590-6073	F	H	Parent	Elected
Norma Ba	2215 W Jefferson St Lot #40	Novmab2215@gmail.com	850-274-1067	F	H	Parent	Elected
Yodioa Arzate	55 Dukes Rd. Quincy		850-491-2249	F	H	Parent	Elected
Oralia Aguilar	701 W Washington St Quincy	Oraliaa1604@gmail.com	850-621-0063	F	H	Parent	Elected

**Gadsden County
School Advisory Council Membership Roster**

School Year **2021-2022**
Greensboro Elementary School

Telephone # 442-6327

Principal's Signature Stephen K. Pitts Date 10-9-2023

SAC Chairperson's Signature Joaqueline Aguilar Date 10/9/23

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Milvia Barrios	523 Coleman Avenue Quincy, FL 32351	661-7442	F	H	Parent	Elected
Christy Cobbs	142 Blount Rd. Quincy, FL 32330		F	B	Parent	Elected
Jackie Aguilar	3390 Pine Grove Church Rd. Quincy, FL 32351	597-2918	F	H	Parent Chairperson	Elected
Shekinah Hall	310 Gadsden Ave., Quincy FL 32351	556-9090	F	B	Parent	Elected
Rosalia Paz	155 Albert Shepard Rd Quincy, FL 32351	449-9143	F	H	Parent	Elected
Shun Thurman	48 Hope St., Greensboro, FL 32330	284-5812	M	B	Parent	Elected
Randi Saunders	546 Trail End RD. Quincy, FL 32351	743-8388	F	W	Parent	Elected
Sandra Joseph	559 Greensboro, Hwy, Quincy, FL 32351	442-6327	F	B	Teacher	Elected
Stephen Pitts	559 Greensboro, Hwy, Quincy, FL 32351	442-6327	M	W	Principal	Appointed
Dawn Weeks	559 Greensboro, Hwy, Quincy, FL 32351	442-6327	F	W	Media Specialist	Elected
Gloria Matos	559 Greensboro, Hwy, Quincy, FL 32351	442-6327	F	H	Teacher	Elected
Greensboro United Methodist Church Patsy Pitts	PO Box 226 Greensboro, FL 32330	442-4491	F	W	Business Partner	Elected
Pine Bloom Primitive Baptist Church Gloria Moore	PO Box 556 Greensboro, FL 32330	408-4821	F	B	Business Partner	Elected

**Gadsden County Public Schools
School Advisory Council
Membership Roster**

School Year: 2023-2024

School: Havana Magnet School

Telephone #: (850) 662-2750

Principal's Signature

J. Hickman

Date

10/12/23

SAC Chairperson's Signature

[Signature]

Date

10/12/23

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Charles Hobbs	3214 Yeats Avenue Tallahassee, FL 32311	(850)445-7534	M	B	Faculty	Peer elected
Adrian Williams	74 Slash Lane Midway, FL 32343	(850) 284-8892	M	B	Vice Chair Faculty	Peer elected
Marcela Ollevides	270 Silver Oak Drive Havana, FL 32352	(850) 567-3764	F	H	Parent	Peer elected
Rachel Lee	8039 Earthway Tallahassee, Florida 32310	3865155833	F	W	Faculty	Peer elected
LaToya Smithwick	74 Slash Lane Midway, FL 32343	(850) 868-1532	F	B	Chairperson Parent	Peer elected
Michael Smith, Sr.	107 Allen Ranch L. Havana, FL 32333	(850) 405-3006	M	B	Parent	Peer elected
Montrail Harris	601 S.W. 4 th Street Havana, FL 32333	(850) 228-1471	M	B	Parent	Peer elected
Brittany Martinez	7957 Havana Hwy. Havana, FL. 32333	(334) 202-0242	F	H	Parent	Peer elected
Chrystalgale Hunter-Wright	630 Gibson Road Havana, FL 32333	(786) 718-4923	F	B	Parent	Peer elected
Esther Vaughn	2900 Riddle Court Tallahassee, Florida 32309	8503459979	F	H	Parent Secretary	Peer elected
Autumn Scott	33870 Blue Star Highway Midway, FL32343	(229)421-6284	F	W	Parent	Peer elected

Sue Woodall	541 N Charles Willis Dr. Midway, FL 32343	(850)459-0079 Ronnie Hallman/ Monte Hill	F	B	Parent	Peer elected
Tanya Jones-Wilborn	55 Staghorn Trail Havana	8505907731	F	B	Faculty	Peer elected
Ashley Brown	26 Pittman Street Quincy, FL 32351	(850)405-9081	F	B	Parent Assistant Secretary	Peer elected
Julius Harris	45 Stillwater Lane Havana, FL	(850) 210-5986	M	B	Community Leader	Peer elected
Roosevelt Rogers	9260 FL/GA Highway Havana, FL 32333	(850) 508-1642	M	B	Community Leader	Peer elected
Denise Witherspoon	330 Hill Top Drive Midway, FL 32343	(404)216-1342 Alexander Shand	F	B	Parent Assistant Secretary	Peer elected
Perla Moreno-Nino	43 Sirey Court Quincy, FL 32351	(850) 875-1099 Juan Moreno (Parent)	F	H	Student	Peer elected
Elijah Pompey	111 16th Ave. Havana, FL 32333	(850) 294-8624 Barbara Pompey	M	B	Student	Peer elected
Cheyenne Hunter	630 Gibson Road Havana, FL 32333	(786) 718-4923 Chrystalgale Hunter-Wright	F	B	Student	Peer elected
Gabriella Hernandez	7957 Havana Hwy. Havana, FL. 32333	(334) 202-0242	F	H	Student	
Thelma Hickman	4799 Leah Court Tallahassee, FL 32303	(850) 570-1253	F	B	Principal	Appointed
Deputy Jamica Barfield	337 River Road Havana, FL	(850) 371-1994	F	B	School Resource Officer	Peer elected
Curtis Anderson	168 Mitchell Street Havana, FL 32333	(850)716-0799	M	B	Parent	Peer elected

School Advisory Council Membership Roster

School Year 2023-24
 Telephone # 850-875-8737

School James A Shanks Middle School

Principal's Signature Kisha Jarrett

Date: January 11, 2024

SAC Chair Signature Date: Nicky Collins

January 11, 2024

Name	Address	Email Address	Gender	Race	Position of Selection	Method of Selection
Derek Sykes	4034 High Ridge Pl, Tallahassee, 32311	dob66@hotmail.com	M	Black	Community Member	Peer Selection
Nicky Collins	9066 Tram Road, Tallahassee FL 32311.	nickyecollins@gmail.com	F	Black	Business Partner , Chairperson	Peer Elected
Kisha Jarrett	1400 W. King Street Quincy, FL 32351	jarrettk@gcpsmail.com	F	Black	Principal	Appointed
Wendy Gee	360 Dusty house Road Quincy, Fl 32351	geew@gcpsmail.com		Black	Parent	Peer Selection
				Black	Teacher	Peer Selection
Denesha Kitchen	1400 W. King Street Quincy, Fl 32351	deneshakitchen@gcpsmail.com	F	Black	Assistant Principal	Peer Selection

Nahketah Kirkland	4350 Attapulcus Hwy Quincy, Fl 32352	kirklandn@gcpsmail.com	F	Black	Teacher	Peer Selection
Rosa Villegas	1400 W. King Street Quincy, Fl 32351	villegasr@gcpsmail.com	F	Hispanic	Staff Members	Peer Selection



Stewart Street Elementary School
Phone (850) 627-3145
2023- 2024 Student Advisory Council (SAC)
Sign In Sheet



Name	Address	Phone #	Sex	Race	Position	Method of Selection
Pamela Jones	749 S. Stewart Street Quincy, FL 32351	850-627-3145	F	B	Principal	Appointed
Shendora Murphy	749 S. Stewart Street Quincy, FL 32351	850-627-3145	F	B	Teacher	Elected
Carlacia B. Thomas	10797 Flat Creek Rd Quincy, FL 32351	850-544-4664	F	B	Parent	Elected
Elizabeth Zacarius	1400 Gilchrist St Quincy, FL 32351	850-408-3542	F	H	Parent	Elected
Emily Ramos	115 Eagle Dr Quincy, FL 32351	850-597-2045	F	H	Parent	Elected
Schana Hernandez	639 Charlie Hollis Loop Quincy, FL 32352	850-447-0793	F	H	Parent	Elected
Julia Leon	714 Spring Meadows Rd Quincy, FL 32351	850-999-3787	F	H	Parent	Elected
Ahmad Novo	714 Spring Meadows Rd Quincy, FL 32351	620-339-2216	M	H	Parent	Elected
Marcus Thomas	270 Robinson Dr Quincy, FL 32352	850-879-7313	M	B	Community	Elected
Linda Jordan	359 Quail Rd Havana, FL 32333	850-728-4226	F	B	Staff	Elected
Rondarius Moore	25 Saint Hebron Quincy, FL 32352	850-743-8181	M	B	Staff	Elected

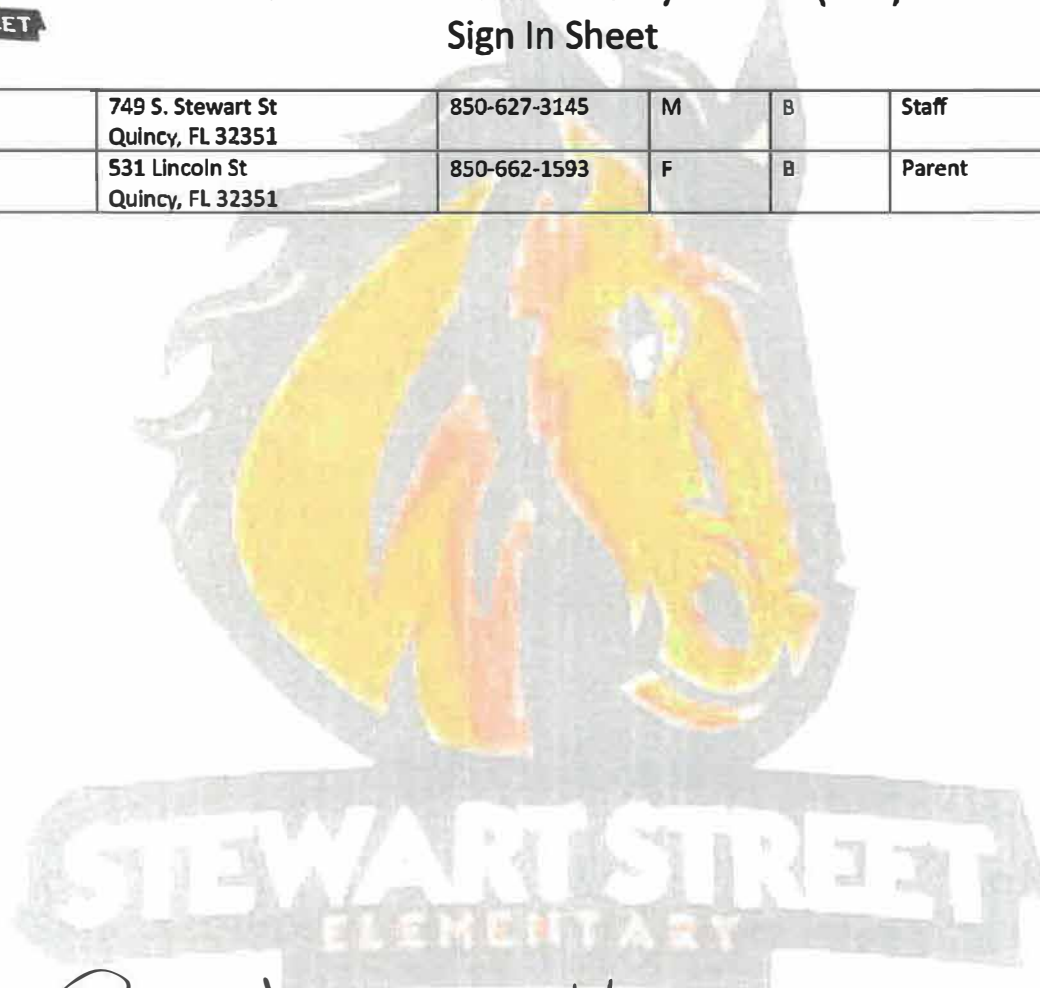
Principal's Signature Pamela Jones Date 10/9/2023
 SAC Chair Signature Shendora Murphy Date 10/9/2023



Stewart Street Elementary School
Phone (850) 627-3145
2023- 2024 Student Advisory Council (SAC)
Sign In Sheet



Eugene Brown	749 S. Stewart St Quincy, FL 32351	850-627-3145	M	B	Staff	Elected
Linda Brown	531 Lincoln St Quincy, FL 32351	850-662-1593	F	B	Parent	Elected



Principal's Signature Pamela Jones Date 10/9/2023
SAC Chair Signature Sherronda Murphy Date _____

WEST GADSDEN MIDDLE SCHOOL

School Advisory Council Membership Roster

School Year: **2023-2024**

School: **West Gadsden Middle School**

Principal's Signature



Telephone # **850-442-9500**

Date **10-30-2023**

SAC Chair Signature



Date **10-30-2023**

Name	Address	Phone #		Race	Position	Method of Selection
Sherita Moore	20 James Williams Dr. Gretna, FL 32333	850-545-2139	F	B	President/Parent	Elected
LaWanda Mathews	2115 Barack Obama Blvd. Quincy, FL 32351	850-321-5603	F	B	Vice President/Para	Elected
Elder Gerald McGill	St. Mary M.B. Church Sawdust Rd. Quincy, FL 32351	850-339-6086	M	B	Community Partner	Elected
Foy Anderson	865 Dewey Johnson Way Gretna, FL 32333	850-570-6897	F	B	Parent	Elected
Lillian Jimenez	16 Little Mexico Lane Quincy, FL 32351	850-895-6215	F	H	Parent	Elected
Bernard March	172 Hopkins Lane Quincy, FL 32351	850-408-4149	M	B	Parent	Elected
Shirley March	172 Hopkins Lane Quincy, FL 32351	850-408-4149	F	B	Parent	Elected
Andrea Sadberry	2490 Greensboro Hwy Quincy, FL 32351	850-661-8842	F	H	Parent	Elected
Maritza Cardoba	1182 Lonnie Clark Rd Quincy, FL 32351	850-408-3266	F	H	Parent	Elected
Jaylen March	172 Hopkins Lane Quincy, FL 32351	850-408-4149	M	B	Student	Elected
Julian Anzualda	16 Little Mexico Lane Quincy, FL 32351	850-895-6215	F	H	Student	Elected
Pauline West	1128 Point Milligan Rd Quincy, FL 32351	850-524-0896	F	B	Educator	Elected
Annette Vickers	1008 West Clark St Quincy, FL 3251	850-510-6458	F	B	Educator	Elected
Kimberly Cummings	200 Providence Road Quincy, FL 32351	850-442-9500	F	B	Principal	Appointed

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: February 27, 2024

TITLE OF AGENDA ITEM : **Approval of the 2023-2024 Title I, Parent and Family Engagement Plans (PFEP) for schools**

DIVISION: **Family And Community Engagement**

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Family and Community Engagement Department is seeking approval for the 2023-2024 Title I Parent Family Engagement Plans (PFEP).

FUND SOURCE: **N/A**

AMOUNT: **N/A**

PREPARED BY: **Jerome Maples**

POSITION: **Community Affairs - Public Relations Coordinator**

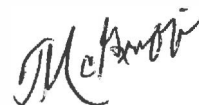
INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:



2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Carter-Parramore/Gadsden Central Academy

I, Loietta Holmes, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurance. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I school-wide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grades so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)


- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes to the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.

- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set-aside allocation.
- The PFEP may pay reasonable expenses necessary to remove childcare barriers to enable parents to participate in school-related meetings and training.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide a high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.


