Middle, and Dunedin Middle). In addition, every middle school offers the Advanced Academic Elective for students in grades 6-8. Some schools also offer ALPSS Math and/or science courses which are blended classes taught by a gifted endorsed teacher. In high schools, services are offered through a virtual, independent study elective course. As part of this elective course, students also receive consultative inperson support where students meet with gifted teachers one time per month. Consultation includes working on critical and creative thinking skills, social emotional curriculum and support for challenging curricula.

d. Developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

Response:
1. The Library Media Technology Specialist (LMTS) mentors and coaches teachers in the use of technology as a tool for the classroom and curriculum integration to support student achievement.

2. The LMTS collaborates with classroom teachers and specialists to design and implement lessons and units of instruction while continually integrating technology.

3. The LMTS instructs students and staff in the effective and ethical use of information technology, including digital, visual, textual, and technological literacy.

4. The LMTS provides instruction, practice and evaluation of information literacy skills outlined by the American Association of School Librarians in Standards for the 21st-Century Learner.

5. The LMTS demonstrates, to students, technology as a tool to research, access, organize, evaluate and communicate information.

6. The LMTS works with small groups of students to increase student engagement and enhance the instructional program through project based learning and technology integration.

Area of Focus 2

Area of Focus 2: **Parent and Family Engagement Plan (PFEP)**

1. Using the data of choice, provide the LEA measurement of parental involvement participation and the basis for the identified need. Please identify the source data that is used.

Response:
The LEA measured parent and family engagement participation through the Annual Title I Parent Survey. The survey response rate increased and the survey results concluded that effective parent and family engagement improves the capacity of parents and families to support their child`s education and contribute to increased academic achievement.

2. Parent & Family Engagement Mission Statement

Response:
By uniting stakeholders, we strive for 100% student success by educating and preparing each student for college, career, and life.

3. List the budget line item(s) that are associated with this area.

134	135	136	137
138	139	140	141

4. Engagement of Parents
Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Section 1112(b)] and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

Response:
The school district will involve parents in the joint development of its district-wide Parental and Family Engagement plan under section 1112 of the ESEA by collecting and reviewing input provided through the Annual Title I Survey to determine areas of satisfaction and needs. Meetings will be arranged by district and school staff for developing the plan. Parents will be involved in the process of school review and improvement under section 1116 of the ESEA through participation in the School Advisory Council (SAC). The district will provide necessary coordination, technical assistance and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Each Title I parent/family will be invited to attend district Title I Parent and Family Engagement events and trainings. Each Title I school will designate a Parent Advisory Committee member who will receive national, state and district information at bi-annual PAC meetings. Funds reserved for parent and family engagement will be used to provide support for the school-based community and family liaisons with parent and family engagement activities that are outlined in the Parent and Family Engagement Plan (PFEP). Funds will be used for purchasing books for three VPK schools through the Read to Me program.

Purchases of additional supplemental laptop computers, maintenance, batteries, power adapters, cases and backpacks for security and protection are needed to support and expand the site-based Connect for Success take-home laptop initiative for beyond the classroom learning. The Connect for Success Liaison provides parent engagement opportunities with the take-home laptops and manages the initiative after contract hours at participating Title I elementary schools.

5. Technical Assistance

- Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].
- Include a description of the process the LEA will use to review the school-level P&FE to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

Response:
The LEA will provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities by:

** Providing technical assistance to Title I Administrators at staff meetings. Each Title I Principal will receive a Title I Handbook with procedures and policies. Additionally, new Title I Principals will receive an additional training as well as periodic help sessions as needed.*

** District Title I staff will share Title I information and parent and family engagement best practices with the members of the Parent Advisory Council (PAC); they will share information with their various school leadership teams and parent groups.*

** The Title I School PFEPs will be available at the schools by the early/late Fall. The Title I Parent and Family Resource Teacher will visit each Title I school to review and monitor the School's Parent and Family Engagement Plan. Additionally, the Title I Parent and Family Resource Teacher will review the schools' Title I Parent Station, to ensure that the various Title I plans, Parents Right to Know, the Compact, the Title I Parent Empowerment Toolkit, and additional pertinent information for families, are readily available. Also, review the school's Title I Electronic Audit Box.*

**The Title I Parent and Family Resource Teacher will update information on the eLearn site and share best practices during Title I Technical Assistance meetings. Additionally, the Resource Teacher provides a timeline of important dates to help schools effectively plan.*

6. Coordination and Integration
Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please formulate your responses as follows:

1. Program & Coordination

Response:
Program: Voluntary Pre-kindergarten

Coordination: The Title I Parent and Family Coordinator will work with Title I schools to coordinate transition activities for incoming children entering public school kindergarten. These activities will include: parent meetings to explain the expectations for incoming kindergarten students, classroom tours and how parents can help their students academically

Program: Title III

Coordination: In the Fall 2019, the Title I Parent and Family Coordinator will disseminate contact information for the District's ESOL Department at the Title I Technical Assistance meeting to inform the Title I Contacts of the availability of translators to assist, facilitate, translate parent meetings/workshops/ and materials when needed.

