

Blanton Elementary School

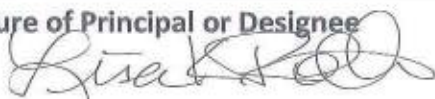
Parent and Family Engagement Plan

I, Lisa Roth, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- 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 parent and family engagement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(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 1118(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 1111(h)(6)(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 1111(h)(6)(B)(ii)]; and
- 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 (h)(6)(A)].

Signature of Principal or Designee



Date Signed

08/30/2021

Mission Statement

Parent and Family Engagement Mission Statement (Optional)

Response:

The Blanton Elementary school community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships. We believe that establishing and maintaining strong, positive partnerships with our parents and families by promoting their active, ongoing involvement is necessary for student achievement and success.

- The mission of Blanton Elementary is to inspire lifelong learning and to provide opportunities to gain knowledge, skills and develop character for success in our changing world.

Engagement 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 parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Blanton Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and

Information on how the school will provide other reasonable support for parent and family engagement activities under section 1118 as parents may request [Section 1118(e) (14).

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Student Service and ESE staff members work together with the classroom teacher and members of the student's family to create individualized interventions, identify appropriate accommodations, and write goal specific educational plans to support the learning of the student. Supplemental instruction provided by the school will be discussed with parents during the development of the student's IEP.
2	VPK	Blanton Elementary and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.
3	Ready, Set...Kindergarten and Kindergarten Transition Open House	Blanton Elementary will invite current families and families of students at surrounding Pre K facilities to visit the school and participate in a workshop to better understand what Blanton Elementary offers to incoming families, and share the expectations of incoming Kindergarten students at Blanton Elementary. Blanton Elementary will provide families information important to supporting their child's successful transition from Pre K to Kindergarten. This includes providing to families a bag of Kindergarten themed books to read together, sight word vocabulary cards, 2-D and 3-D shape math cards, color identification cards, crayons and play-dough for strengthening small motor skills, as well as a list of activities to use in preparation for the start of Kindergarten.
4	Parents as Educational Partners (PEP)	The ESOL office, school ESOL program and Blanton Elementary will work together to provide information, resources and education on ways parents can help their children at home.
5	Parent Educational Nights (Blanton's Best)	Blanton Elementary will provide and encourage the participation of all PK-5 students and their families to engage in quarterly themed information nights that include both a student-led goal-setting and student-led conference component, as well as a celebration of the Arts with presentation of work, musical performances, etc.

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	MTSS Coach, Principal and Assistant Principal	August 2021-May 2022	Title I audit box housed in MTSS office and documentation will be uploaded to electronic audit box
2	Annual Title I Parent Meeting	Principal and Assistant Principal	August/September 2021	Agendas and sign-in sheets
3	Create sign-in sheets	MTSS Coach and Assistant Principal	August 2021-May 2022	Sign-in sheets for meetings in individual classrooms
4	Advertise/publicize event	Principal, Assistant Principal and MTSS Coach	August 2021-May 2022	School Messenger messages, Class Dojo Messaging, TEAMS, school marquee, posting on school website, flyers created and sent home with students, and reminder stickers sent home in agendas.
5	Develop and disseminate invitations	Principal, teachers, and Assistant Principal	August 2021-May 2022	School Messenger documentation, Class Dojo Messaging, TEAMS, school marquee, posting on school website, flyers with date of dissemination, and reminder stickers sent home in agendas.
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal, Assistant Principal, MTSS Coach, Teachers / Presenters	August 2021-May 2022	Copies of agendas, PowerPoint presentation, and handouts distributed.

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Blanton Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year. In response to parent surveys, *PTA meetings will be held monthly, date to be determined. SAC meetings will be held monthly, date to be determined in the fall.* Evening events will be held on Thursday nights throughout the year and are noted in the student agenda insert, included in each student's Success Binder and advertised via handouts, School Messenger calls, marquee messages, website, and reminder stickers. If families are unable to attend, we ensure that the materials and resources provided at the meetings are available for parents to access via electronically or in person on a later date. These times will be scheduled as needed based on parent and staff availability.

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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1	Curriculum/Back-2-School Night (Blanton's Best Night- Open House)	Principal and Assistant Principal	Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school, visit their new classroom, walk the campus, including the Café and Media Center to become more acquainted with the campus and various Specialized personnel, receive info related to supply list, upcoming Annual Title I Meeting and Back to School Night, AVID Info nights, Volunteer Registration, joining PTA and SAC, etc.	August/ September 2021	Sign-in sheets, handouts, agendas, and presentation materials
2	Annual Title 1 Meeting	Principal and Assistant Principal	Provide families with Information regarding Title I, to better help them understand what it is to be a Title I school (including our School-Home Compact, our budget and the supports it provides, including but not limited to additional interventionists, ELP Tutoring and Enrichment Program, Connect to Success laptop initiative), where to find important information on the website and "Family Station", and how to get involved. Assist parents and students with school-wide and classroom expectations, introduction	August/ September 2021	Sign-in sheets, handouts, agendas, and presentation materials, Title 1 Form