 Signature of Director of Secondary Education


 Date

MISSION STATEMENT

CPA/GCA will provide a learning environment that is safe and conducive for learning to develop students for college and/or careers.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review, and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

CPA/GCA will involve parents in all aspects of its Title I program. The SAC along with all other parents will provide input into the development, implementation and evaluation of the parent family engagement plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings and EXPOs will be held throughout the school year, especially to seek parent involvement and their input regarding how the school invests federal dollars in parents' activities. During the monthly SAC meetings, input will be solicited from council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals related to the development of the school improvement plan by the SAC. Parents will also be surveyed at least once for Title I and again for 21st century Community Learning Centers for their input an activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

CPA/GCA will provide full opportunities for participation in parental involvement activities to all parents, student and community members. Memorandums and letters announcing various parental involvement activities will be reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/ELL/migrant offices to blend activities into all plans to provide appropriate services and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for other school or teacher parent activities. Skylert messages will be in English and Spanish, as well as acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. CPA/GCA offers parent friendly environment where parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Collaboration among the school and families will ensure ever opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

I. What is your overall strategy for Parent Involvement in Student Achievement? <i>Include items from the assurances above that must be addressed in the PFEP.</i>
Provide assistance to parents of children served to understand State academic standards.
How will you build parent capacity?
Provide information on parent engagement and educational programs, training module on parent value and contributions, and school advisory council meetings.
What is the Activity or strategy you will be using?
Parent training, title I annual meetings, SAC meetings, and teacher conferences
How will you deliver the activity/strategy?
Powerpoint presentation, flyer, newsletter, and Zoom
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
First, second, and third grading period
Who will be facilitating or implementing the strategy/activity?
Principal, dropout prevention coordinator, counselor and teachers
What group will be receiving the content of the strategy/activity?
All parents and teachers
How are you going to let parents know that the activity is that is available to them?
Skylert, school and district website, flyer or invitation, and display on the marquee
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, and Title II, Part A- Staff Training
Why are you offering this activity/strategy?
To inform parents of ways to assist with vocabulary and comprehension; to provide parents with the training and the tools to assist their children at home; and to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations.
What is the impact you hope to achieve?
A more engaged and informed set of parents who can assist their children with learning.
How will you document that the activity happened?
Meeting/training agenda, meeting minutes, meeting/training handouts, and copies of communication tool used

<p>2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p><i>How will you build parent capacity?</i></p>
<p>Provide assistance to parents of children served to understand the requirements of Title I.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Provide Information on the Title I Program, DLOPI training, training module on building tie between parents and the school, and school advisory council meetings</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Title I annual meeting, online self-guided training, parent/teacher conferences, and school advisory council meetings</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>First, second and third grading periods</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, dropout prevention coordinator, counsel, and SAC Chair</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All stakeholders</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Skylert, flyer or invitation, display on marquee, and school and district website</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, and IDEA- Federal ESE</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve knowledge of the Title I program</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts</p>

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>How will you build parent capacity?</p>
<p>Provide assistance to parents of children served to understand State and local assessments.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Florida Standards Assessment- English Language Arts, Mathematics Standards, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Civics, Understanding the Florida Standards Assessment Student Report</p>
<p>How will you deliver the activity/strategy?</p>
<p>Parent training, Title I annual meeting, school advisory council meeting</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>First, second, and third grading periods</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, dropout prevention coordinator, and counselor</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Skylert, school and district website, and flyers or invitations</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, Title III, Part A- ELL, and IDEA- Federal ESE</p>
<p>Why are you offering this activity/strategy?</p>
<p>To inform parents of ways to assist their child in preparation for standardized assessments.</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve parent involvement program and improve parent participation rates</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts</p>

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>How will you build parent capacity?</p> <p>Provide assistant to parents of children served on how to understand the state standards and the curriculum used.</p>
<p>What is the Activity or strategy you will be using?</p> <p>Effective utilization of parent/teacher communication tool(s), understanding the Florida Standards Assessment Student Report, understanding i-Ready diagnostic report, understanding STAR diagnostic, Parent Teacher Expos, provide other resources that eliminate barriers to greater participation, enhance parent resource center at the school, and SAC meetings</p>
<p>How will you deliver the activity/strategy?</p> <p>Parent training, Title I annual meeting, school advisory council meeting</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p> <p>First, second, and third grading periods</p>
<p>Who will be facilitating or implementing the strategy/activity?</p> <p>Principal, dropout prevention coordinator, and counselor</p>
<p>What group will be receiving the content of the strategy/activity?</p> <p>Parents and staff</p>
<p>How are you going to let parents know that the activity is that is available to them?</p> <p>Skylert, school and district website, and flyers or invitations</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p> <p>Title I, Family and Parent engagement, and district staff</p>
<p>Why are you offering this activity/strategy?</p> <p>To provide assistant to parents of children served on how to understand the state standards and the curriculum used.</p>
<p>What is the impact you hope to achieve?</p> <p>Improve student achievement.</p>
<p>How will you document that the activity happened?</p> <p>Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts</p>

<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p><i>How will you build parent capacity?</i></p>
<p>Provide assistant to parents of children served to understand how to help their children at home and how to improve academically.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Effective utilization of parent/teacher communication tool(s), understanding the Florida Standards Assessment Student Report, understanding i-Ready diagnostic report, understanding STAR diagnostic, Parent Teacher Expos, provide other resources that eliminate barriers to greater participation, enhance parent resource center at the school, and SAC meetings</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Parent training, Title I annual meeting, school advisory council meeting</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>First, second, and third grading periods</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, dropout prevention coordinator, and counselor</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Skylert, school and district website, and flyers or invitations</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Family and Parent engagement, and district staff</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To provide assistant to parents of children served to understand how to help their children at home and how to improve academically.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Increased student achievement scores.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts</p>

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p><i>How will you build parent capacity?</i></p>
<p>Provide assistance to parents of children served to understand how to monitor their child's progress.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Effective utilization of parent/teacher communication tool(s), Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at the School, School Advisory Council Meetings</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Parent Training, Parent / Teacher Conference, and Data Chat meetings</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>First, second, and third grading periods</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, dropout prevention coordinator, and counselor</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents and staff</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Skylert, school and district website, and flyers or invitations</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Family and Parent engagement, and district staff</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To provide assistant to parents of children served to understand how to monitor their child's progress.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>To improve student achievement.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts</p>

<p>7. How will you provide teachers and staff with training to understand of the value parents can bring to the school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>How will you build parent capacity?</p>
<p>Provide training to teachers and staff to understand of the value parents can bring to the school.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations</p>
<p>How will you deliver the activity/strategy?</p>
<p>Parent Training, Parent / Teacher Conference, and Data Chat meetings</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>First, second, and third grading periods</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, dropout prevention coordinator, and counselor</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents and staff</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Skylert, school and district website, and flyers or invitations</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Family and Parent engagement, and district staff</p>
<p>Why are you offering this activity/strategy?</p>
<p>Provide training to teachers and staff to understand of the value parents can bring to the school.</p>
<p>What is the impact you hope to achieve?</p>
<p>Increased student achievement</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts</p>

<p>8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>CPA will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.</p>
<p>How will you build parent capacity?</p>
<p>CPA will provide both internal and external workshops and activities that strengthen these relationships throughout the school year.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Report Card Conferences: Teachers will conduct individual conferences to discuss the student's test results, expectations, progress toward benchmarks, and individual needs. Connect Phone Messages: Increased parental awareness of school events and participation. Community Forums: Parents and students will have access to information about school events/activities</p>
<p>How will you deliver the activity/strategy?</p>
<p>Face-to-Face Meetings Virtual Meetings Telephone Contact</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>These activities will be held quarterly.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>All teachers, administrators, and staff will be responsible for implementing the strategy or activity.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>The content will be available to all stakeholders.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<ul style="list-style-type: none"> • Connect Phone Messages • Flyers • Email • Home-to-School and School-to-Home Communication • School Website
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>District Parent Engagement Liaison</p>
<p>Why are you offering this activity/strategy?</p>
<p>To facilitate collaborative relationships with parents of children served to understand how to monitor their child's progress</p>
<p>What is the impact you hope to achieve?</p>
<p>Build strong partnerships between the home and school to increase student achievement</p>
<p>How will you document that the activity happened?</p>
<p>Parent survey, Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts</p>

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>CPA will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.</p>
<p><i>How will you build parent capacity?</i></p>
<p>CPA will provide both internal and external workshops and activities that strengthen these relationships throughout the school year.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Report Card Conferences: Teachers will conduct individual conferences to discuss the student's test results, expectations, progress toward benchmarks, and individual needs. Connect Phone Messages: Increased parental awareness of school events and participation. Community Forums: Parents and students will have access to information about school events/activities</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Face-to-Face Meetings Virtual Meetings Telephone Contact</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>These activities will be held quarterly.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>All teachers, administrators, and staff will be responsible for implementing the strategy or activity.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>The content will be available to all stakeholders.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<ul style="list-style-type: none"> • Connect Phone Messages • Flyers • Email • Home-to-School and School-to-Home Communication • School Website
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>District Parent Engagement Liaison</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To provide assistant to parents of children served to understand how to monitor their child's progress</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Build strong partnerships between the home and school to increase student achievement</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Parent surveys, Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts</p>

<p>10. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>Provide assistance to parents of children served to understand State academic standards.</p>
<p><i>What was the Activity?</i></p>
<p>Parent academic nights and Parent students data chats</p>
<p><i>How often did you offer it?</i></p>
<p>Three times</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 20-32</p>
<p><i>What was the goal of the activity?</i></p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>11. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>2. Provide assistance to parents of children served to understand State and local assessments.</p>
<p><i>What was the Activity?</i></p>
<p>Parent academic nights and Parent students data chats</p>
<p><i>How often did you offer it?</i></p>
<p>Three times</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 20-32</p>
<p><i>What was the goal of the activity?</i></p>
<p><i>What outcomes did you see as a result of the activity?</i></p>

<p>12. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>3. Provide assistance to parents of children served to understand how to monitor child's progress.</p>
<p><i>What was the Activity?</i></p>
<p>Parent academic nights and Parent students data chats</p>
<p><i>How often did you offer it?</i></p>
<p>Three times</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 20-32</p>
<p><i>What was the goal of the activity?</i></p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>13. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>4. Provide assistance to parents of children served to understand how to improve their child's achievement.</p>
<p><i>What was the Activity?</i></p>
<p>Parent academic nights and Parent students data chats</p>
<p><i>How often did you offer it?</i></p>
<p>Three times</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 20-41</p>
<p><i>What was the goal of the activity?</i></p>
<p><i>What outcomes did you see as a result of the activity?</i></p>

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Chattahoochee Elementary

I, Camry S. Floyd, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.



Signature of Principal

December 15, 2023

Date

MISSION STATEMENT

Chattahoochee Elementary School is committed to ensuring that all students have access to diverse high-quality educational experiences and are well-prepared for middle school.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Chattahoochee Elementary believes that parents should be involved and help make decisions concerning Title I and student outcomes. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. School Advisory Council is composed of 51% parents and 49% school and community members. All parents are given the opportunity to review the plan and offer their input prior to approval. During the SACS meeting, the council will decide how Title I funds will be utilized.

Chattahoochee Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement Plan (PFEP). The SAC is composed of 51% parents and 49% school and community members. During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves all parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the first meeting of SAC. Funds are allotted according to goals for student achievement and school culture, based on assessment and behavior data. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school wide program. Other parent meetings and expos are held quarterly with the intent to seek parent involvement and input regarding the school investment of federal funds.

During the quarterly meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Chattahoochee Elementary will hold quarterly meetings where information will be presented regarding the Title I programs, curriculum, and academic assessment. Parents will obtain

information about the school wide programs, community partnerships, communication norms, and will have opportunities to participate in decisions on these topics. Parents will obtain the parent handbook, which includes more detailed information. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the subjects they teach, home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Information packets will be sent home with students for parents who are unable to attend.

Chattahoochee Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Social media and mass messaging systems (i.e. Remind, SkyAlert) are employed to ensure consistent communication regarding all school events. A monthly calendar is provided via these platforms to encourage maximum involvement. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the SkyAlert communication system, newsletters, flyers, newly purchased digital sign, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Chattahoochee Elementary School happenings, especially issues regarding their children

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Parents will be invited to quarterly parent meetings to discuss student progress following the issuance of report cards from each grading period. In addition, students identified as low-performing will have semi-quarterly conferences to discuss interventions and support.

How will you build parent capacity?

Parents will be empowered via the establishment of relationships with teachers, administrative participation in parent conferences, and bi-directional communication with teachers via messaging applications. Parents will also be provided with access to supplemental materials for use at home.

What is the Activity or strategy you will be using?

The main activity for parent engagement in student achievement and building capacity is the involvement of parents in semi-quarterly conferences and the provision of supplemental materials.

How will you deliver the activity/strategy?

Title I Annual Meeting, Professional Learning Community, School Advisory Council Meeting, Parent Training

*What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)*

First Quarter, Second Quarter, Third Quarter, Fourth Quarter

Who will be facilitating or implementing the strategy/activity?

Teachers

What group will be receiving the content of the strategy/activity?

All Parents

How are you going to let parents know that the activity is that is available to them?

Flyer or Invitation

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE

Why are you offering this activity/strategy?

To make parent aware of state assessments and their parental rights.

What is the impact you hope to achieve?

Improve Parent Participation Rates
Improve attendance at mandatory Parent Nights to 30% of parents.

How will you document that the activity happened?

Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

<p>2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Parents are invited to an annual Title I meeting where the purpose of the Title I programs and use of funding are discussed.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents will be invited to join advisory council and</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Title I Annual Meeting, Parent Training, School Advisory Council Meeting</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>First Quarter</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Director of Federal Programs, Parent Services Team</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All Stakeholders</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>School or District Website, Flyer or Invitation</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Parent Involvement Resource Center, Title I, Part A- Parent Involvement</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve knowledge of the Title I Program Improve parent participation by 5%</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes</p>

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>A Parent Expo will be held that focuses specifically on the guidelines for the State Progress Monitoring Assessment, provides the schedule for groups of students, and requests support from home with regard to test preparation.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents are provided with access to the F.A.S.T. parent portal, and the links to the practice tests appropriate for their students' grade level.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>School Advisory Council Meeting, Title I Annual Meeting</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Second Quarter</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, Resource Teacher</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All Stakeholders, Parents of At-Risk Students</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Backpack, Campus Display on Marquee, Flyer or Invitation</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Headstart- Federal Pre-K</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>Based on student data from last year, only 27% of our students are proficient in Reading.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve English Language Arts Achievement Improve by 15% in grades 3-5</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes</p>

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>At Parent Expos, parents are provided with information regarding the state assessed standards. Student work is displayed, and connection to the standards is highlighted.</p>
<p>How will you build parent capacity?</p>
<p>Parents will be provided with at-home-assignments that encourage their involvement in and understanding of the standards and the associated assignments. This will encourage them to be involved in the process of standards mastery.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings</p>
<p>How will you deliver the activity/strategy?</p>
<p>Title I Annual Meeting, Parent Training, School Advisory Council Meeting</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>First Quarter</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Director of Federal Programs, Parent Services Team</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All Stakeholders</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>School or District Website, Flyer or Invitation</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Parent Involvement Resource Center, Title I, Part A- Parent Involvement</p>
<p>Why are you offering this activity/strategy?</p>
<p>To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve knowledge of the Title I Program Improve parent participation by 5%</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes</p>

<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>In addition to the exposure to standards at Parent Expos and through homework assignments, teachers will provide options that are learner-based (i.e. iReady teacher assigned lessons) as means of remediation at home.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents who have access to the internet at home will be able to monitor their students' progress without having to provide instruction, and can aid in ensuring that academic gaps are closed.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Parent / Teacher Conference, Parent Training</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Second Quarter</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, Resource Teacher</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All Parents</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Skylert, Flyer or Invitation, Email</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title II, Part A- Staff Training</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To show parents their child's strengths and areas of need down to the sub-skill level. This report help pinpoint the area of target.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve English Language Arts Achievement Improve by 10% in grades 3-5</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes</p>

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>The STAR assessment and iReady assessment provide parent letters that describe, in detail, how students score and what their strengths and weaknesses are. These parent reports are provided to all parents.</p>
<p>How will you build parent capacity?</p>
<p>In administrative conferences, parents receive a detailed analysis of the parent reports, and materials to use in support of the recommendations made by the diagnostic results.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the STAR Diagnostic, Understanding the Florida Standards Assessment Student Report</p>
<p>How will you deliver the activity/strategy?</p>
<p>Parent / Teacher Conference, Data chat meetings, Parent Training</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Second Quarter</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Resource Teacher</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All Parents, Teachers</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Backpack</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Headstart- Federal Pre-K</p>
<p>Why are you offering this activity/strategy?</p>
<p>Provide parents with information that they can use to understand how their child is performing in his/her academic courses.</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve Student Attendance Improve attendance by 10%</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes</p>
<p>7. How will you provide teachers and staff with training to understand of the value parents can bring to the school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>

<p>Parent partnerships are integral to the success of the school. Teachers are required to make contact with all parents at the beginning of the school year, and of the parents of students requiring intervention twice per quarter. Parents are invited to conduct behavior observations and to participate in the learning process via an open door policy.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents are provided with contact information for their scholar's teacher via mass messaging application and email. Parent observations are ingrained within the school's prescriptive discipline plan, and parent contact is required at least once each quarter.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Training module on building tie between parents and the school, Training developed in collaboration with parents to support parent involvement</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Parent Training, Online Self-guided Training</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Third Quarter</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, Resource Teacher</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Flyer or Invitation, Email</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>Identify how perceptions effect reality and identify barriers and possible solutions to parental participation</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve Parent Participation Rates Improve parent participation by 10%</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes</p>

<p>8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Quarterly parent mass meetings and individual parent conferences, as well as monthly activity calendars will be the major mode of communication with parents.</p>
<p>How will you build parent capacity?</p>
<p>Parents will be solicited to provide suggestions for activities for students.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement</p>
<p>How will you deliver the activity/strategy?</p>
<p>Staff Training</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>First Quarter</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Resource Teacher</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Teachers</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Email, School or District Website, Campus Display on Marquee</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title II, Part A- Staff Training, Title III, Part A- ELL</p>
<p>Why are you offering this activity/strategy?</p>
<p>Create parent friendly notices and create a list of the required parent notifications.</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve parent satisfaction, Improve Parent Participation Rates Improve parent participation by 10%</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/Training Agenda, Meeting Minutes, Meeting/Training Sign-in Sheets</p>

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Each grade level is required to participate in field trips that expand the students' horizons and promote awareness of local opportunities and career paths. Parents will be encouraged to participate in these trips and the follow-up activities.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Many of the field trips are payable as supplemental curricular activities under grant funding, so parents do not have to concern themselves with the cost of student admission. This will allow the parents to cover their own cost of participation with more ease.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>The activity used to increase parent capacity and engagement are grade-level field trips.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>The activity will be coordinated by the classroom teacher.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>The field trips will take place each semester.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>The field trips will be planned as school-wide activities. The teachers are responsible for planning the trips to align with the curriculum.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents at each grade level will have the opportunity to participate in these trips.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Parents will receive flyers, mass messages, and field trip permission forms to encourage their participation.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Coordination will occur between parents, teachers, school, and grant managers at the district level.</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>These activities are high-interest and accessible, making them ideal for our population.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Through these field trips, we hope to facilitate increased exposure to local opportunities, and build stronger relationships between parents and teachers.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Completed participation forms and follow up activities will be used as documentation for the trips.</p>

<p>10. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>Last year, we focused on increasing positive publicity and exposure.</p>
<p><i>What was the Activity?</i></p>
<p>Building communication between home and school via Social Media Posts highlighting school events.</p>
<p><i>How often did you offer it?</i></p>
<p>Parents and community members received weekly updates via social media to engage them and keep them abreast of school events and activities.</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Hundreds of parents participated and used the Social Media posts.</p>
<p><i>What was the goal of the activity?</i></p>
<p>Increased parent and school involvement and positive interaction.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Parents shared information related to the school with their families and other community members, and the school became more recognizable, with parents beginning to reference the school's page as a source of information.</p>
<p>11. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>CES Established a resource room as a means of providing assistance to parents.</p>
<p><i>What was the Activity?</i></p>
<p>The resource room was stocked with school supplies, clothing and personal items.</p>
<p><i>How often did you offer it?</i></p>
<p>The resource room was available throughout the school year.</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>There were 30 parents, in particular, who made regular use of the resource room. All 10 of the teachers contribute to the items in the resource room, and our operations team (custodial staff) was responsible for ensuring the area was tidy and inviting.</p>
<p><i>What was the goal of the activity?</i></p>
<p>To provide support to parents who may not have the means to provide necessities for all their children.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Parents are more trusting of the school and school personnel, and feel comfortable coming to make requests and discuss their needs.</p>

<p>12. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Last year, CES hosted parent meetings in order to inform parents about student progress and school events.</p>
<p><i>What was the Activity?</i></p>
<p>Quarterly Parent Meetings</p>
<p><i>How often did you offer it?</i></p>
<p>The parent meetings occurred at the end of each quarter.</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>25-30 parents participated, and all staff member (30) participated in the parent meetings on a regular basis.</p>
<p><i>What was the goal of the activity?</i></p>
<p>The goal of the parent meetings was to ensure that parents had all information necessary to aid in their students' success.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>The parents were not extremely responsive to the face-to-face mass meetings, but responded better to individual meetings.</p>

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

Crossroad Academy

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

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

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116(a)(2)(B)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(a)(2)(B)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)(B)(iii)];
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.