Program: Voluntary Pre-kindergarten

Coordination: The Title I Parent and Family Coordinator will identify 3 Prekindergarten sites to implement "Read to Me" Initiative, students will participate in read-alouds and receive books to create home libraries. Additionally, parents will be given monthly activities to engage with their children based on the books' themes, in an effort to increase Kindergarten readiness.

Title I, Part A coordinates with other district federal programs and departments through the Title I Consultation meeting process held every other month throughout the year.

7. Annual Evaluation
With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

Response:
The Pinellas County School District Title I will meet with the Parent Advisory Council (PAC), made up of parent representatives from Title I schools and District Title I personnel two times during each school year, October and April. During the October meeting the PAC will receive a copy of the LEA Title I PFEP. The Parent and Family Coordinator will lead a discussion on each section of the plan. Also, Title I School Administrators and PAC members will be asked to solicit information and input from parents, regarding the LEA PFEP

PAC will meet with the Title I Parent and Family Engagement Resource Teacher to review and revise the Title I Annual Parent Survey, in order to gather information regarding the best day and best time of day for parent involvement activities, what areas do parents need to build their capacity, identify barriers that prevent parents from being involved at individual schools and countywide parent activities, and to determine if we are meeting the needs of our non-English speaking parents or disabled parents.

The Annual Title I Parent Survey will be available online at the District's website and Title I schools' websites, and paper versions will be distributed to the schools for dissemination to the parents that request a paper survey. During the April meeting, the council will review and analyze the Annual Title I Parent Survey results. Additionally, members will review their schools' data in order to develop strategies and utilize best practices to promote increased and meaningful parent involvement that will positively impact student achievement.

The Title I Parent and Family Coordinator will also organize and conduct parent focus groups in order to gather parental involvement data, evaluate the effectiveness, as well as identify barriers of parental involvement and how to continuously build parent capacity to impact student achievement.

8. Building Capacity
If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)]. Please formulate your responses as follows:

1.
   A. List each specific activity.
   B. Provide the frequency and duration of each activity.
   C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
   D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:
1A. School level parent and family engagement activities and events.

B. Quarterly, August 2019- May 2020

C. Parents will be provided with information,(literacy training and using technology including education about the harms of copyright piracy) that will allow them to help their child be successful. The information will provide an opportunity to increase academic success. When families, communities and schools work together, students are more successful and the entire community benefits (Partners in Education: A Dual Capacity-Building Framework for Family –School Partnerships, Weiss, H.B., M. E., Rosenberg, H., 2011).

D. Percent of participants at school level events will increase by 10% and reflect on the annual Title I survey.

2A. Documented Parent and Family Engagement Activities and Events

B. Annually, August 2019- May 2020

C. Provide information and training for parents that will help promote positive learning gains and outcomes. Evidence-based parent engagement programs promote positive parenting practices that build strong parent-child relationships, provide parents with home learning activities and effective teaching strategies, encourage strong parent-teacher partnerships, and

emphasize the importance of child nutrition and physical health. (https://news.psu.edu/Miller, Mel.,2017)

D. Participants complete a survey on the implementation of strategies. Each activity/event will be uploaded into the Title I Audit Box, with a goal of 50% increase in parent/family engagement activities planned and executed based on the Parent and Family Engagement Plan (PFEP).

3A. School-Parent Compacts

B. Annually, August 2019- May 2020

C. A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It provides an opportunity to strengthen partnerships within the school community. Parent-School compacts support the academic success of students by enhancing effective communication between school and home. (Henderson, A. T., & Mapp, K. L., 2002)

D. Yearly Audit Box compliance review with a goal of 100% from each school.

9. Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, 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 1116(e)(3)]. Please formulate your responses as follows:

1. Content and Type of Activity
   A. List each specific activity.
   B. Provide the frequency and duration of each activity.
   C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
   D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

1A. Title I Technical Assistance meeting and articles with information about parent and family engagement will be posted on the Title I eLearn site.

B. Annually, August 2019- May 2020

C. Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement, which will foster higher student achievement. The key to improving academic achievement and supporting student success is ensuring that all students have access to an effective teacher in every classroom and effective leaders in every school. (Murphy et al., 2006)

D. Staff meeting agendas, sign in sheets, survey results and copy of articles/materials will be collected and reviewed after each training, August 2019 - May 2020.