			to Grade level Curriculum, AVID Elementary goals and Strategies, RP – Restorative Practice structures in place, as well as provide Goal Setting opportunities as a means for initiating the home-school partnership linked with ongoing Student-Led Conference process, so that their child(ren) will be successful before, during and after school		
3	Curriculum/Blanton's Best Literacy Showcase	Principal and Assistant Principal, classroom teachers	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement across all content areas to support 100% learning gains in specified content areas. Night can and will include musical performances and art showcases	February 2022	Sign-in sheets, handouts, agendas, and presentation materials
4	Curriculum/Achievement Blanton's Best Night	Principal and Assistant Principal, classroom teachers	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home over the summer including a summer reading project to promote highest student achievement and student growth over time. Parents will also have time to sit with their child to review their portfolio of work from the year, areas of improvement and areas for	May 2022	Sign-in sheets, handouts, agendas, and presentation materials

			continuous work led by the students.		
5	Parent-Principal Round Table Meeting	Principal	Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include highest student achievement, making learning gains in math, science and reading.	September SAC meeting	Sign-in sheets, minutes and handouts
6	SAC Meetings (monthly)	Principal and Assistant Principal, MTSS Coach, SAC Chair	Develop, implement, and evaluate the various school level plans, including the School Improvement Plan (SIP), Family and Parent Engagement Plan (FPEP), Title I Budget / Compact, as well as analyze current attendance, behavior and academic data.	Monthly August 2021 to May 2022	Sign-in sheets, Agenda, minutes and conference notes
7	PK to Kindergarten Transition: Ready, Set...Kindergarten and Spring PK to K Transition Night	Principal, Assistant Principal, Kindergarten Team, PreK Team, DMT, and Music teacher	Information regarding expectations for Kindergarten, services and programs offered at Blanton for student success, and registration requirements disseminated to parents of PreK students that are zoned to attend Blanton in the 2020-2021 School Year Provide information and materials to assist students making a smooth transition from PreK to Kindergarten. Registration information, expectations for Kindergarten, ways to assist child(ren) with	January 2022	Sign-in sheets, Agenda, and handouts

			transition, and opportunities to be involved at school will also be provided.		
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Blanton Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update phone numbers and email contacts in Focus, as well as working with teachers to support teacher-parent communication via Teacher-Parent conferences (minimum of 1 documented in person / phone per semester), email, Daily Student Agenda planners, Parent Communication folders, and Class Dojo with text messaging option. Parent workshops will be offered throughout the year to allow parents to review their child(ren)'s academic and behavior data, as well as work with their child(ren) to set and review goals. Parent workshops not only provide opportunities for review of student growth, but celebrate achievements and talents through music, art, and movement. Blanton Elementary will maximize parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, and with parents who are otherwise unable to attend those conferences at school.

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, parent and family engagement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Ongoing PLC that include grade level	Principal, Assistant Principals,	Improve the ability of staff to work	August 2021- May 2022	Staff sign in, handouts, agendas, presentation materials

	and schoolwide	Instructional Coaches, Assistant Principals	effectively with parents. Engage in vertical articulation quarterly, working within cross content teams to identify students' strengths and areas of support, as well as next cross-curricular steps to take in supporting parents' work with their child(ren)'s learning throughout the year		
2	SAC	Principal	Provide background knowledge on student population, collaborate on school wide routines and processes, disaggregate and analyze attendance, discipline, and academic data	Ongoing 2021-2022	Teacher/Parent/Administration observations and meeting
3	District RP, Equity and SIP trainings	Principal, Assistant Principal, MTSS Coach, RP trainer, SIP committee	Provide knowledge on school and district policies and initiatives that concern our student population, collaborate on school wide routines and processes, disaggregate and analyze attendance, discipline, and academic data based on previous and current school performance.	Ongoing Aug 2021-2022	Sign in Sheets, Presentation materials, school and district data

4	AVID Culturally Relevant Teaching for Teachers and Students	Principal, Assistant Principal, MTSS Coach, site- based AVID Facilitators, district AVID Elementary Instructional Coach	Strategies that focus on meeting the needs of our culturally diverse population to ensure equity and excellence for all.	Ongoing Aug 2021- May 2022	Sign in sheets, presentation materials, student data, observation data
5	Wellness Training	Principal, Assistant Principal, Wellness Champion	Mental Health strategies that will support classroom teachers and families throughout the year. Training will depend on staff and family's surveys.	Ongoing Aug 2021- May 2022	Sign in Sheets, hand-outs, presentation materials, resources

Review Rubric:

Content and type of activity including the following:

- Valuing of parent and family engagement,
- Communicating and working with parents,
- Implementation and coordination of parent and family engagement program,
- Building ties between home and school, and
- Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Blanton Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email, agenda planners, and Class Dojo. Parent workshops will be offered throughout the year to allow parents to review their child(ren)'s academic and behavior data and work with their child(ren) to set and review goals. Parent workshops not only provide opportunities for review of student growth, but celebrate achievements

and talents through music, art, and movement. Blanton Elementary will maximize parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school. Flexible meetings will be scheduled as needed and based on parent and staff availability.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Blanton Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back-2-School night and stand-alone Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to Lisa Roth who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share 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 1118(e)(5) and 1118(f)].