Tireshia Galloway

October 32, 2023

Signature of Principal or Designee

Date Signed

MISSION STATEMENT

Crossroad Academy Charter School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in the school's educational planning and operations. This policy seeks to strengthen the partnership among all our parents/guardians, staff, school, the community and the board of Directors by providing for parents' involvement in decision making as members of the school-based planning teams, local parent groups, and county-wide committees. Developing training programs that help the individual parent support their child at home will further strengthen this partnership.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Crossroad Academy will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)]

Crossroad Academy provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to provide appropriate services and to ensure connections to service providers are made available to parents upon identified need. Spanish translators are provided at all parent meetings and are available upon request for any other parent activities. All Skylert messages are in English and Spanish and any acronyms in written correspondence are identified and explained. Spanish translations are provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Crossroad is a school and parent friendly facility. Parents are provided information during Open House regarding the availability of parent involvement opportunities and resources. Crossroad Academy collaborates to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parental Involvement and Student Achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Florida Standards Assessment-English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings		Improve English Language Arts Achievement	Improve by 20%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Campus Dis		Title I, Part A- Parent Involvement, Title II, Part A- Staff Training, Title III, Part A- ELL, Title IX Homeless Student Education, State Voluntary Pre-K, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	

Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	CRA believes involving parents in all aspects of its educational program so they can assist the school in helping ensure all student succeed academically.
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Building Capacity to Support Parents' Involvement in School

2. Shall provide assistance to parents of children served to understand State and local assessments.

Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, i-Ready Diagnostic- English Language Arts, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Biology, Understanding the Florida Standards Assessment Student Report, Parent Teacher Expos, School Advisory Council Meetings, Effective utilization of parent/teacher communication tool(s)*	Improve parent involvement program, Improve Parent Participation Rates	Improve by 10%

Person(s) Delivering Content	Person(s) Receiving Content
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents, Teachers

Timeline of Activity

Calendar Timeframe	Time of Day
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Parent Training, Title I Annual Meeting, School Advisory Council Meeting

Communication Tools	Coordination with:
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement, Title IX Homeless Student Education, Title III, Part A- ELL, State Voluntary Pre-K, IDEA- Federal ESE

Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra, To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments

3. Shall provide assistance to parents of children served to understand the requirements of Title I.

Building Capacity Activity	Impact of Activity	
Provide Information on the Title I Program, Training module on parent value and contributions, Provide other resources that eliminate barriers to greater participation	Improve knowledge of the Title I Program	Improve by 15%
Person(s) Delivering Content	Person(s) Receiving Content	
Assistant Principal, Guidance Counselor, School Advisory Council Chair, Teacher	All Stakeholders	

Timeline of Activity

Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A-ELL, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Mathematics Standards, i-Ready Diagnostic- English Language Arts, Provide information on Parent Engagement and Educational Programs		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools		Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email		Title I, Part A- Parent Involvement, Title III, Part A-ELL, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts,		Improve English Language Arts	Improve by 20%

Mathematics Standards, Understanding the Florida Standards Assessment Student Report, Curriculum nights, Training module on parent value and contributions	Achievement, Improve Mathematics Achievement	
Person(s) Delivering Content		Person(s) Receiving Content
Teacher, Parent Services Team, Guidance Counselor		All Parents
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent / Teacher Conference, Staff Training		
Communication Tools		Coordination with:
Flyer or Invitation		Title I, Part A- Parent Involvement, Title III, Part A-ELL, IDEA- Federal ESE, State Voluntary Pre-K
Evidence of Activity		Reason for Activity
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)		To ensure all parents understand how to improve their child(ren) academic performance
Building Capacity to Support Parents' Involvement in School		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
Building Capacity Activity		Impact of Activity
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team		Teachers, Professional Learning Team, Other Staff
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools		Coordination with:
Flyer or Invitation, Email		Title II, Part A- Staff Training
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To ensure all teachers know how to effectively communicate and work with parents and colleagues
Building Capacity to Support Parents' Involvement in School		

7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.

Building Capacity Activity		Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions		Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant		Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training			
Communication Tools		Coordination with:	
Flyer or Invitation, School or District Website, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda		To improve ties between home and school , To improve communication between home and school	

Building Capacity to Support Parents' Involvement in School

8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.

Building Capacity Activity		Impact of Activity	
Training module on building tie between parents and the school		Improve Parent Participation Rates, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	

Meeting/Training Sign-in Sheets, Meeting/Training Agenda	To improve ties between home and school	
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity	Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation	Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal	All Parents	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Third Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website	Title I, Part A- Parent Involvement, Title III, Part A-ELL, IDEA- Federal ESE	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To increase parent participation at school-level meetin	
Building Capacity to Support Parents' Involvement in School		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity	Impact of Activity	
Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team	All Stakeholders, Community Members	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools	Coordination with:	

Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Back to school Events	4	400
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data	Parents were informed on the changes in standards and curriculum for the school year and how to best help their students at home. The faith-based community informed parents on after school programs and tutoring services offered at their churches. Research has shown that when parents and community join forces, student academics is positively affected.	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Building Ties between home and School	4	400
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Staff participated in parent -communication professional development; This activity including role playing and how to handle parent-teacher conferences. When parents and teachers foster positive relationships, students benefit from the support of both stakeholders.	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent involvement training	4	100
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Staff were trained on a variety of ways to involve parents in their child	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS

Curriculum Expectations	2	50-100
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Informed parents of school curriculum expectations	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo	3	400
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Informed parents of student progress	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Partner Program	1	50-100
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Students will gain assistance from parents which will impact their achievement	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Volunteer/Conference	4	400
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Parents are made aware of their child's academic progress so that they will be able to continuously monitor progress to ensure academic success	
Activities Not Implemented		
none		

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Gadsden County High School

I, Chelsea Franklin, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

cf ravelk

9/6/23

Signature of Principal

Date

MISSION STATEMENT

Gadsden County High School's mission states: "Gadsden County High School, in partnership with community stakeholders, will provide world class customer service, a safe environment and positive school culture. The core curriculum will be diverse, standards aligned and relevant, considering the various learning styles of all students. We have one guiding principle: "Restoring Academic Excellence and Pride."

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

- Quarterly Parent Newsletters
- 9th grade "Rites of Passage"
- Open House
- Parent Nights
- Email Blast
- Monthly Senior Parent Meetings
- Monthly SAC meetings
- Quarterly PTSA meetings

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Parents will be invited to all parent events face to face for this school year. A virtual link will be shared for families that do not have transportation but access to the internet. Parents can use the student laptop from home if needed. We will invite a translator to all parent meetings.

1. What is your overall strategy for Parent Involvement in Student Achievement? Include items from the assurances above that must be addressed in the PFEP.

The goal is for families to support our school improvement goal 1 and 3, student achievement as well as school safety.

How will you build parent capacity?

We plan to invite parents during sporting events to be engaged at parent nights, join SAC or PTSA. We also email parents important updates so they are aware of how they can stay involved to support their student.

<i>What is the Activity or strategy you will be using?</i>
Parent to student partnerships, “ Community encouragement for students to graduate”.
<i>How will you deliver the activity/strategy?</i>
Parents will be coached on how they can monitor their child and other students track to graduation. We model for parents how to have reset/data conversations with their student to keep them on the right track to graduation.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Each quarter we host atleast one parent night.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Counselors, admin and teachers are present at parent meetings.
<i>What group will be receiving the content of the strategy/activity?</i>
Students and parents.
<i>How are you going to let parents know that the activity is that is available to them?</i>
Emails, call outs and our website is how we communicate with parents.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
We partner with our guidance counselors and community partners to engage parents.
<i>Why are you offering this activity/strategy?</i>
To inform parents of graduation requirements, tracks and how to help their students.
<i>What is the impact you hope to achieve?</i>
Increase student pass rates and graduation.
<i>How will you document that the activity happened?</i>
We keep a sign in log for every parent meeting and add the virtual meetings to our school calendar.

<p>2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>We presented all parents their rights under Title I through a printed copy of the document. We also hosted a Title I meeting after Open House. These documents have also been posted to our website.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Host a Title 1 Parent Night: Encourage parents to share their email for consistent updates, mailouts, call outs, face to face and virtual meetings.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>To receive input and support from parents.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Share with parents our strengths and needs to support our school.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>We have 1 title 1 meeting per year but quarterly parent nights and monthly parent meetings.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Counselors, teachers and administrators.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Students and parents.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Email, call outs, mail outs, social media, paperbased invitations sent by students.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Parents and students.</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To improve student and parent engagement to support our school goals.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Increase testing attendance, graduation rate and academic engagement.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Sign in sheets.</p>

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>During Student orientation and open house we walk through testing requirements to explain which grades need which tests. Additionally each senior parent has a one on one conference with their students counselor.</p>
<p>How will you build parent capacity?</p>
<p>Host parent expo during student orientation Parents that are unable to attend face to face parent nights or meetings are given the option to join virtually.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Testing Overview Q&A</p>
<p>How will you deliver the activity/strategy?</p>
<p>Testing Overview/State Requirements Powerpoint</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly for students, each semester for parents.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Counselors, Admin and teachers.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents and Students</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Flyers, call outs, mailouts, email blasts, school website.</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Office of Family Engagement.</p>
<p>Why are you offering this activity/strategy?</p>
<p>To increase student and parent understanding of grad/state requirements. To share strategies and resources with parents.</p>
<p>What is the impact you hope to achieve?</p>
<p>Increased graduation and pass rate.</p>
<p>How will you document that the activity happened?</p>
<p>Sign in sheet.</p>

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Providing one pagers to highlight for parents the key changes or critical information for testing is given. Additionally each counselor has access to a grade specific brochure that includes graduation requirements.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Monthly End of Year Course Prep Virtual Senior Meetings</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Parents complete turn and talks with their students going through the brochure to confirm both they and the students know what is required and who their support person is to meet their needs.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Face to face monthly meetings start with the requirements followed by strategies to meet them coupled with resources to support each one. For ex. ACT/SAT prep books are always provided to support families that need them. Families are provided with literature to break down every school wide need.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Monthly/semester.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Counselors/Admin.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Students and parents.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Email, call outs, mail outs, social media, paperbased invitations sent by students.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>GCHS admin team.</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To increase family engagement, to provide more resources to families to help their student stay on the right track.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Parents will be aware of how to support their student to graduate and have the resources to make it happen.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Sign in sheets, Skylert, Focus, Zoom meeting invitations.</p>

<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Parents will receive instructions on how to monitor students progress in focus as well as a brochure that helps them understand the requirements students need to graduate. A grading scale/point system for GPA calculations are shared.</p>
<p>How will you build parent capacity?</p>
<p>Host Annual Mid Year Report Card Training (January)</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Parents and students will manually calculate their students GPA.</p>
<p>How will you deliver the activity/strategy?</p>
<p>1 page rubric, how to calculate student GPAs, example students/completed classes from powerpoint shared for students/parents to have an opportunity to practice calculations.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Annually.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Counselors/Admin.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents/Students.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Email, call outs, mail outs, social media, paperbased invitations sent by students.</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Administrators, Counselors, Coaches and teachers.</p>
<p>Why are you offering this activity/strategy?</p>
<p>To help students and parents have the tools necessary to understand GPA requirements, calculations and importance.</p>
<p>What is the impact you hope to achieve?</p>
<p>Increase student GPAs.</p>
<p>How will you document that the activity happened?</p>
<p>Sign in sheets, Skylert, Zoom meeting invitations.</p>

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>FOCUS training for students and parents.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Host Annual Mid Year Report Card Training (January)</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Have a hands-on Focus exploration so that parents can become comfortable with looking at their child's grades in focus.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Have a parent that is also an employee log on to their parent account to view their students info and share their screen to go step by step.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Annually (recorded and post to the website).</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Administrators, Counselors, Coaches and teachers.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents/Students.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Email, call outs, mail outs, social media, paperbased invitations sent by students.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Faculty parent, counselors.</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>Parents.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Parents will track and monitor their students grades to increase promotion at the end of each year.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Sign in sheets, Skylert, Zoom meeting invitations.</p>
<p>7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?</p>

<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Host Monthly Faculty Meetings
<i>How will you build parent capacity?</i>
Data chats, ELA trainings, Marzano trainings, testing trainings, ESE training, behavior training.
<i>What is the Activity or strategy you will be using?</i>
(Uploaded to Google Faculty classroom) Lesson Planning Kahoot Surveys Videos Handouts
<i>How will you deliver the activity/strategy?</i>
Powerpoint, group work, team building, Google surveys.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Monthly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Administrators, Counselors, Coaches and teachers.
<i>What group will be receiving the content of the strategy/activity?</i>
Teachers/Staff
<i>How are you going to let parents know that the activity is that is available to them? (This activity is for teachers/staff.)</i>
Email, call outs, mail outs, social media, paperbased invitations sent by students.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Administrators, Counselors, Coaches and teachers.
<i>Why are you offering this activity/strategy?</i>
To increase teacher retention, preparedness, talent to improve teaching/learning.
<i>What is the impact you hope to achieve?</i>
To increase teacher retention and to graduate 100% of our students.
<i>How will you document that the activity happened?</i>
Sign in sheets.

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? <i>Include items from the assurances above that must be addressed in the PFEP.</i>
Phone calls, emails, face to face conferences.
<i>How will you build parent capacity?</i>
Host Virtual Data Chats
<i>What is the Activity or strategy you will be using?</i>
Email Google Classroom links, missing assignments to parents so they know grade and test data how to interpret it and how to support students in completing school requirements.
<i>How will you deliver the activity/strategy?</i>
Email parents student progress, invite them to virtual parent meetings, set up face to face meetings for those that request it.
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Administrators, Counselors, Coaches and teachers.
<i>What group will be receiving the content of the strategy/activity?</i>
Parents.
<i>How are you going to let parents know that the activity is that is available to them?</i>
Email, call outs, mail outs, social media, paperbased invitations sent by students.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Teachers/Counselors.
<i>Why are you offering this activity/strategy?</i>
To improve students grades, behavior and attendance.
<i>What is the impact you hope to achieve?</i>
Increase graduation rate and pass rate to 100%.
<i>How will you document that the activity happened?</i>
Sign in sheets, Skylert, Zoom meeting invitations.