2A. Family and Community Liaison Workshop

B. Annually, August 2019 – January 2020

C. Provide a positive school environment for parents and students, create strong community partnerships that will positively impact student academic progress. Family and community involvement fosters partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. The learning occurs within the family.

D. Sign in sheets, agendas, presentation materials, and surveys will be reviewed and collected after the workshop.

3A. "Family Friendly Schools" training

B. September, October, December 2019

C. Provide an increase in academic gains due to creating an atmosphere conducive to learning and home-friendly connections. Learning that occurs within the family and community contribute to school success, (Gary, W. and Witherspoon, R., 2011)

D. Sign in sheets, agendas, presentation materials, and surveys will be reviewed and collected after the workshop.

10. Communication and Accessibility
Describe how the LEA 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 LEA 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 1116(e)(5) and 1116(f)].

Response:
The Pinellas County School District Title I Parent & Family Engagement Plan will be summarized in the "Title I Newsletter" printed in both English and Spanish and made available to families. The "Title I Newsletter" outlines the major components of the PFEP; and a complete copy of the LEA PFEP will be made available upon request. In addition, the complete PFEP will be available at the Title Parent Station. Upon request, the PFEP will be translated to other languages, to the extent practical. The school district will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that the parents can understand by:

-Engaging the translators provided by the District's ESOL department to translate written documents into other languages, as practical, and to assist in oral translation for parent workshops/meetings offered by the District's Title I office and the individual schools. -Using alternative means to inform and communicate to parents such as School Messenger (a district phone and email system), district and school websites and school marquees. -Using the District's television channel (WPDS-Ch. 14) and PCS Newsroom to inform parents of activities related to parental involvement and student achievement, as well as to provide district and school information. The PCS Family Engagement phone App -Making information available in Braille, as requested, through the Office of Communication Disorders, and providing Sign Language Interpreters for the hearing impaired, along with providing summary of documents, or short sheets for limited literacy parents, as requested, and the LEA will provide reasonable accommodations as requested for parents with disabilities.

11. Discretionary Activities
The LEA parent and family engagement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1116(e)].
☑ Check here if the LEA does not plan to implement the discretionary parent and family engagement activities.
If your district does plan to implement these activities, please formulate your responses as follows:

1. Activity
   A. List each specific activity.
   B. Provide the frequency and duration of each activity.

C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

Evaluation of the Previous Year's Parental Involvement Plan

12. Building Capacity Summary
Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)]. Please formulate your responses as follows:

A. Content and Type of Activity
   A. List each specific activity.
   B. Provide the frequency and duration of each activity.
   C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
   D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:
1A. Disseminate the Title I Parent Empowerment Toolkit to parents

B. Annually, August 2019 -September 2019

C. Promote overall academic success in math, reading, and science. "Parent Toolkits provide parents with a comprehensive guide to helping their children succeed in school and life." (https://www.parenttoolkit.com, Schonert-Reichl, K., 2014)

D. The Title I Parent Toolkit was distributed to all 68 Title I Schools to assist parents/families in promoting overall academic success in reading, math, and science as well as understanding what it means to be a Title I school. The 2018-2019 annual Parent Survey Results showed more than two-thirds of Title I parents understood what it means to be a Title I school – 67% same as 2017-2018.

2A. Title I Parent and Family Engagement Trainings, Workshops and Activities for Title I families to support best practices and strategies for increased student achievement.

B. Annually August 2019 – May 2020

C. Provide an opportunity for families and students to meet educational standards and goals. "Create and strengthen family, community, and school partnerships in order to increase student achievement."(https://www.familiesandschools.org McDonald, 2017)

D. Baseline data shows 56% (38schools) of the 68 Title I schools completed the Title I Activity sheets and uploaded documentation to the Title I Audit Box

3A. Title I Parent and Family Engagement Liaisons technical assistance meetings in collaboration with Strategic Partnership to provide information and best practices to Family and Community Liaisons to develop positive rapport with parents, create school partnerships and family friendly schools

B. Annually, September - May

C. Create an environment conducive to increased achievement for all students. "Liaisons have become the community-based branch of the school staff. They forge community

connections." (Lewis, D. W., and F. B. True, (1993), "Enter the Home-School Consultant: The Changing Role of the School Toward Families in Need," ERS Spectrum 11, 1: 3-6.).

D. Technical assistance agenda, participant sign-in sheets and surveys/feedback will be reviewed by Office of Strategic Partnership.

13. Staff Training Summary
Provide a summary of the professional development activities provided by the LEA 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 1116(e)(3)]. Please formulate your responses as follows:

A. Content and Type of Activity
   A. List each specific activity.
   B. Provide the frequency and duration of each activity.
   C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
   D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:
The Pinellas County School District Title I Parent & Family Engagement Plan will be summarized in the "Title I Newsletter" printed in both English and Spanish and made available to families. "Title I News" outlines the major components of the PFEP; a complete copy of the LEA PFEP will be made available upon request. In addition, the complete PFEP will be available at the Title Parent Station. Upon request, the PFEP will be translated to other languages, to the extent practical.