Response: Blanton Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

☒ Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

Upload evidence of parent input in the development of the plan

Upload Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact in all languages represented at school site.

Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
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1	Meet the Teacher	1	312 families	<p>Parents and students had the opportunity to visit classrooms, meet the teacher, tour the campus and meet Specialists, receive a hard copy of the recommended School Supply list by grade level, register as a Volunteer, join the PTA and/or SAC. Get to know the teachers and learn ways to support students at home. Parents were able to see work students completed in school and plan for improvement where needed.</p>
2	Title I Annual Meeting / Back to School Open House	1	168 families	<p>Parents and students had the opportunity to learn about the advantages of being a Title I school, review the budget and how dollars are being utilized to support the learning of their child(ren) at school and home, including Connect to Success Laptop initiative.</p> <p>During the Open House, families have the opportunity to learn a bit more about the teacher, the classroom curriculum and expectations, as well as learn ways to support their child(ren) at home. Parents were able to see their child's/children's baseline testing data and work samples, before conferring with their child as a partner in setting both academic and behavioral goals for the year, based on grade level expectations for proficiency. Students worked with their parents/guardian to write an action plan for making improvement / maintaining progress where needed.</p>
3	PTA Fall Festival and Gallery Walk of student work	1	0 families (Due to COVID will resume 2021-2022)	<p>Students and parents participated in Book Fair receiving literacy info on literacy strategies to implement at home. Students and families engaged in Carnival-like games for prizes that had ELA, Math and Science skills embedded.</p>
4	Night of the Arts Winter Festival	1	0 families (Due to COVID will resume 2021-2022)	<p>Families engaged in an array of activities from Arts to musical performances. Portion of the night students met with their classroom teacher to discuss content then attended musical performances in the cafeteria and ended with Library book check outs with up to 10 books per child. Students received information and strategies to utilize at home that aligned with grade level standards.</p>

4	Ready, Set...Kindergarten	1	45 families (Virtual due to COVID)	Information regarding expectations for Kindergarten, services and programs offered at Blanton for student success, and registration requirements disseminated to parents of PreK students that are zoned to attend Blanton in the 2021-2022 School Year
5	Fall in Love with Literacy	1	0 families (Due to COVID will resume 2021-2022)	Parents were invited to engage in a Literacy night where local authors from around the community shared their experiences in becoming book authors. Students and families were provided books to take home and activities that would enhance their literacy skills.
6	All Pro-Dads	1	Virtual Event via Zoom due to COVID	Families were invited to participate in our first ever meeting. An introduction of the program was covered during this meeting, families were given an overview of the program's initiative. All Pro Dad is a program that is offered through Family First. It is a nonprofit organization on a mission to provide advice on parenting, marriage and relational truth. These programs help people love their families well, and give them greater hope for the future. The mission of All Pro Dad's is to inspire families to embrace who they are and give them the tools to be a hero to their kids.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Ongoing PLC's with Instructional Coaches	32	50	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.

2	AVID Literacy	2	49	Led by the AVID coordinators and team with support from coaches, staff collaborated and learned more about our student demographics, and how to implement AVID strategies in their curriculum.
3	Cross Content Data Chats K-5	3	50	Work within cross content grade level teams to identify student's strengths and areas of support and reach out to parents to work with them to support their children throughout the year based on state and district cyclical assessments.
4	District RP, Equity and SIP trainings	4	50	Provide knowledge on school and district policies and initiatives that concern our student population, collaborate on school wide routines and processes, disaggregate and analyze attendance, discipline, and academic data based on previous and current school performance.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of parent involvement at Title I Parent nights (African American, economically disadvantage)	We will survey parents for dates and times of events and meetings. Events and Meetings will be based on the majority outcome. Offer recorded option for parents to view at a later time (with a survey after).
2	Unable to contact parents/multiple calls from several teachers in one day (African American, economically disadvantage)	Obtain alternative communication means: E-mail address and Class Dojo messaging, school website, teams, social media, and marquee
3	Parents unable to get information on what is happening in their child's	Cross content team send home quarterly newsletters with information on class content, testing, field trips and other relevant information. Use the school messenger system to

4	classes (economically disadvantage)	contact parents via the phone, dojo, email, and PTA Facebook page.
	Lack of parent involvement due to language barriers	Work with ESOL team to make sure we have as many languages represented as possible
5	Parents unable to access or understand the technology requirements of their child	Due to the transition to virtual learning we can foresee an additional need for training on how to navigate through the technology programs that students will be asked to use. Support can vary from in person, virtual conferences, video tutorials, and Teams meeting. A direct connection with Connect for Success Night to provide technology to families. Multiple sessions will be provided based on the needs of families. PCS Connects is a district one to one initiative allowing 3 rd thru 5 th grade students to utilize academic instruction in the classroom.

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement plan described in Section 1118.

Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count Content/Purpose Description of the Activity

Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.