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Outlining strategies, sharing resources and important school wide information with parents is critical to ensure they can be in full support of their child at home.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Send consistent electronic communication to our parents that include testing dates, strategies and ways they can encourage them.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Email, call outs, website.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Skylert.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly/monthly.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal Franklin</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents/Students.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Increased communication.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Parents and community partners.</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To increase student success, graduation rates and promotion.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>100% of our students graduate, 100% promote to the next grade level.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Skylert confirmations, website, email correspondence, flyers, social media.</p>

<p>10. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
Semester parent nights, monthly parent meetings.
<i>What was the Activity?</i>
Semester parent nights (data chats) Open House title 1 meetings, monthly parent meetings (testing training, Literacy night, FAFSA night.
<i>How often did you offer it?</i>
Semester/ monthly.
<i>How many parents and/or staff participated?</i>
20-25 per event.
<i>What was the goal of the activity?</i>
To increase parent understanding of testing/school requirements that would assist students in graduating on time.
<i>What outcomes did you see as a result of the activity?</i>
More parents were aware of the requirements to assist their student in achieving their graduation goals.
<p>11. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<i>Listed above</i>
<i>What was the Activity?</i>
<i>How often did you offer it?</i>
<i>How many parents and/or staff participated?</i>
<i>What was the goal of the activity?</i>
<i>What outcomes did you see as a result of the activity?</i>

<p>12. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p><i>Listed above</i></p>
<p>What was the Activity?</p>
<p><i>How often did you offer it?</i></p>
<p>How many parents and/or staff participated?</p>
<p><i>What was the goal of the activity?</i></p>
<p>What outcomes did you see as a result of the activity?</p>
<p>13. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p><i>Listed above</i></p>
<p>What was the Activity?</p>
<p><i>How often did you offer it?</i></p>
<p>How many parents and/or staff participated? Varied 20-41</p>
<p><i>What was the goal of the activity?</i></p>
<p>What outcomes did you see as a result of the activity?</p>

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Gadsden Elementary Magnet

I, Allysun Davis, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents -- working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child-care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Allyson Davis
Signature of Principal

10/16/23
Date

MISSION STATEMENT

It is the mission of Gadsden Elementary Magnet School to provide educational excellence in every classroom, for every student, every day.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Gadsden Elementary Magnet School (GEMS) will engage parents in the development and evaluation of the school's Title I program in a timely manner. This will be accomplished through a collaborative effort of participants who represent the school community in the decisions about how funds will be used to support the Parent, Family & Engagement Plan. The school will employ the following strategies to accomplish this goal:

- Invite parents and community members to attend School Advisory Council (SAC) meetings & participate in volunteer initiatives
- Hold an annual meeting for families to explain the Title I program and the rights of parents
- Schedule parent meetings at varying times to accommodate parent schedules
- Provide materials and training to help parents support their child's learning at home. These activities include open house, conferences, family events, and meetings where assessment data, activities, and standards are shared
- Communicate with parents via Google Classroom, Class Dojo, email, website, backpack mail, flyers, social media & Skylert
- Communicate in English & Spanish
- Conduct an annual evaluation of the content and effectiveness of the parent and family engagement plan

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

In an effort to provide opportunities for all parents to participate in parent involvement activities, GEMS will coordinate and integrate parent and family engagement strategies with other Federal, State, and local programs.

Head Start, Voluntary Pre-K, Title I, Part C, ESOL

<i>1. What is your overall strategy for Parent Involvement in Student Achievement?</i> <i>Include items from the assurances above that must be addressed in the PFEF.</i>
In an effort to involve parents in the overall progression of student achievement, we will implement strategies that engage families and lead to student success. Examples include but are not limited to monthly data notifications that outline skills and provide examples of how they'll be assessed. An outline of student performance will also be provided to families to keep them aware of student performance.
<i>How will you build parent capacity?</i>
At GEMS, we recognize the importance of building a strong connection with our families. To ensure this takes place, we will utilize the following strategies: Provide after-school activities that extend learning initiatives. Establish a portal that provides a connection to additional school resources Encourage opportunities for families to volunteer Provide trainings/workshops to familiarize families with the B.E.S.T standards Include parents on school committees that are directly aligned with student achievement Maintain open lines of positive communication
<i>What is the Activity or strategy you will be using?</i>
Implement a parent- engagement program designed to discuss parent concerns, plan activities for parents & teachers, and provide resources for parents to use at home.
<i>How will you deliver the activity/strategy?</i>
Quarterly parent meetings, Title I Annual Meeting, School Advisory Council Meeting & Parent / Teacher Conferences
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
The activity will be implemented quarterly.
<i>Who will be facilitating or implementing the strategy/activity?</i>
The instructional Leadership Team will be responsible for implementing the strategy.
<i>What group will be receiving the content of the strategy/activity?</i>
<i>How are you going to let parents know that the activity is that is available to them?</i>
Parents will be notified via Facebook, backpack mail, Skylert, Class DoJo & Google Classroom.

<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
The instructional staff
<i>Why are you offering this activity/strategy?</i>
To improve the overall Reading performance of our student population
<i>What is the impact you hope to achieve?</i>
End of year results will show that 75% of students will score at or above Level 3 on the F.A.S.T. Assessment.
<i>How will you document that the activity happened?</i>
Documentation will be verified by agendas and accompanying sign in sheets & attendance verification on Zoom calls.

<p>2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>Host an annual meeting, at a time convenient for parents, to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs.</p>
<p>How will you build parent capacity?</p>
<p>GEMS staff will provide assistance to parents to understand state standards and trainings to help monitor student achievement. This will help to ensure effective involvement of parents and family members and to support a partnership among the school, parents, and the community to improve student academic achievement.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>How will you deliver the activity/strategy?</p>
<p>Quarterly parent meetings, Title I Annual Meeting, School Advisory Council Meeting & Parent / Teacher Conferences</p>
<p>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</p>
<p>The activity will take place each semester.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>The Instructional Leadership Team</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents and extended family members</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Parents will be notified via Facebook, backpack mail, Skylert, Class DoJo & Google Classroom</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, Headstart- Federal Pre-K, State Voluntary Pre-K, Title III, Part A- ELL, Title I, Part C- Migrant Student Education</p>
<p>Why are you offering this activity/strategy?</p>
<p>Improve parent's knowledge of Title I and their rights</p>
<p>What is the impact you hope to achieve?</p>
<p>The goal is to have substantial increase in parental involvement</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes</p>

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Parents will be involved in ongoing sessions that describe state standards, the methods in which they are assessed and the impact they have on student achievement.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Involvement in the sessions will keep parents aware of daily demands students endure as well as the importance of regular attendance, family engagement and extended day support opportunities for growth.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Utilization of the parent cadre notification system</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Data meetings, Monthly meetings, Title I Parent Meeting, Newsletters,</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>The Instructional Leadership Team</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Newsletter, Skyward Student Data System, Campus Display on Marquee, Backpack</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, Headstart- Federal Pre-K, State Voluntary Pre-K, Title III, Part A- ELL, Title I, Part C- Migrant Student Education</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To increase the parents knowledge of available resources.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>The ultimate goal is to increase parental participation</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Documentation of activities will be recorded through sign in sheets and minutes.</p>

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Provide an overview and examples of curriculum & standards to help parents gain an understanding of the curriculum & what it looks like.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Explain, in understandable terms, that the curriculum is a plan for learning that every school develops for each key learning area. Clearly describe relevant information that supports teachers. Include school priorities and resources & outline how the content is planned to be taught.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Host a parent meeting and assign small 5 groups to discuss the standards. Each group will include a member of the Instructional Leadership Team. The culminating activity will give each group an opportunity to present a standard.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>The Instructional Leadership Team</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents of students in Pre-K – 8th grade</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Backpack mail, Facebook, Skylert</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>ESOL, Office of Student Services, Parent, Family & Engagement Office</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To provide a clear overview of student expectations and to garner more support from families</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>An increase in parental involvement.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Sign in sheets, agendas, meeting minutes</p>

<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Meet with parents and highlight the importance of active participation and how it directly impacts the students' academic success.</p>
<p>How will you build parent capacity?</p>
<p>Promote parental involvement at home by providing activities related to school curriculum and suggesting opportunities parents can use to discuss math at home.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Help parents create homework routines at home, encouraging them to focus on location, space, time and schedule.</p>
<p>How will you deliver the activity/strategy?</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>The Instructional Leadership Team</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Backpack mail, Facebook, Skylert</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>ESOL, Student Services, Academic Services (as needed)</p>
<p>Why are you offering this activity/strategy?</p>
<p>Children need to feel supported both at home and at school and to have learning environments where they can grow and develop to their full potential.</p>
<p>What is the impact you hope to achieve?</p>
<p>Increased engagement in class and a stronger partnership between the school and the families we serve.</p>
<p>How will you document that the activity happened?</p>
<p>Meeting agendas, sign in sheets & minutes</p>

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Explain what data we collect from students, how we track student progress & why we collect data, rather than just focusing on grades.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Review the data points during parent-teacher conferences as well.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Monthly training sessions with teachers & parents</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Monthly</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>The Instructional Leadership Team</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Teachers & Parents</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Skylert, Backpack mail & the School's webpage</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To establish a protocol for on-going progress monitoring</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p><i>How will you document that the activity happened?</i></p>
<p>Agendas, minutes from sessions & sign in sheets</p>
<p>7. How will you provide teachers and staff with training to understand of the value parents can bring to the school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Research shows that children learn best when the adults in their lives work together to encourage and support them. Conveying this message to the staff and helping them to gain an understanding of the impact of strong school-family partnerships positively impact student achievement.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Conduct training sessions designed to help parents understand the inner workings of curriculum and instruction.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>

Participation on school-based planning and management teams
<i>How will you deliver the activity/strategy?</i>
Initially, training sessions will be held monthly. Additional sessions will be scheduled for targeted groups as needed.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Monthly with additional sessions as needed
<i>Who will be facilitating or implementing the strategy/activity?</i>
The Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
Parents, Teachers & Staff
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyers, Facebook, School Website
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Business Partners, Parents, ESOL & Student Services
<i>Why are you offering this activity/strategy?</i>
To increase parental participation and to help stakeholders gain an understanding of the importance of everyone's role in educating our students.
<i>What is the impact you hope to achieve?</i>
An increase in student attendance & parent participation.
<i>How will you document that the activity happened?</i>
Agendas, sign in sheets, minutes from meetings

<p>8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>The staff will be trained on effective communication strategies to ensure our efforts will be received.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Communicate often and in various forms (calls, notes, emails) Make a positive phone call home once each month Lead with the good news when contacting parents Find a Translator to assist parents</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Face to face in monthly training sessions</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Monthly</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>The Instructional Leadership Team</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Participation is required for all staff members</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Parents will be informed via the school's website, flyers & Class Dojo</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>The Instructional Leadership Team</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To increase student achievement</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Our goal is to solidify a partnership between the school and the families we serve</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Agendas, Sign in Sheets, minutes</p>

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p><i>How will you build parent capacity?</i></p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p><i>What is the impact you hope to achieve?</i></p>
<p><i>How will you document that the activity happened?</i></p>

<p>10. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
Increase Parent Involvement in school activities by 50%
<i>What was the Activity?</i>
Develop PFEP with parent cadre and make copies available upon request
<i>How often did you offer it?</i>
Monthly
<i>How many parents and/or staff participated?</i>
All staff members participated but parent attendance vacillated for each event.
<i>What was the goal of the activity?</i>
To strengthen partnerships with the families we serve
<i>What outcomes did you see as a result of the activity?</i>
Open lines of communication between the school and the community
<p>11. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<ul style="list-style-type: none"> • Familiarize Parents with Curriculum Expectations <ul style="list-style-type: none"> ○ Use Parent Friendly Language <ul style="list-style-type: none"> ▪ Host Virtual Meetings/Workshops ▪ Post recorded meetings/workshops on the school's webpage • Be sure the first contact with parents is a positive interaction • Communicate with parents in a respectful manner, avoiding educational "jargon." • Ensure that all parents have regular access to clear, concise, and easily readable information about the school and the expectations of their child. • Provide clear directions for acceptable behavior in class and on the bus. • Ask parents to share their concerns with the staff, and then address those concerns. • Help parents understand performance reports (STAR, i-Ready, FSA)
<i>What was the Activity?</i>
<i>How often did you offer it?</i>
Quarterly
<i>How many parents and/or staff participated?</i>
All staff members participated but parent attendance vacillated for each event.
<i>What was the goal of the activity?</i>
To build capacity to support parents' involvement in school
<i>What outcomes did you see as a result of the activity?</i>
Decrease in the number of reported student infractions

<p>12. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>Maintain regular communication with students and parents utilizing tools designed to remove barriers</p> <ul style="list-style-type: none"> ○ Email ○ Virtual Classrooms ○ Electronic Parent Meetings (Zoom, Google Meets, Phone Conferences)
<p><i>What was the Activity?</i></p>
<p>Ensuring that the school staff is accessible to parents at times that are more convenient for them.</p>
<p><i>How often did you offer it?</i></p>
<p>Weekly</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>All staff members actively participated</p>
<p><i>What was the goal of the activity?</i></p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Communication between parents and school staff improved</p>
<p>13. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>Provide monthly calendars of special events to be celebrated or taught</p>
<p><i>What was the Activity?</i></p>
<p><i>How often did you offer it?</i></p>
<p>Monthly</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 50-100</p>
<p><i>What was the goal of the activity?</i></p>
<p>To establish and maintain an awareness of school related activities</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Students felt supported at school and at home.</p>

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: GEORGE W. MUNROE ELEMENTARY SCHOOL

I, Germaine Kirkland, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of childcare to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Dumaine Kirkland
Signature of Principal

10/31/2023
Date

MISSION STATEMENT

George W. Munroe Elementary School faculty and staff work cooperatively and collaboratively with students, parents, and the community. We will set high expectations and create a positive learning environment for students, faculty, and staff to enhance performance and promote development of critical skills. Students will be provided with a challenging curriculum in a clean, safe, non-threatening and drug-free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be key in the delivery of instruction.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

George W. Munroe Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement Plan (PFEP). During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves parents in discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the first meeting of SAC. Funds are allotted according to the different goals and training during the first semester of school. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistance their child will receive by virtue of being in a Title I school-wide program. Parent meetings, some of which will be grade-level specific, and expos are held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the quarterly SAC meetings, input is solicited from Council members and all parents in attendance regarding specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and with school-based surveys for their input on activities and expenditures for activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

George W. Munroe Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos, flyers,

Skylert messages and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodation is provided during parental activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents in the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly speak in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of George W. Munroe Elementary School happenings, especially issues regarding their children.

***1. What is your overall strategy for Parent Involvement in Student Achievement?
Include items from the assurances above that must be addressed in the PFEP.***

The overall strategy is to provide parents with more opportunities for active parent engagement and involvement in children's education, improving student achievement.

How will you build parent capacity?

English Language Arts Standards, BEST Standards Assessment- English Language Arts, Mathematics Standards, provide other resources that eliminate barriers to greater participation, provide information on Parent Engagement and Educational Programs, Understanding the Florida Standards Assessment Student Report, School Advisory Council Meetings, Enhance Parent Resource Center at school

What is the Activity or strategy you will be using?

Engage parents in workshops, meetings and chats with their students and teachers.

How will you deliver the activity/strategy?

Parent Training, Title I Annual Meeting, Parent/Teacher Conference, School Advisory Council Meeting

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

Quarterly throughout the school year beginning with the first quarter.

Who will be facilitating or implementing the strategy/activity?

Teacher, Principal, Assistant Principal, Resource Teacher

What group will be receiving the content of the strategy/activity?

Parents, teachers and community members.
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyer or Invitation, Campus Display on Marquee, Skylert, School or District Website
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
District Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K, Headstart- Federal Pre-K, Early Learning Coalition
<i>Why are you offering this activity/strategy?</i>
To help increase the knowledge of the B.E.S.T. Standards, increase the knowledge and understanding of the FAST PM1-PM3 Assessments, ensure early learners are fully prepared with skills necessary to make the successful as students in upper level grades.
<i>What is the impact you hope to achieve?</i>
Improve English Language Arts Achievement I by at least 10% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting Minutes

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? <i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall provide assistance to parents of children served to understand the requirements of Title I.
How will you build parent capacity?
Building Capacity Activity Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, Data Chats, School Advisory Council Meetings, Understanding STAR diagnostic, Improve Student Behavior*
What is the Activity or strategy you will be using?
Meetings with activities, informational pamphlets and make and takes
How will you deliver the activity/strategy?
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Annual parent input training
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter, Fourth Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team
What group will be receiving the content of the strategy/activity?
All Parents, Teachers, Community Members
How are you going to let parents know that the activity is that is available to them?
Campus Display on Marquee, Flyer or Invitation, Skylert, School or District Websites
Who are you going to coordinate with to offer the activity or implement the strategy?
Title IX Homeless Student Education, State Voluntary Pre-K, Headstart- Federal Pre-K, Parent Involvement Resource Center, Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA-Federal ESE
Why are you offering this activity/strategy?
To increase parent's understanding of Title, while providing them with resources needed to impact their child(s) learning.
What is the impact you hope to achieve?
Improve parent involvement program, improve attendance by 5%, Improve knowledge of the Title I Program
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts, Meeting Minutes

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? <i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall provide assistance to parents of children served to understand State and local assessments.
How will you build parent capacity?
BEST Standards Assessment- English Language Arts, District Standards Assessment Grades K-3 English Language Arts, Parent Teacher Expos, Enhance Parent Resource Center at school, School Advisory Council Meetings
What is the Activity or strategy you will be using?
Building Capacity Activity Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, Data Chats, School Advisory Council Meetings, Understanding STAR diagnostic, Improve Student Behavior*
How will you deliver the activity/strategy?
Parent Training, School Advisory Council Meeting, Title I Annual Meeting, District wide parent training Open House, Parent Nights and Parent expos
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team
What group will be receiving the content of the strategy/activity?
All Parents, Teachers, Community Members
How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation, Campus Display on Marquee, Skylert, School and/or District Website
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K
Why are you offering this activity/strategy?
To help increase the knowledge of the BEST Standards, to help increase the knowledge and understanding of the Florida Standards Assessment. To ensure early learners are fully prepared with skills necessary to make the successful as students in upper-level grades.
What is the impact you hope to achieve?
Improve parent involvement program, improve attendance by 5%, Improve knowledge of the Title I Program
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>The overall strategy is to provide assistance to parents of children served to understand State academic standards, provide assistance to parents of children served to understand State and local assessments, provide assistance to parents of children served to understand how to monitor child's progress and provide assistance to parents of children to understand how to improve their child's achievement.</p>
<p>How will you build parent capacity?</p>
<p>We will build capacity by providing informational workshops and meetings on the B.E.S.T. English Language Arts and Math Standards and assessments, provide other resources that eliminate barriers to greater participation, provide information on Parent Engagement and Educational Programs. We will also provide information on understanding the B.E.S.T. Standards Assessment Student Report, School Advisory Council Meetings, Enhance Parent Resource Center at school.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Family Reading Night with presentations and make and take for reading activities</p>
<p>How will you deliver the activity/strategy?</p>
<p>Parent Training, Title I Annual Meeting, Parent/Teacher Conference, School Advisory Council Meeting</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly throughout the school year beginning with the first quarter.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Teacher, Principal, Assistant Principal, Resource Teacher, Reading Coach</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents, teachers and community members.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Flyer or Invitation, Campus Display on Marquee, Skylert, School or District Website</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>District Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K, Headstart- Federal Pre-K, Early Learning Coalition</p>
<p>Why are you offering this activity/strategy?</p>
<p>To help increase the knowledge of the B.E.S.T. Standards, increase the knowledge and understanding of the FAST PM1-PM3 Assessments, ensure early learners are fully prepared with skills necessary to make the successful as students in upper-level grades.</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve English Language Arts Achievement by at least 10% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/Training Sign-in Sheets, Meeting Minutes</p>