The school district will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that the parents can understand by:

-Engaging the translators provided by the District's ESOL department to translate written documents into other languages, as practical, and to assist in oral translation for parent workshops/meetings offered by the District's Title I office and the individual schools.

-Using alternative means to inform and communicate to parents such as School Messenger (a district phone and email system), district and school websites and school marquees. -Using the District's television channel (WPDS-Ch. 14) and PCS Newsroom to inform parents of activities related to parental involvement and student achievement, as well as to provide district and school information. The PCS Family Engagement phone App

–Making information available in Braille, as requested, through the Office of Communication Disorders, and providing Sign Language Interpreters for the hearing impaired, along with providing summary of documents, or short sheets for limited literacy parents, as requested, and the LEA will provide reasonable accommodations as requested for parents with disabilities.

14. Private School Summary
Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

A. Content and Type of Activity
   A. List each specific activity.
   B. Provide the frequency and duration of each activity.
   C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.

D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:
1A. Celebration of Learning

B. Annually, May 2020

C. Event to celebrate student success, share information on summer learning and provide summer resources. Learning celebrations draw on skills the children have mastered (Weaver, L., 2009).

D. Parent survey will be collected and reviewed after event by Title I Private School Resource Teacher.

2A. Title I Private School Annual Meeting

B. Annually, August/September 2019

C. Increase overall academic success of students. The annual meeting is the first step in setting the tone and opening the door for positive school-home partnerships. (Henderson, Mapp, Johnson, Davies, 2007)

D. Sign-in sheets, agendas, presentation materials and event feedback form will be collected and reviewed after the workshop by Title I Private School Resource Teacher.

3A. Distribution of Title I Winter Family Engagement Packets

B. Annually, December 2019

C. Each bag of books and math games will foster family engagement with parents and students over the winter break and beyond. Reading at home should be fun and easy. Supportive and understanding parents are key to developing their child's reading (https://www.theguardian.com, Webster, 2014).

D. Parent and student feedback form survey will be collected and reviewed by Title I Private School Coordinator.

4A. Family Resource Night

B. Annually, Winter

C. Provide families with at home resources to support continuous learning. The research overwhelmingly indicates that parent involvement not only positively affects student achievement, it contributes to higher quality education and better performance of schools overall. (https://healthfully.com/212838-the-importance-of-parent-involvement-in-education.html) Hinkle, L. 2017

D. Sign-in sheets, agendas, presentation materials and event feedback form will be collected and reviewed after the workshop by Title I Private School Coordinator.

5A. Book of the Month

B. Monthly, January 2020-April 2020

C. Provide age appropriate literature to students for at home reading. Building a rich literacy environment at home. Benefits of shared reading include facilitating enriched language exposure, fostering the development of listening, spelling, reading comprehension and vocabulary, and establishing essential foundational literacy skills.

(https://theconversation.com/research-shows-the-importance-of-parents-reading-with-children-even-after-children-can-read-82756) Merga, M. 2017

D. Parent and student feedback form survey will be collected and reviewed by Title I Private School Resource Teacher.

15. Barriers
Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)]. Please formulate your responses as follows:

A. Barrier (Including the Specific Subgroup)
B. Steps the School will Take to Overcome

Response:
1A. Work Schedules to attend events (economically disadvantaged)

B. Provide additional flexible meeting times and have materials available for parents that did not attend an event available for pick up, on the website, in the school newsletter or Title I Parent Station

2A. Childcare for attending school events

B. Provide free childcare at all Title I meetings and events using funds available in the Title I Parent and Family Engagement budget.

3A. Transportation to attend school events

B. Conduct Title I meetings in nearby community centers and neighborhoods.

16. Best Practices
Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

A. Content/Purpose
B. Description of the Activity

Response:
A. Dr. Karen Mapp/Scholastic: Building Capacity for Family Engagement Trainings

B. Professional development for Title 1 schools that assisted in helping to build the kind of effective, mutually rewarding parent and family engagement that will make schools the center of their community. The framework lays out a process to guide school and district staff to engage parents and to help parents work successfully with the schools to increase student achievement

Area of Focus 3

Area of Focus 3: **Homeless Education**

1. Using the data choices listed, provide the baseline data and identify the sources of data used.

a. Homeless Student Identification Rate (HSIR), Survey 5
b. Homeless Student Attendance Rate (HSAR), Survey 5
c. Homeless Student (Grade) Promotion Rate (HSPR), Survey 5