<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall provide assistance to parents of children served to understand how to improve their child's achievement at home and school academically.</p>
<p>How will you build parent capacity?</p>
<p>BEST Standards Assessment- English Language Arts, District Standards Assessment Grades K-3 English Language Arts, Parent Teacher Expos, Enhance Parent Resource Center at school, School Advisory Council Meetings</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Workshops providing examples and hands-on experience analyzing reports, meetings, providing pamphlets and digital resources</p>
<p>How will you deliver the activity/strategy?</p>
<p>School Advisory Council Meeting, Parent / Teacher Conference, Staff Training, District wide parent training, Professional Learning Communities</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, School Advisory Council Chair, Parent Services Team, Reading Coach</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents, teachers and community members.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Skylert, Flyer or Invitation, School or District Website, Newsletter</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K</p>
<p>Why are you offering this activity/strategy?</p>
<p>To support parents with an understanding of ways to use tools at home to raise their child's level of achievement in school</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve parent involvement program, Improve Parent Participation Rates by 2%</p>
<p>How will you document that the activity happened?</p>
<p>Parent/ Teacher Conference Completed Forms (Sampling), Meeting/Training Agenda, Meeting/Training Sign-in Sheets</p>

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall provide assistance to parents of children served to understand how to monitor child's academic progress throughout the school year.</p>
<p>How will you build parent capacity?</p>
<p>Understanding Report Cards, understanding i-Ready Diagnostic Report, Understanding the BEST Standards Assessment Student Report, conducting an effective parent/teacher conference, Understanding STAR Progress Monitoring Report</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Workshops providing examples and hands-on experience analyzing reports, meetings, providing pamphlets and digital resources</p>
<p>How will you deliver the activity/strategy?</p>
<p>Workshops providing examples and hands-on experience analyzing reports, meetings, providing pamphlets and digital resources</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Reading Coach</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents, students, teachers and community members</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Skylert, Flyer or Invitation, School or District Website, Newsletter</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K</p>
<p>Why are you offering this activity/strategy?</p>
<p>To support parents with an understanding of ways to use tools at home to monitor their child's academic progress using teacher prepared materials, FOCUS and data</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve English Language Arts Achievement by at least 10% in grade 3; improve the number of early learners prepared for grade 3 by at least 10% and Improve Math achievement by 5%</p>
<p>How will you document that the activity happened?</p>
<p>Parent/ Teacher Conference Completed Forms (Sampling), Meeting/Training Agenda, Meeting/Training Sign-in Sheets</p>
<p>7. How will you provide teachers and staff with training to understand the value parents can bring to the school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.</p>
<p>How will you build parent capacity?</p>

Training developed in collaboration with parents to support parent involvement, Training module on building tie between parents and the school
<i>What is the Activity or strategy you will be using?</i>
Training developed in collaboration with parents to support parent involvement
<i>How will you deliver the activity/strategy?</i>
Staff Training, Professional Learning Community, Online Self-guided Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators
<i>How are you going to let parents know that the activity is that is available to them?</i>
Email, Flyer or Invitation, Campus Display on Marquee, Newsletter
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition
<i>Why are you offering this activity/strategy?</i>
To strengthen relationships between the school and parents as equal partners to increase overall communication
<i>What is the impact you hope to achieve?</i>
Improve parent involvement program, Improve Parent Participation Rates by 2%
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts

<p>8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.</p>
<p>How will you build parent capacity?</p>
<p>We will build capacity by providing informational workshops and meetings related to communication skills, building relationships with teachers and students. Incorporating parents to develop training materials.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Training activities developed in collaboration with parents to support parent involvement</p>
<p>How will you deliver the activity/strategy?</p>
<p>Training, Professional Learning Community, Online Self-guided Training</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Email, Flyer or Invitation, Campus Display on Marquee, Newsletter</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition</p>
<p>Why are you offering this activity/strategy?</p>
<p>To strengthen relationships between the school and parents as equal partners to increase overall communication.</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve parent involvement program, Improve Parent Participation Rates by 2%</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts</p>

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.</p>
<p>How will you build parent capacity?</p>
<p>Training developed in collaboration with parents to support parent involvement, Training module on building tie between parents and the school, provide hands-on workshops for parents to share at home instructional strategies and resources.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Training activities developed in collaboration with parents to support parent involvement</p>
<p>How will you deliver the activity/strategy?</p>
<p>Workshops providing examples and hands-on, meetings, providing pamphlets and digital resources</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team, Reading Coach</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Email, Flyer or Invitation, Campus Display on Marquee, Newsletter</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition</p>
<p>Why are you offering this activity/strategy?</p>
<p>To strengthen the relationship between the school and parents to assist parents with supporting their children at home</p>
<p>What is the impact you hope to achieve?</p>
<p>To provide parents with resources and the confidence to assist their students with school-work at home and improve parent and student communication pertaining to school</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts</p>

<p>10. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>Shall provide assistance to parents of children served to understand State academic standards., Shall provide assistance to parents of children served to understand State and local assessments.</p>
<p><i>What was the Activity?</i></p>
<p>Grade level parent night meetings</p>
<p><i>How often did you offer it?</i></p>
<p>Twice each semester</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 30-50 each event</p>
<p><i>What was the goal of the activity?</i></p>
<p>awareness of student grades, tests, specific student weaknesses, and what parents can do to help</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education</p>
<p>11. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP.</i> <i>List all activities separately</i></p>
<p>provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.</p>
<p><i>What was the Activity?</i></p>
<p>staff training in customer service and Title I parent rights</p>
<p><i>How often did you offer it?</i></p>
<p>Each semester</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 35-40 each event</p>
<p><i>What was the goal of the activity?</i></p>
<p>Provide staff training in customer service and Title I parent rights</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education.</p>

<p>12. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Shall provide assistance to parents of children to understand how to improve their child's achievement.</p>
<p><i>What was the Activity?</i></p>
<p>Parent Expos and Parent Informational Nights</p>
<p><i>How often did you offer it?</i></p>
<p>Quarterly</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 25-50 each event</p>
<p><i>What was the goal of the activity?</i></p>
<p>BEST Standards Training/Literacy parent night out workshops/content area parent workshops</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>parents are able to discuss children's specific content weaknesses and strengths with teachers and receive information and strategies to be used to help children at home</p>
<p>13. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Shall provide assistance to parents of children to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children to understand how to improve their child's achievement.</p>
<p><i>What was the Activity?</i></p>
<p>Back to school/orientation/open house</p>
<p><i>How often did you offer it?</i></p>
<p>Quarterly</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 30-60 each event.</p>
<p><i>What was the goal of the activity?</i></p>
<p>Parent awareness of report cards, communication with teachers and provide reading activities.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>parents provided opportunity to meet with teachers to discuss grades on reading activities, parents' involvement with report cards and also provided opportunities to read with children.</p>

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Greensboro Elementary

I, Stephen Pitts, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
 - The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
 - The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent
- Title I Meeting**
- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
 - The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
 - The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
 - The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
 - Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
 - Parents shall be informed about the school accountability grade and that of the district.
 - Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.
- Parent and Family Engagement Plan (PFEP)**
- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
 - Parents shall be given an opportunity to review the previous year’s PFEP annually.
 - If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a school-parent compact annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.



9/28/2023

Signature of Principal

Date

MISSION STATEMENT

Keep it REAL: Responsibility; Excellence; Achieving; Learning. Engaged families combined with highly effective leaders are essential to a successful school

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Greensboro Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the quarterly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regard to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children., Greensboro Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). This years Title I meeting will be virtual and will allow parents to watch at times convient to them and respond with questions and suggestions to school administrators. The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are surveyed for Title I to provide input on activities and expenditures that support the PFEP and their children.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Greensboro Elementary School will provide opportunities for participation in parental involvement activities to all parents, students, and community members. Memos, letters, skylert, emails, and class Dojo announcing various parental involvement activities will be reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Greensboro Elementary School is a parent friendly facility. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Greensboro Elementary School will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

**1. What is your overall strategy for Parent Involvement in Student Achievement?
Include items from the assurances above that must be addressed in the PFEP.**

Provide parents the resources to help their child academically., We will provide parents the resources to help their child academically. The biggest barrier for accomplishing this problem is the parents lack of familiarity with FAST and STAR. We will host parent nights in November and December to help parents become familiar with strategies that will help them better help their child.

How will you build parent capacity?

1. We will help parents of children served to understand State academic standards., 2. We will provide assistance to parents of children served to understand State and local assessments., 3. We will provide assistance to parents of children served to understand how to monitor child's progress., 4. We will assistance to parents of children served to understand how to improve their child's achievement.

What is the Activity or strategy you will be using?

FAST/ STAR- English Language Arts, Mathematics Standards, Provide other resources that eliminate barriers to greater participation, Understanding the new standards and assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions
<i>How will you deliver the activity/strategy?</i>
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference, Online Self-guided Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Each Semester meetings will be scheduled to help parents with standards and assessment understanding.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Teacher, Principal, Assistant Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
<i>How are you going to let parents know that the activity is that is available to them?</i>
Newsletter, Skylert, Backpack, Campus Display on Marquee, Facebook
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Classroom teachers
<i>Why are you offering this activity/strategy?</i>
Improve English Language Arts Achievement
<i>What is the impact you hope to achieve?</i>
Improve to 42% proficiency on ELA assessment
<i>How will you document that the activity happened?</i>
Sign in sheets

<p>2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>We will hold our Annual Title I meeting to explain what Title I is and what rights parents have.</p>
<p>How will you build parent capacity?</p>
<p>Provide Information on the Title I Program, Training module on building tie between parents and the school, School Advisory Council Meetings</p>
<p>What is the Activity or strategy you will be using?</p>
<p>How will you deliver the activity/strategy?</p>
<p>Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All parents and stakeholders</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Newsletter, Skyward Student Data System, Campus Display on Marquee, School or District Website, Skylert</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, Headstart- Federal Pre-K, State Voluntary Pre-K, Title III, Part A- ELL, Title I, Part C- Migrant Student Education</p>
<p>Why are you offering this activity/strategy?</p>
<p>Improve parent's knowledge of Title I and their Rights</p>
<p>What is the impact you hope to achieve?</p>
<p>More involvement on SAC.</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes</p>

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall help parents of children served to understand how to monitor child's progress.</p>
<p>How will you build parent capacity?</p>
<p>Enhance Parent Resource Center at School to help parents understand the FAST student report, understanding STAR diagnosticreport, understanding I-Ready Diagnostic Report, , Understanding Report Cards</p>
<p>What is the Activity or strategy you will be using?</p>
<p></p>
<p>How will you deliver the activity/strategy?</p>
<p>Parent Training, School Advisory Council Meeting, Data Chat Meetings</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>First Quarter</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Assistant Principal, Guidance Counselor, Teacher, Parent, Resource Teacher</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All Parents, Specialized Instructional Support Personnel</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Newsletter, Skyward Student Data System, Campus Display on Marquee, Backpack</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Parent Involvement Resource Center, Title I, Part A- Parent Involvement, 21st CCLC</p>
<p>Why are you offering this activity/strategy?</p>
<p>Improve parent involvement program</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve by 2% on FSA Math and Language.</p>
<p>How will you document that the activity happened?</p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Parent/Teacher Conference Completed Forms (Sampling)</p>

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>We will help parents understand how to improve their child's achievement.</p>
<p>How will you build parent capacity?</p>
<p>Understanding STAR diagnostic, Develop Parent Resource Center at School, Understanding the BEST standards and engage in Data Chats.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Schedule meetings to discuss reports and other data relevant to student success.</p>
<p>How will you deliver the activity/strategy?</p>
<p>Face to Face and You Tube channel</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Assistant Principal, Teachers, and Reading Coach</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All Parents</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Newsletter, Flyer or Invitation, Campus Display on Marquee</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Classroom teacher</p>
<p>Why are you offering this activity/strategy?</p>
<p>Improve student achievement and parent involvement.</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve number of students proficient on FAST by 4%</p>
<p>How will you document that the activity happened?</p>
<p>Sign in sheets, flyers, emails, social media post</p>

<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>How will you build parent capacity?</p>
<p>Conduct Parent Meetings to help parents understand what they can do to help their child.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>We will hold a Parent Night show parents to I-Ready and how to take advantage of it at home.</p>
<p>How will you deliver the activity/strategy?</p>
<p>Face to face training I media center.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>1st semester</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Teachers, Lab proctor, and Administration</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All parents</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Newsletter, Flyer or Invitation, Campus Display on Marquee</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>In house, teachers and Lab proctor.</p>
<p>Why are you offering this activity/strategy?</p>
<p>Give parents ways to give assistance to students on there level.</p>
<p>What is the impact you hope to achieve?</p>
<p>I-Ready usage to increase by 45 minutes per week.</p>
<p>How will you document that the activity happened?</p>
<p>Sign in sheets.</p>

6. How will you help parents in understanding how to monitor their child's progress? <i>Include items from the assurances above that must be addressed in the PFEP.</i>
We will provide parents tools to better enable them to monitor their student's progress.
How will you build parent capacity?
Progress reports, FOCUS Portal, Parent conferences, Parent EXPO
What is the Activity or strategy you will be using?
We will systematically communicate the availability of parent resources to help monitor student progress.
How will you deliver the activity/strategy?
Face to face, written communication, phone email
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Ongoing
Who will be facilitating or implementing the strategy/activity?
Administration and classroom teachers
What group will be receiving the content of the strategy/activity?
All parents
How are you going to let parents know that the activity is that is available to them?
Flyers, Sky-lert, Email, School Marquee
Who are you going to coordinate with to offer the activity or implement the strategy?
Why are you offering this activity/strategy?
Improve parent involvement.
What is the impact you hope to achieve?
Increased parental input.
How will you document that the activity happened?
Sign in sheets, communication logs.

<p>7. How will you provide teachers and staff with training to understand of the value parents can bring to the school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p><i>How will you build parent capacity?</i></p> <p>. provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.</p>
<p><i>What is the Activity or strategy you will be using?</i></p> <p>Provide information on Parent Engagement and Educational Programs, Effective utilization of parent/teacher communication tool(s)*, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations</p>
<p><i>How will you deliver the activity/strategy?</i></p> <p>Instructional video/ staff training</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p> <p>Beginning of the year</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p> <p>Administration</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p> <p>Classroom teachers</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p> <p>Title II, Part A- Staff Training</p>
<p><i>Why are you offering this activity/strategy?</i></p> <p>Parent surveys indicate a need for better communication between parents and teachers.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p><i>How will you document that the activity happened?</i></p> <p>Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used</p>

<p>8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>How will you build parent capacity?</p> <p>provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.</p>
<p>What is the Activity or strategy you will be using?</p> <p>Training module on parent value and contributions, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs</p>
<p>How will you deliver the activity/strategy?</p> <p>Staff training</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p> <p>Beginning of the school year open house.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p> <p>School Administration</p>
<p>What group will be receiving the content of the strategy/activity?</p> <p>All teachers</p>
<p>How are you going to let parents know that the activity is that is available to them?</p> <p>Skylert, and School Marquee</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p> <p>Parent Services</p>
<p>Why are you offering this activity/strategy?</p> <p>Help communication between parents and teachers/</p>
<p>What is the impact you hope to achieve?</p> <p>More communication between teachers and parents.</p>
<p>How will you document that the activity happened?</p> <p>Teacher's communication log.</p>

<p>9. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>What was the Activity?</p>
<p>Parent EXPO</p>
<p>How often did you offer it?</p>
<p>Quarterly</p>
<p>How many parents and/or staff participated?</p>
<p>35-40</p>
<p>What was the goal of the activity?</p>
<p>Increase parent involvement.</p>
<p>What outcomes did you see as a result of the activity?</p>
<p>Better communication between teachers and the parents that attended.</p>

<p>10 What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Homework Help Night</p>
<p>What was the Activity?</p>
<p>Homework Help Night with I-Ready</p>
<p>How often did you offer it?</p>
<p>2 times</p>
<p>How many parents and/or staff participated?</p>
<p>Varied 20-41</p>
<p>What was the goal of the activity?</p>
<p>To introduce parents to strategies that were available to them to help their child.</p>
<p>What outcomes did you see as a result of the activity?</p>
<p>I-Ready usage increased</p>

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Havana Magnet School

I, Thelma T.Hickman, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

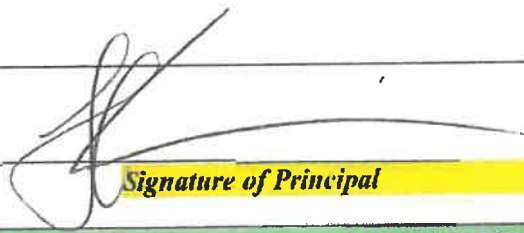
ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
 - The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
 - The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent
- Title I Meetings**
- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
 - The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
 - The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
 - The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
 - Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
 - Parents shall be informed about the school accountability grade and that of the district.
 - Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.
- Parent and Family Engagement Plan (PFEP)**
- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
 - Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and training.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.



October 13, 2023

Signature of Principal

Date

MISSION STATEMENT

The mission of Havana Magnet School is to be accountable for providing a globally competitive education that empowers students to achieve academic and personal success and become responsible citizens. We accept the challenge to teach all students so they may reach their maximum educational potential. It is in this spirit that we would like to align ourselves as full partners with the parents of our students. This will help make Havana Magnet School the center of community activity and learning through curriculum nights, fine arts events, and active communication between the school and our families.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEF.

HMS believes that parents should be involved and help make decisions concerning Title I. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. Havana Magnet School will ensure the organized, ongoing and timely manner of involving parents through the following methods:

- Home-to-school and school-to-home communication in English and other languages
- Flyers
- Newsletters
- HMS Parent and Guardian Remind messages
- School Website
- Email
- Social Media Posts
- Class Dojo
- Clever
- Classroom Remind

Parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used by:

Attending

- School Advisory Council (SAC) meetings
- Parent Expo Meetings
- Annual Title I Meeting

Participating In

- Parent and family engagement capacity-building activities

Reviewing

- Academic data
- Previous school year Parent and Family Engagement Plan

HMS believes that parents should be involved and help make decisions concerning Title I and student outcomes. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. All parents are given the opportunity to review the plan and offer their input prior to approval. During the SACS meeting, the council will decide how Title I funds will be utilized.

HMS will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement Plan (PFEP). During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves all parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expanding of the funds during the first meeting of SAC. Funds are allotted according to goals for student achievement and school culture, based on assessment and behavior data. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistance their child will receive by virtue of being in a Title I school wide program. Other parent meetings and expos are held quarterly with the intent to seek parent involvement and input regarding the school investment of federal funds. During the quarterly meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Havana Magnet School will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child (ren) at home through the implementation of various best-known practices that are linked to learning. Below you will find the delineated program and coordination for each school-based program. HMS will continually hold meetings where information will be presented about the Title I programs, curriculum, and academic assessment during the month of September. Parents will obtain information about the school wide programs, how to set up conferences with teachers, and will have opportunities to participate in decisions on these topics, they will receive a copy of the PFEP. Parents will obtain the

parent handbook, which includes information that is more detailed. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the Subjects they teach home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Teachers will also prepare an information packet for all the parents that were not able to attend. HMS provides full opportunities for participation in parental involvement activities to all parents, students, and community members.

HMS will hold quarterly meetings where information will be presented regarding the Title I programs, curriculum, and academic assessment. Parents will obtain information about the school wide programs, community partnerships, communication norms, and will have opportunities to participate in decisions on these topics. Parents will obtain the student Code of Conduct handbook, which includes more detailed information. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the subjects they teach, home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Information packets will be sent home with students for parents who are unable to attend.

HMS provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Social media and mass messaging systems (i.e. Remind, SkyAlert) are employed to ensure consistent communication regarding all school events. A monthly calendar is provided via these platforms to encourage maximum involvement. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. The school with the assistance of the district communicates to parents via the SkyAlert communication system, newsletters, flyers, newly purchased digital signs, phone calls, news materials and training to help parents work with their children to improve their children's academic achievement. Forums including Open House, SAC, and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoke in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Chattahoochee Elementary School happenings, especially issues regarding their children

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Parents will be invited to quarterly parent meetings to discuss student progress following the issuance of report cards from each grading period. In addition, students identified as low-performing will have semi-quarterly conferences to discuss interventions and support.

<i>How will you build parent capacity?</i>
Parents will be empowered via the establishment of relationships with teachers, administrative participation in parent conferences, and bi-directional communication with teachers via messaging applications. Parents will also be provided with access to supplemental materials for use at home. Provide assistance to parents of children served to understand State academic standards. Provide assistance to parents of children served to understand State and local assessments. Providing assistance to parents of children served to understand how to monitor a child's progress.. Providing assistance to parents of children served to understand how to improve their child's achievement.
<i>What is the Activity or strategy you will be using?</i>
The main activity for parent engagement in student achievement and building capacity is the involvement of parents in semi-quarterly conferences and the provision of supplemental materials.
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Professional Learning Community, School Advisory Council Meeting, Parent Training
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter, Second Quarter, Third Quarter, Fourth Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Teachers
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE
<i>Why are you offering this activity/strategy?</i>
To make parents aware of state assessments and their parental rights.
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates Improve attendance at mandatory Parent Nights to 15% of parents.
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parents are invited to an annual Title I meeting where the purpose of the Title I programs and use of funding are discussed.
How will you build parent capacity?
Parents will be invited to join advisory council
What is the Activity or strategy you will be using?
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings
How will you deliver the activity/strategy?
Title I Annual Meeting, Parent Training, School Advisory Council Meeting
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
First Quarter
Who will be facilitating or implementing the strategy/activity?
Director of Federal Programs, Parent Services Team
What group will be receiving the content of the strategy/activity?
All Stakeholders
How are you going to let parents know that the activity is available to them?
School or District Website, Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Parent Involvement Resource Center, Title I, Part A- Parent Involvement
Why are you offering this activity/strategy?
To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.
What is the impact you hope to achieve?
Improve knowledge of the Title I Program Improve parent participation by 5%
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>A Parent Expo will be held that focuses specifically on the guidelines for the State Progress Monitoring Assessment, provides the schedule for groups of students, and requests support from home with regard to test preparation.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents are provided with access to the F.A.S.T. parent portal, and the links to the practice tests appropriate for their students' grade level.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>School Advisory Council Meeting, Title I Annual Meeting</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Second Quarter</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, Resource Teacher</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All Stakeholders, Parents of At-Risk Students</p>
<p><i>How are you going to let parents know that the activity is available to them?</i></p>
<p>Backpack, Campus Display on Marquee, Flyer or Invitation</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Head Start- Federal Pre-K</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>Based on student data from last year, less than 50% of our students are proficient in Reading.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve English Language Arts Achievement Improve by 10% in grades 3-8</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes</p>

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p> <p>At Parent Expos, parents are provided with information regarding the state assessed standards. Student work is displayed, and connection to the standards is highlighted.</p> <p>How will you build parent capacity?</p> <p>Parents will be provided with at-home-assignments that encourage their involvement in and understanding of the standards and the associated assignments. This will encourage them to be involved in the process of standards mastery.</p> <p>What is the Activity or strategy you will be using?</p> <p>Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings</p> <p>How will you deliver the activity/strategy?</p> <p>Title I Annual Meeting, Parent Training, School Advisory Council Meeting</p> <p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p> <p>First Quarter</p> <p>Who will be facilitating or implementing the strategy/activity?</p> <p>Director of Federal Programs, Parent Services Team</p> <p>What group will be receiving the content of the strategy/activity?</p> <p>All Stakeholders</p> <p>How are you going to let parents know that the activity is that is available to them?</p> <p>School or District Website, Flyer or Invitation</p> <p>Who are you going to coordinate with to offer the activity or implement the strategy?</p> <p>Parent Involvement Resource Center, Title I, Part A- Parent Involvement</p> <p>Why are you offering this activity/strategy?</p> <p>To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.</p> <p>What is the impact you hope to achieve?</p> <p>Improve knowledge of the Title I Program Improve parent participation by 5%</p> <p>How will you document that the activity happened?</p> <p>Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes</p>
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5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
In addition to the exposure to standards at Parent Expos and through homework assignments, teachers will provide options that are learner-based (i.e. iReady teacher assigned lessons) as means of remediation at home.
How will you build parent capacity?
Parents who have access to the internet at home will be able to monitor their students' progress without having to provide instruction, and can aid in ensuring that academic gaps are closed.
What is the Activity or strategy you will be using?
Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report
How will you deliver the activity/strategy?
Parent / Teacher Conference, Parent Training
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
Second Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents
How are you going to let parents know that the activity is available to them?
Skylert, Flyer or Invitation, Email
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training
Why are you offering this activity/strategy?
To show parents their child's strengths and areas of need down to the sub-skill level. This report helps pinpoint the area of the target.
What is the impact you hope to achieve?
Improve English Language Arts Achievement Improve by 5% in grades 3-8
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

6. How will you provide assistance to parents in understanding how to monitor their child's progress?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The STAR assessment and iReady assessment provide parent letters that describe, in detail, how students score and what their strengths and weaknesses are. These parent reports are provided to all parents.
How will you build parent capacity?
In administrative conferences, parents receive a detailed analysis of the parent reports, and materials to use in support of the recommendations made by the diagnostic results.
What is the Activity or strategy you will be using?
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the STAR Diagnostic, Understanding the Florida Standards Assessment Student Report
How will you deliver the activity/strategy?
Parent / Teacher Conference, Data chat meetings, Parent Training
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Second Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents, Teachers
How are you going to let parents know that the activity is available to them?
Backpack
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Head Start- Federal Pre-K
Why are you offering this activity/strategy?
Provide parents with information that they can use to understand how their child is performing in his/her academic courses.
What is the impact you hope to achieve?
Improve Student Attendance Improve attendance by 10%
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parent partnerships are integral to the success of the school. Teachers are required to make contact with all parents at the beginning of the school year, and of the parents of students requiring intervention twice per quarter. Parents are invited to conduct behavior observations and to participate in the learning process via an open door policy.
<i>How will you build parent capacity?</i>
Parents are provided with contact information for their scholar's teacher via mass messaging application and email. Parent observations are ingrained within the school's prescriptive discipline plan, and parent contact is required at least once each quarter.
<i>What is the Activity or strategy you will be using?</i>
Training module on building tie between parents and the school, Training developed in collaboration with parents to support parent involvement
<i>How will you deliver the activity/strategy?</i>
Parent Training, Online Self-guided Training
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Third Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyer or Invitation, Email
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition
<i>Why are you offering this activity/strategy?</i>
Identify how perceptions affect reality and identify barriers and possible solutions to parental participation
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates Improve parent participation by 5%
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Quarterly parent mass meetings and individual parent conferences, as well as monthly activity calendars will be the major mode of communication with parents.
<i>How will you build parent capacity?</i>
Parents will be solicited to provide suggestions for activities for students.
<i>What is the Activity or strategy you will be using?</i>
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement
<i>How will you deliver the activity/strategy?</i>
Staff Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
Teachers
<i>How are you going to let parents know that the activity is that is available to them?</i>
Email, School or District Website, Campus Display on Marquee
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training, Title III, Part A- ELL
<i>Why are you offering this activity/strategy?</i>
Create parent friendly notices and create a list of the required parent notifications.
<i>What is the impact you hope to achieve?</i>
Improve parent satisfaction, Improve Parent Participation Rates Improve parent participation by 10%
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Sign-in Sheets

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p> <p>Each grade level is required to participate in field trips that expand the students' horizons and promote awareness of local opportunities and career paths. Parents will be encouraged to participate in these trips and the follow-up activities.</p> <p><i>How will you build parent capacity?</i></p> <p>Many of the field trips are payable as supplemental curricular activities under grant funding, so parents do not have to concern themselves with the cost of student admission. This will allow the parents to cover their own cost of participation with more ease.</p> <p><i>What is the Activity or strategy you will be using?</i></p> <p>The activity used to increase parent capacity and engagement are grade-level field trips.</p> <p><i>How will you deliver the activity/strategy?</i></p> <p>The activity will be coordinated by the classroom teacher.</p> <p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p> <p>The field trips will take place each semester.</p> <p><i>Who will be facilitating or implementing the strategy/activity?</i></p> <p>The field trips will be planned as school-wide activities. The teachers are responsible for planning the trips to align with the curriculum.</p> <p><i>What group will be receiving the content of the strategy/activity?</i></p> <p>Parents at each grade level will have the opportunity to participate in these trips.</p> <p><i>How are you going to let parents know that the activity is that is available to them?</i></p> <p>Parents will receive flyers, mass messages, and field trip permission forms to encourage their participation.</p> <p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p> <p>Coordination will occur between parents, teachers, school, and grant managers at the district level.</p> <p><i>Why are you offering this activity/strategy?</i></p> <p>These activities are high-interest and accessible, making them ideal for our population.</p> <p><i>What is the impact you hope to achieve?</i></p> <p>Through these field trips, we hope to facilitate increased exposure to local opportunities, and build stronger relationships between parents and teachers.</p> <p><i>How will you document that the activity happened?</i></p> <p>Completed participation forms and follow up activities will be used as documentation for the trips.</p>

<p>10. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Last year, we focused on increasing positive publicity and exposure.</p>
<p><i>What was the Activity?</i></p>
<p>Building communication between home and school via Social Media Posts highlighting school events.</p>
<p><i>How often did you offer it?</i></p>
<p>Parents and community members received weekly updates via social media to engage them and keep them abreast of school events and activities.</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Hundreds of parents participated and used the Social Media posts.</p>
<p><i>What was the goal of the activity?</i></p>
<p>Increased parent and school involvement and positive interaction.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Parents shared information related to the school with their families and other community members, and the school became more recognizable, with parents beginning to reference the school's page as a source of information.</p>
<p>11. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>HMS Established a resource room as a means of providing assistance to parents.</p>
<p><i>What was the Activity?</i></p>
<p>The resource room was stocked with school supplies, clothing and personal items.</p>
<p><i>How often did you offer it?</i></p>
<p>The resource room was available throughout the school year.</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>There were 30 parents, in particular, who made regular use of the resource room. All 10 of the teachers contributed to the items in the resource room, and our operations team (custodial staff) was responsible for ensuring the area was tidy and inviting.</p>
<p><i>What was the goal of the activity?</i></p>
<p>To provide support to parents who may not have the means to provide necessities for all their children.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Parents are more trusting of the school and school personnel, and feel comfortable coming to make requests and discuss their needs.</p>

12. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
Last year, HMS hosted parent meetings in order to inform parents about student progress and school events.
What was the Activity?
Quarterly Parent Meetings
How often did you offer it?
The parent meetings occurred at the end of each quarter.
How many parents and/or staff participated?
30-50 parents participated, and all staff members (30) participated in the parent meetings on a regular basis.
What was the goal of the activity?
The goal of the parent meetings was to ensure that parents had all information necessary to aid in their students' success.
What outcomes did you see as a result of the activity?
The parents were not extremely responsive to the face-to-face mass meetings, but responded better to individual meetings.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter

- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training

- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training and collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: James A. Shanks Middle

I, Dr. Kisha Jarrett, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

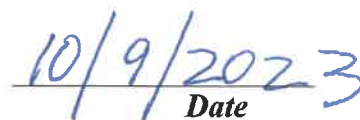
- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.


Signature of Principal


Date

MISSION STATEMENT

To provide a safe, nurturing, and productive environment in which to educate all students in order to become responsible lifelong learners who possess skills, knowledge and self confidence needed to become college and/or career ready.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

James A. Shanks Middle believes parents will play a vital role in all aspects of the Title I program. The School Advisory Committee (SAC) and all parents, in collaboration, will contribute to the creation, execution, and assessment of the Parent Family Engagement Plan (PFEP). The yearly Title I parent meeting aims to inform parents about Title I, elucidating their entitlement to participation and awareness of their children's educators and paraprofessionals' qualifications. Additionally, the meeting will provide insights into school and district ratings, curriculum details, school choice options, and the support services available to their children within the context of the Title I schoolwide program.

James A. Shanks will invite parents to attend various parent meetings and expos which will also be conducted throughout the school year, specifically designed to actively involve parents and gather their perspectives on how the school allocates federal funds for parent activities. Monthly School Advisory Council (SAC) meetings will serve as a platform to seek input from Council members and all attending parents regarding their specific objectives for the school.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

James A. Shanks Middle will address barriers that hinder our families' participation in activities. Our primary goal is to provide support and accommodations for all families to be able to participate and be engaged in their child's educational success.

In order to provide accommodations for parents with limited English proficiency, the CLFs will ensure that all documents are available in multiple languages and translations are available to assist with meetings. Agendas, flyers and invitations are translated into different languages.).

In an effort to provide parents and families with disabilities accommodations, the school building is ADA accessible. We will also provide hearing impairment audio equipment and

any other support that is requested. Google Form surveys will be sent out to parents to learn about their assistance needs. We will contact the District if additional support for families is needed.

The administration, the ESE department and the ESOL department will ensure that families feel welcomed. The school will coordinate with the PAEC migrant department as needed to provide additional support to our migrant working families.

We will coordinate home visits when necessary. In addition, we will supply families with uniforms, shoes, undergarments, school supplies and backpacks.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Parents will receive invitations to attend quarterly meetings aimed at discussing their child's progress after each grading period. Furthermore, students identified as low-performing will engage in semi-quarterly conferences to address interventions and receive additional support.

How will you build parent capacity?

Parents will be empowered through the establishment of relationships with teachers, administrative participation in parent conferences, and bi-directional communication with teachers via messaging applications. Additionally, parents will have access to training and supplemental materials for use at home. This includes providing assistance to parents of children served in understanding State academic standards, State and local assessments, monitoring their child's progress, and enhancing their child's achievement.

What is the Activity or strategy you will be using?

Engaging parents in semi-quarterly conferences and providing supplemental materials constitutes the primary initiative for enhancing parent involvement in student achievement and capacity-building.

How will you deliver the activity/strategy?

Engaging parents in activities such as parent training, Title I Annual Meeting, School Advisory Council Meeting, and parent/teacher conferences, along with involvement in semi-quarterly conferences and the provision of supplemental materials, forms the primary initiative for enhancing parent engagement in student achievement and building capacity.

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

First Quarter, Second Quarter, Third Quarter, Fourth Quarter

Who will be facilitating or implementing the strategy/activity?

Principal, Assistant Principal, Teachers Guidance Counselor. Parent Coordinator

<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Teachers
<i>How are you going to let parents know that the activity is that is available to them?</i>
School Website, Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training,
<i>Why are you offering this activity/strategy?</i>
To make parents aware of state assessments and their parental rights.
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes and Surveys

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parents are invited to an annual Title I meeting where the purpose of the Title I programs and use of funding are discussed.
<i>How will you build parent capacity?</i>
Parents will be invited to join advisory council and provide trainings throughout the year
<i>What is the Activity or strategy you will be using?</i>
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Parent Training, School Advisory Council Meeting
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Assistant Principal, Federal Programs, F.A.C.E, and School Advisory Council Chair
<i>What group will be receiving the content of the strategy/activity?</i>
All Stakeholders
<i>How are you going to let parents know that the activity is that is available to them?</i>
School Website, Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Parent Involvement Resource Center, Title I, Part A- Parent Involvement
<i>Why are you offering this activity/strategy?</i>
To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.
<i>What is the impact you hope to achieve?</i>
Improve knowledge of the Title I Program
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes and Surveys

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parents will be involved in ongoing sessions that describe state standards, the methods in which they are assessed and the impact they have on student achievement.
How will you build parent capacity?
Parents are provided with access to the F.A.S.T. parent portal, and the links to the practice tests appropriate for their students' grade level.
What is the Activity or strategy you will be using?
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades, Understanding the Florida Standards Assessment Student Report
How will you deliver the activity/strategy?
School Advisory Council Meeting, Title I Annual Meeting
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal and Resource Teacher
What group will be receiving the content of the strategy/activity?
All Stakeholders, Parents
How are you going to let parents know that the activity is that is available to them?
School Website, Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA-Federal ESE
Why are you offering this activity/strategy?
To increase the parents knowledge of available resources.
What is the impact you hope to achieve?
The ultimate goal is to increase parental participation
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes and Surveys

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?
<i>Include items from the assurances above that must be addressed in the PFEP:</i>
At Parent Expos, parents are provided with information regarding the state assessed standards. Student work is displayed, and connection to the standards is highlighted.
<i>How will you build parent capacity?</i>
Parents will be provided with at-home-assignments that encourage their involvement in and understanding of the standards and the associated assignments. This will encourage them to be involved in the process of standards mastery.
<i>What is the Activity or strategy you will be using?</i>
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings.
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Parent Training, School Advisory Council Meeting.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Assistant Principal, Federal Programs, F.A.C.E, and School Advisory Council.
<i>What group will be receiving the content of the strategy/activity?</i>
All Stakeholders.
<i>How are you going to let parents know that the activity is that is available to them?</i>
School Website, Flyer or Invitation.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Parent Involvement Resource Center, Title I, Part A- Parent Involvement.
<i>Why are you offering this activity/strategy?</i>
To provide a clear overview of student expectations and to garner more support from parents.
<i>What is the impact you hope to achieve?</i>
To increase the parents knowledge of the standards.
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes and Surveys.

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Meet with parents and highlight the importance of active participation and how it directly impacts the students' academic success.
How will you build parent capacity?
Promote parental involvement at home by providing activities related to school curriculum and suggesting opportunities parents can use to discuss math at home.
What is the Activity or strategy you will be using?
Help parents create homework routines at home, encouraging them to focus on location, space, time and schedule.
How will you deliver the activity/strategy?
Parent I Teacher Conference, Parent Training
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal and Teacher
What group will be receiving the content of the strategy/activity?
All Parents
How are you going to let parents know that the activity is that is available to them?
School Website, Flyer or Invitation.
Who are you going to coordinate with to offer the activity or implement the strategy?
Parent Involvement Resource Center, Title I, Part A- Parent Involvement.
Why are you offering this activity/strategy?
Children require support in both their home and school environments, fostering learning spaces that enable them to thrive and reach their full developmental potential.
What is the impact you hope to achieve?
Increased engagement in class and a stronger partnership between the school and the families we serve.
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes and Surveys.

6. How will you provide assistance to parents in understanding how to monitor their child's progress?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall provide assistance to parents of children served to understand how to monitor child's progress and explain what data is collected.
<i>How will you build parent capacity?</i>
In administrative conferences, parents receive a detailed analysis of the parent reports, and materials to use in support of the recommendations made by the diagnostic results.
<i>What is the Activity or strategy you will be using?</i>
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the ST AR Diagnostic, Understanding the Florida Standards Assessment Student Report.
<i>How will you deliver the activity/strategy?</i>
Parent / Teacher Conference, Data chat meetings, Parent Training.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Monthly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Assistant Principal and Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
Teachers & Parents
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Parent Involvement Resource Center, Title I, Part A- Parent Involvement.
<i>Why are you offering this activity/strategy?</i>
Provide parents with information that they can use to understand how their child is performing in his/her academic courses.
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes and Surveys.

7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parent partnerships are integral to the success of the school. Teachers are required to make contact with all parents at the beginning of the school year, and of the parents of students requiring intervention twice per quarter. Parents are invited to conduct behavior observations and to participate in the learning process via an open door policy.
How will you build parent capacity?
Conduct training sessions designed to help parents understand the inner workings of curriculum and instruction.
What is the Activity or strategy you will be using?
Training module on building ties between parents and the school, Training developed in collaboration with parents to support parent involvement.
How will you deliver the activity/strategy?
Parent Training, Online Self-guided Training
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Second Quarter
Who will be facilitating or implementing the strategy/activity?
Principal and Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators
How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Parent Involvement Resource Center, Title I, Part A- Parent Involvement.
Why are you offering this activity/strategy?
Identify how perceptions affect reality and identify barriers and possible solutions to parental participation.
What is the impact you hope to achieve?
Improve Parent Participation Rates
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes and Surveys.

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEF</i>
Quarterly parent mass meetings and individual parent conferences, as well as monthly activity calendars will be the major mode of communication with parents.
<i>How will you build parent capacity?</i>
Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.
<i>What is the Activity or strategy you will be using?</i>
Communicate often and in various forms (calls, notes, emails) Make a positive phone call home once each month, lead with the good news when contacting parents and utilize a Translator to assist parents if needed.
<i>How will you deliver the activity/strategy?</i>
Staff Training, Online Self-guided Training, Professional Learning Community.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Guidance Counselor, Professional Learning Team, Parent Services Team.
<i>What group will be receiving the content of the strategy/activity?</i>
Teachers, School Administrators, Other Staff and Parents.
<i>How are you going to let parents know that the activity is that is available to them?</i>
School Website, Flyer or Invitation.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Parent Involvement Resource Center, Title I, Part A- Parent Involvement.
<i>Why are you offering this activity/strategy?</i>
To improve communication between home and school
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates and relationships with parents nad the school
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes and Surveys.

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?
<i>Include items from the assurances above that must be addressed in the PFEF</i>
The school shall jointly develop a school-parent compact annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
<i>How will you build parent capacity?</i>
Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with and work with parents as equal partners.
<i>What is the Activity or strategy you will be using?</i>
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions.
<i>How will you deliver the activity/strategy?</i>
Collaborative staff parent and community and business partners face to face trainings.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Guidance Counselor, Professional Learning Team, Consultant
<i>What group will be receiving the content of the strategy/activity?</i>
Parents, Community and Business Partners
<i>How are you going to let parents know that the activity is that is available to them?</i>
School Website, Flyer or Invitation.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Parent Involvement Resource Center, Title I, Part A- Parent Involvement.
<i>Why are you offering this activity/strategy?</i>
To improve cultural and climate among parents and school staff and to improve parent satisfaction.
<i>What is the impact you hope to achieve?</i>
Improve parent satisfaction.
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes and Surveys.

<p>10. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
Parental Involvement and Student Achievement
<i>What was the Activity?</i>
Parent Expo/Parent Conference Night
<i>How often did you offer it?</i>
First & second quarter
<i>How many parents and/or staff participated?</i>
Parents 100 Staff 10
<i>What was the goal of the activity?</i>
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas
<i>What outcomes did you see as a result of the activity?</i>
According to the iReady and PM3 data we increased the reading and math scores for students that have constantly scored in the lower quartile.
<p>11. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
Provide assistance to parents of children served to understand State and local assessments.
<i>What was the Activity?</i>
Parent Training, Title I Annual Meeting, School Advisory Council Meeting (including Awards night)
<i>How often did you offer it?</i>
Second Quarter
<i>How many parents and/or staff participated?</i>
Parents 200 Staff 10
<i>What was the goal of the activity?</i>
To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra, To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments
<i>What outcomes did you see as a result of the activity?</i>
Increased biology scores to 80% proficient, algebra scores to 63% and decreased in the level 1 students in math and reading.

<p>12. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Provide assistance to parents of children served to understand the requirements of Title I.</p>
<p><i>What was the Activity?</i></p>
<p>Provide Information on the Title I Program, DLOPI Training, Training module on building tie between parents and the school, School Advisory Council Meetings</p>
<p><i>How often did you offer it?</i></p>
<p>Monthly</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Parents 3 Staff 6</p>
<p><i>What was the goal of the activity?</i></p>
<p>To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>The school advisory council increased their knowledge about the school grade and the importance of the Title 1 requirements. We reviewed it at every SAC meeting.</p>
<p>13. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.</p>
<p><i>What was the Activity?</i></p>
<p>Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations, (included awards night)</p>
<p><i>How often did you offer it?</i></p>
<p>First Quarter, Second Quarter, Third Quarter, Fourth Quarter</p>

<i>How many parents and/or staff participated?</i>
Parents 200 Staff 15
<i>What was the goal of the activity?</i>
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions
<i>What outcomes did you see as a result of the activity?</i>
We recognized a difference with the parents and students that improved ties between home and school and communication between home and school. Parents and students are able to view their test scores through the focus portal.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training

- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training and collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Stewart Street Elementary School

I, Pamela Jones, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
 - The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
 - The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- ### Title I Meeting
- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
 - The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
 - The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
 - The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
 - Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
 - Parents shall be informed about the school accountability grade and that of the district.
 - Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.
- ### Parent and Family Engagement Plan (PFEP)
- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
 - Parents shall be given an opportunity to review the previous year's PFEP annually.
 - If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.


 Signature of Principal

10/2/2023
 Date

MISSION STATEMENT

Stewart Street Elementary School's mission is for our faculty and staff to work collaboratively with students, parents, and the community to design and deliver a challenging curriculum that promotes academic acceleration and critical thinking skills. Students will learn social and emotional skills to help them as they advance in school and in life.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Stewart Street Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and the Parent Family Engagement Plan (PFEP). Parent input is collected throughout the year in surveys from parents during parent meetings. The school involves parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the SAC meetings. Title I information is provided along with the Florida Standards. Funds are allotted according to the different goals and trainings planned for the school during the school year. The SAC, along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Parent meetings and expos are held throughout the school year specifically to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Stewart Street Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact

information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Stewart Street Elementary School happenings, especially issues regarding their children.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Stewart Street Elementary School's strategy for parent involvement as related to student achievement is to ensure progress reports and report cards are sent home each nine-weeks. In addition, our school will host several meetings where parents get to meet the teacher and are provided with assessment information. Parents also have access to our new student database- FOCUS. There, parents can keep abreast of any and all assignments and ensure their child completes the ones that are missing.

How will you build parent capacity?

1. Provide assistance to parents of children served to understand State academic standards.
2. Provide assistance to parents of children served to understand State and local assessments.
3. Provide assistance to parents of children served to understand how to monitor child's progress.
4. Provide assistance to parents of children served to understand how to improve their child's achievement.

What is the Activity or strategy you will be using?

Stewart Street Elementary School will provide parents with grades and assessment data each nine weeks to keep them abreast of their child's academic performance.

How will you deliver the activity/strategy?

Stewart Street Elementary School will host parent meetings throughout the year to ensure parents receive information regarding their child's academic status. These meetings will consist of: Parent Expos, Parent Nights, School Advisory Council Meetings, and Parent-Teacher Conferences/Meetings.

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Parent meetings will be conducted quarterly to share student progress with parents.

Who will be facilitating or implementing the strategy/activity?

The Principal, Assistant Principals, Reading Coach, and Resource Teacher will be responsible for facilitating and implementing the activities/strategies.

What group will be receiving the content of the strategy/activity?

Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

Parents will be notified via: Fliers, Skylert Messages, School Website, & Social Media Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K

Why are you offering this activity/strategy?

We are offering this activity to involve parents in the education of their children. We want them to be active partners in ensuring their academic success. Providing them with up-to-date information on academics and high stakes assessments will prompt parents to act on their children's behalf, and hopefully seek guidance on how to help at home.

What is the impact you hope to achieve?

We hope to increase parent involvement with academics.

How will you document that the activity happened?

Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.

<p>2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>A Title I Meeting will be conducted to provide parents of their rights as their child attends a Title I school.</p>
<p>How will you build parent capacity?</p>
<p>We will provide Information on the Title I Program, provide data chats, and host School Advisory Council Meetings.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>We will host a Title I Meeting to bring awareness to parents as their rights.</p>
<p>How will you deliver the activity/strategy?</p>
<p>The Title I Meeting will be hosted once per year to share information with parents and to let them know their rights.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>The Meeting will be hosted annually.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>The Principal and Assistant Principals will be responsible for implementing the strategy/activity.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Parents will be notified via: Fliers, Skylert Messages, School Website, & Social Media Page</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K</p>
<p>Why are you offering this activity/strategy?</p>
<p>We are offering this activity because we want parents to know their rights as parents of students who attend a Title I school.</p>
<p>What is the impact you hope to achieve?</p>
<p>We hope to increase parent's awareness of the school community and how they can be involved in their child's educational journey.</p>
<p>How will you document that the activity happened?</p>
<p>Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.</p>

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>Parents will be provided information regarding state and local assessments during parent meetings, parent expos, and parent-teacher conferences. Parents will be provided resources to assist their children at home. Parents will be kept abreast of local and state requirements for promotion.</p>
<p>How will you build parent capacity?</p>
<p>Parent meetings will allow for various grade levels to review assessment data with parents. We will provide the data and resources to assist with learning from home. The data forms will also break down student student's strengths and weaknesses, and provide parents with information to assist the child with deficiencies.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>The activity/strategy will be parent meetings to review data and resources available to assist the parent.</p>
<p>How will you deliver the activity/strategy?</p>
<p>Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>This activity/strategy will be conducted each semester.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>School Principal, Assistant Principals, Reading Coach, & Teachers will facilitate and implement this strategy.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Our second through fifth grade student groups will receive the content of this strategy.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Parents will be informed of the events via Skylert messages, fliers in backpacks, fliers posted in the front office, and Classroom Dojo.</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE</p>
<p>Why are you offering this activity/strategy?</p>
<p>We are offering this activity because our students are struggling in the area of reading and math. We want our parents to know how their children are performing and to assist us with academics. We want all of our students to make improvements on state and local assessments, and we need the additional assistance from home to make it happen.</p>
<p>What is the impact you hope to achieve?</p>
<p>We hope to see a 5% increase in student performance on state and local assessments.</p>
<p>How will you document that the activity happened?</p>
<p>Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.</p>

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Parents will be provided with an understanding of the state standards and curriculum during parent-teacher conferences, parent expos, & parent meetings.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents will be provided with their child's test results from state and local assessments. They will also be provided with updates in curriculum materials and learning for their child.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>The activity/strategy will be parent meetings to review data and resources available to assist the parent.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies. Parents will also be kept abreast of curriculum updates using the Classroom Dojo.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>The activity/strategy will be held quarterly.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>The School Principal, Assistant Principal, Reading Coach, and Teachers will facilitate the implementation of this activity/strategy.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All grade levels will receive the content of this activity/strategy.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Parents will be informed of the events via Skylert messages, fliers in backpacks, fliers posted in the front office, and Classroom Dojo.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>We want parents to know how their child is performing on the state standards and the adopted curriculum.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>We want to see a 5% increase towards proficiency on the state standards.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.</p>

<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>Parents will be provided with updates on the learning and how they can help their child academically on a weekly basis using the Classroom Dojo. In addition, parents can access their child's grades real-time using the district's student database system- FOCUS.</p>
<p>How will you build parent capacity?</p>
<p>We will build parent capacity by inviting them to the teacher's Classroom Dojo and providing them with the necessary information to access their child's FOCUS account.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>We will use the Classroom Dojo & FOCUS to communicate with parents about their child's progress. We will also provide them with strategies they can use to help their child from home.</p>
<p>How will you deliver the activity/strategy?</p>
<p>Invites to the Classroom Dojo will be sent via text message to the parent's cellphone. FOCUS information will be shared with parents at each parent meeting and at the beginning of the school year during Open House.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>This activity/strategy will be implemented quarterly.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>School Administration and Teachers will facilitate the implementation of this strategy.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All students will receive the content of this strategy/activity.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>The Classroom Dojo and fliers announcing parent meetings is how parents will be made aware of the activity.</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL</p>
<p>Why are you offering this activity/strategy?</p>
<p>We want to build capacity with our parents and help propel education as a priority in the home.</p>
<p>What is the impact you hope to achieve?</p>
<p>We hope to see a 5% increase in student grades on their progress reports and report cards.</p>
<p>How will you document that the activity happened?</p>
<p>The Classroom Dojo as well as parent meeting agendas and sign-in sheets will all document the activities.</p>

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>We will work with parents by first encouraging them to utilize the FOCUS system often. That way, they will know their child's grade and can immediately inquire when there are questions. We will also provide assistance with monitoring progress via programs like I-Ready. There, students can work from home and parents can see their scores immediately.</p>
<p>How will you build parent capacity?</p>
<p>We will provide information on maneuvering the FOCUS database during Open House. During that time, we will assist parents with ways to check their child's progress in I-Ready.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Open House meeting at the beginning of the year will help us carry out the activity. Teachers will also provide access information during parent-teacher conferences.</p>
<p>How will you deliver the activity/strategy?</p>
<p>Teachers will walk parents through the FOCUS features to retrieve their child's academic status. Teachers will also train parents on how to read student data from I-Ready reports.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>This activity/strategy will be implemented annually.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Administrators and Teachers will facilitate the implementation of the strategy/activity.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Kindergarten through 5th grade will receive the content of this strategy/activity.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>We will utilize Skylert messages, the school's website, and social media page to advertise this event.</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL</p>
<p>Why are you offering this activity/strategy?</p>
<p>We are offering this activity/strategy because we want parents to remain up-to-date on their child's academic progress.</p>
<p>What is the impact you hope to achieve?</p>
<p>We hope to see a decline in failing grades because parents can immediately see when their child is missing or failing an assignment. We want to see an increase in student I-Ready performance because the parents are involved with implementation of the program from home.</p>
<p>How will you document that the activity happened?</p>
<p>Documentation will be in the form of agendas and sign-in sheets from Open House.</p>

<p>7. <i>How will you provide teachers and staff with training to understand the value parents can bring to the school?</i> <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>We will jointly develop a school-parent compact annually that outlines how parents, the entire school staff, and students will share responsibility for improved student achievement. We will use the compact to develop two-way communication and build collaboration partnerships with our parents.</p>
<p><i>How will you build parent capacity?</i></p>
<p>We will build parent capacity through two-way communication like phone calls, parent conferences, email to ensure the school-parent-compact agreement is fulfilled.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Teachers will be trained on effective two-way collaboration with parents.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Teachers will be provided a training on effective two-way collaboration. In addition, we will use the school-parent compact to ensure we are doing the things we agreed upon.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>This event will be held each semester.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Administration and our ESE staff will facilitate the implementation of this strategy/activity.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All grade groups will receive the content of this strategy.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Parents will be informed via fliers for meetings held to discuss communication.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>We want our teachers to be able to effectively communicate a student's progress in their classroom.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>We hope to see a 5% increase in parental involvement.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Communication logs, agendas, and sign-in sheets will document this activity.</p>

<p>8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>We will use the Classroom Dojo to reach out to and communicate/work with parents as equal partners to build ties between home and school.</p>
<p>How will you build parent capacity?</p>
<p>Teachers will send invites to their Classroom Dojo as a way to stay in contact. Parents will be able to inquire and respond to posts from the teacher.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>We will use the Classroom Dojo to communicate/work with parents.</p>
<p>How will you deliver the activity/strategy?</p>
<p>The Classroom Dojo will be introduced at our Open House at the beginning of the year and utilized throughout the year.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>The strategy/activity will launch at the beginning of the school year and will be ongoing throughout the year.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Classroom Teachers will be facilitating the implementation of this strategy/activity.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All grades will be receiving this strategy/activity.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Parents will be informed of this activity during our Open House Meeting at the beginning of the year and will be sent invites from the Classroom Dojo to join.</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL</p>
<p>Why are you offering this activity/strategy?</p>
<p>We want parents to have direct contact with our teachers regarding their child's education.</p>
<p>What is the impact you hope to achieve?</p>
<p>We hope to increase parent involvement by 5%.</p>
<p>How will you document that the activity happened?</p>
<p>The agenda & sign-in sheets from Open House and the Classroom Dojo will be provided as documentation.</p>

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>We want to communicate and build trusting relationships with our parents. We want to treat them with respect and show them that interactions are not solely based on discipline issues.</p>
<p><i>How will you build parent capacity?</i></p>
<p>We will use various parent meetings to begin the communication process with parents. Parent conferences will be used to discuss the three A's (Academics, Attitude, & Attendance). Teachers will be encouraged to discuss the positives and negatives of each one. The school will work diligently to treat each student fairly. Parents will be treated with the upmost dignity and respect, regardless of their level of involvement.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>We will use Positive Behavior Interventions & Support (PBIS) at school and will communicate strategies to parents.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>The activity/strategy will be delivered via PBIS Training.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>The activity will be hosted annually.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>The School Principal, Assistant Principal, and School Counselor will facilitate the implementation of this activity/strategy.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All student groups will receive the content of this strategy/activity.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>A newsletter will communicate that this activity was made available to our teachers.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>Our teachers need to understand the role our parents play in helping to educate our students. We want our teachers to learn how to pull parents into this educational journey, and to let them know that they are an important component to the success of their child's academics.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>We hope to improve parental involvement by 5%.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>An agenda, sign-in sheet, and presentation will document this activity.</p>

<p>10. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately</p>
<p>Shall provide assistance to parents of children served to understand state academic standards.</p>
<p>What was the Activity?</p>
<p>Provide resources that will eliminate barriers to greater participation in the Florida Standards for ELA and Math trainings.</p>
<p>How often did you offer it?</p>
<p>Performed at Parent Expos three times per year.</p>
<p>How many parents and/or staff participated?</p>
<p>What was the goal of the activity?</p>
<p>The goal was for parents to know the standards being taught and for them to find ways to help reinforce the standards at home.</p>
<p>What outcomes did you see as a result of the activity?</p>
<p>11. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately</p>
<p>Shall provide assistance to parents of children served to understand state and local assessments.</p>
<p>What was the Activity?</p>
<p>Understanding the Florida Standards Assessment student reports.</p>
<p>How often did you offer it?</p>
<p>Performed at Parent Expos three times per year.</p>
<p>How many parents and/or staff participated?</p>
<p>What was the goal of the activity?</p>
<p>The goal was for parent to know their child's academic progress on state and local assessments.</p>
<p>What outcomes did you see as a result of the activity?</p>

<p>12. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately</p>
<p>Shall provide assistance to parents of children served to understand how to monitor child's progress.</p>
<p><i>What was the Activity?</i></p>
<p>Understanding report cards, I-Ready reports, STAR reports, and FAST student report</p>
<p><i>How often did you offer it?</i></p>
<p>Per semester</p>
<p><i>How many parents and/or staff participated?</i></p>
<p><i>What was the goal of the activity?</i></p>
<p>The goal was for parents to be able to read and understand the data reported. The reports also provided parents with information regarding the students' deficiencies and areas of strengths.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>We saw more parents helping their children with reading and math, not just when they had homework.</p>
<p>13. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately</p>
<p>Shall provide assistance to parents of children served to understand the requirements of Title I.</p>
<p><i>What was the Activity?</i></p>
<p>Host a Title I Meeting</p>
<p><i>How often did you offer it?</i></p>
<p>Annually, at the beginning of the year.</p>
<p><i>How many parents and/or staff participated?</i></p>
<p><i>What was the goal of the activity?</i></p>
<p>The goal was for parents to understand their rights as parents of students who attend a Title I school.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Parents were empowered and became knowledgeable of the reports and meetings they can request. They were more likely to advocate for their children.</p>

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: West Gadsden Middle School

I, KIMBERLY CUMMINGS, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Proposed Family Engagement Plan (PFEP)

- The school will **jointly develop with, and distribute to**, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

2023-2024 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME:

I, **KIMBERLY CUMMINGS**, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.



Signature of Principal

10/2/2023
Date

MISSION STATEMENT

West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship. West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

West Gadsden Middle School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistance their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

West Gadsden Middle School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided

for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. West Gadsden Middle is a parent friendly school. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. West Gadsden Middle School will make every effort and opportunity to make sure all families participate in parent involvement activities and have access to important resources in a language parents can understand.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Parental Involvement and Student Achievement will be our focus this year as we "We're Growing Somewhere" in Parental Involvement and Student Achievement. Reading, Math, and especially Science.

How will you build parent capacity?

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of the children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of the children served to understand how to improve their child's achievement.

What is the Activity or strategy you will be using?

Florida Assessment of Student Thinking- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8

How will you deliver the activity/strategy?

Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference

**What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)**

First Quarter, Second Quarter, Third Quarter

Who will be facilitating or implementing the strategy/activity?

Principal, Assistant Principal, Teachers, Guidance Counselor, Parent Coordinator

What group will be receiving the content of the strategy/activity?

All Parents, Teachers

How are you going to let parents know that the activity is that is available to them?

Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training,

Why are you offering this activity/strategy?

To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments.

What is the impact you hope to achieve?

Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve parent involvement program. Improve proficiency by 10% for grades 4-8

<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?

Include items from the assurances above that must be addressed in the PFEP.

3. Shall provide assistance to parents of children served to understand the requirements of Title I.

How will you build parent capacity?

Provide Information on the Title I Program, Training module on building tie between parents and the school, School Advisory Council Meetings

What is the Activity or strategy you will be using?

Provide Information on the Title I Program, Training module on building tie between parents and the school, School Advisory Council Meetings

How will you deliver the activity/strategy?

Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting

*What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)*

First Quarter

Who will be facilitating or implementing the strategy/activity?

Principal, Coordinator of Family and Community Engagement, School Advisory Council Chair, Assistant Principal

What group will be receiving the content of the strategy/activity?

All Stakeholders

How are you going to let parents know that the activity is that is available to them?

Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC

Why are you offering this activity/strategy?

To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.

What is the impact you hope to achieve?

Improve knowledge of the Title I Program by at least 5%.

How will you document that the activity happened?

Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall provide assistance to parents of children served to understand State and local assessments.
<i>How will you build parent capacity?</i>
Promote a meeting to discuss the Florida Assessment of Student Thinking- English Language Arts, Florida Assessment of Student Thinking. - Mathematics Grades 3-8, Mathematics Standards, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Civics, Industry Certification Assessments
<i>What is the Activity or strategy you will be using?</i>
Host a Parent Night to discuss the Florida Assessment of Student Thinking- English Language Arts, Florida Assessment of Student Thinking- Mathematics Grades 3-8, Mathematics Standards, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Civics, Industry Certification Assessments
<i>How will you deliver the activity/strategy?</i>
Parent Training, Title I Annual Meeting, School Advisory Council Meeting
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Second Quarter, Third Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Assistant Principal, Teacher, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents
<i>How are you going to let parents know that the activity is that is available to them?</i>
Skylert, School or District Website, Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE
<i>Why are you offering this activity/strategy?</i>
To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments.
<i>What is the impact you hope to achieve?</i>
Improve parent involvement program, Improve Parent Participation Rates Improve proficiency by 10% for grades 4-8
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p> <p>1. Shall provide assistance to parents of children served to understand the BEST academic standards. 2. Shall provide assistance to parents of children served to understand the newly adopted textbook curriculum, 4. Shall provide assistance to parents of children served to use real world activities to connect with the standards and curriculum. 5. Shall provide assistance to parents of children to understand how to improve their child's achievement of the BEST Standards.</p>
<p>How will you build parent capacity?</p> <p>Parent capacity will be built by sharing with the parents copies of the new BEST ELA Reading and Math Standards for grades 4-8 with student expectations. Parents will also receive access to links to access the BEST Standards information and curriculum resources online.</p>
<p>What is the Activity or strategy you will be using?</p> <p>Parents will participate in hands-on scavenger hunts to become familiar with the standards, interactive games, classroom visits to see and browse curriculum resources and teacher talks.</p>
<p>How will you deliver the activity/strategy?</p> <p>Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference, Parent Expos</p>
<p>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</p> <p>First Quarter, Second Quarter, Third Quarter</p>
<p>Who will be facilitating or implementing the strategy/activity?</p> <p>Principal, Assistant Principal, Teacher, Instructional Coach and Resource Teacher</p>
<p>What group will be receiving the content of the strategy/activity?</p> <p>Parents, Community Members and Teachers</p>
<p>How are you going to let parents know that the activity is that is available to them?</p> <p>Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p> <p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training,</p>
<p>Why are you offering this activity/strategy?</p> <p>To inform parents of the new BEST Standards for Reading and Math and the expectations of the standards. To share with parents online resources that can be used at home that support the standards and the new curriculum.</p>
<p>What is the impact you hope to achieve?</p>

Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement and Improve parent involvement program

How will you document that the activity happened?

Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children. The PFEP may provide literacy training for parent.
How will you build parent capacity?
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the BEST Standards Student Report, Training module on parent value and contributions
What is the Activity or strategy you will be using?
Interactive family nights, game nights, student-parent-teacher-admin data chats
How will you deliver the activity/strategy?
Parent Training, Parent / Teacher Conference, Data Chat meetings
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
Once per quarter and as needed per parent request
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Guidance Counselor, Teacher, Instructional Coach, Resource Teacher, Parent
What group will be receiving the content of the strategy/activity?
All Parents, Teachers, Specialized Instructional Support Personnel
How are you going to let parents know that the activity is available to them?
Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee, and School-related Social Media
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE
Why are you offering this activity/strategy?
To provide parents with resources to work with their children at home to improve academics
What is the impact you hope to achieve?
Improve Parent Participation Rates, Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement
How will you document that the activity happened?
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall provide assistance to parents of children served to understand how to monitor child's progress.</p>
<p>How will you build parent capacity?</p>
<p>Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, School Advisory Council Meetings, Provide other resources that eliminate barriers to greater participation</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions</p>
<p>How will you deliver the activity/strategy?</p>
<p>Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal</p>
<p>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</p>
<p>Second Quarter, Third Quarter, Fourth Quarter</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All Parents, Teachers, Specialized Instructional Support Personnel</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE</p>
<p>Why are you offering this activity/strategy?</p>
<p>To improve student achievement in academic areas</p>
<p>What is the impact you hope to achieve?</p>
<p>Improve Parent Participation Rates, Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement</p>
<p>How will you document that the activity happened?</p>
<p>, Parent/Teacher Conference Completed Forms</p>
<p>7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.</p>

<i>How will you build parent capacity?</i>
<i>What is the Activity or strategy you will be using?</i>
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations
<i>How will you deliver the activity/strategy?</i>
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team
<i>What group will be receiving the content of the strategy/activity?</i>
Teachers, School Administrators, Specialized Instructional Support Personnel
<i>How are you going to let parents know that the activity is that is available to them?</i>
Staff Training, Online Self-guided Training, Professional Learning Community
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training
<i>Why are you offering this activity/strategy?</i>
To ensure all teachers know how to effectively communicate and work with parents and colleagues
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates Improve parent satisfaction
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
How will you build parent capacity?
Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.
What is the Activity or strategy you will be using?
Training module on building tie between parents and the school
How will you deliver the activity/strategy?
Staff Training, Online Self-guided Training, Professional Learning Community
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly ass an ongoing initiative
Who will be facilitating or implementing the strategy/activity?
Guidance Counselor, Professional Learning Team, Parent Services Team
What group will be receiving the content of the strategy/activity?
Teachers, School Administrators, Other Staff and Parents
How are you going to let parents know that the activity is that is available to them?
Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee, and School-related Social Media
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, Community and Business Partners
Why are you offering this activity/strategy?
To improve ties between home and school , To improve communication between home and school
What is the impact you hope to achieve?
Improve Parent Participation Rates and relationships with parents nad the school
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>The school shall jointly develop a school-parent compact annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Collaborative staff, parent and community and business partners face to face trainings</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly as an ongoing initiative</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Guidance Counselor, Professional Learning Team, Consultant</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents, Community and Business Partners</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee, and School-related Social Media</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, Community and Business Partners</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To improve cultural and climate among parents and school staff and to improve parent satisfaction</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve parent satisfaction</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda</p>

<p>10. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children to help improve their understanding of how to monitor their child's progress., 5. Shall provide assistance to parents of children to help them improve their child's achievement.</p>
<p><i>What was the Activity?</i></p>
<p>Parent Expo/Parent Conference Nights</p>
<p><i>How often did you offer it?</i></p>
<p>Once per quarter</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>50-75</p>
<p><i>What was the goal of the activity?</i></p>
<p>To share with parents information related to student progression in regards to classwork and assessment data.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Shared student progression information in regards to classwork and assessment data. As a result, we witnessed an improvement in student performance related to their classroom performance and state assessment performance.</p>
<p>11. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children to help improve their understanding of how to monitor their child's progress., 5. Shall provide assistance to parents of children to help them improve their child's achievement.</p>
<p><i>What was the Activity?</i></p>
<p>Parent Expo/Parent Conference Nights</p>
<p><i>How often did you offer it?</i></p>
<p>Once per quarter</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>50-75</p>
<p><i>What was the goal of the activity?</i></p>
<p>To share with parents information related to student progression in regards to classwork and assessment data.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Shared student progression information in regards to classwork and assessment data. As a result, we witnessed an improvement in student performance related to their classroom performance and state assessment performance.</p>

<p>12. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p> <p>Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children to help improve their understanding of how to monitor their child's progress., 5. Shall provide assistance to parents of children to help them improve their child's achievement.</p>
<p><i>What was the Activity?</i></p> <p>Parent Expo/Parent Conference Nights</p>
<p><i>How often did you offer it?</i></p> <p>Once per quarter</p>
<p><i>How many parents and/or staff participated?</i></p> <p>50-75</p>
<p><i>What was the goal of the activity?</i></p> <p>To share with parents information related to student progression in regards to classwork and assessment data.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p> <p>Shared student progression information in regards to classwork and assessment data. As a result, we witnessed an improvement in student performance related to their classroom performance and state assessment performance.</p>
<p>13. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p> <p>1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children to help improve their understanding of how to monitor their child's progress., 5. Shall provide assistance to parents of children to help them improve their child's achievement.</p>
<p><i>What was the Activity?</i></p> <p>Parent Expo/Parent Conference Nights</p>
<p><i>How often did you offer it?</i></p> <p>Once per quarter</p>
<p><i>How many parents and/or staff participated?</i></p> <p>50-75</p>
<p><i>What was the goal of the activity?</i></p> <p>To share with parents information related to student progression in regards to classwork and assessment data.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p> <p>Shared student progression information in regards to classwork and assessment data. As a result, we witnessed an improvement in student performance related to their classroom performance and state assessment performance.</p>