

# Calvin A. Hunsinger School

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## Parent and Family Engagement Plan

I, Jessica Urquhart, 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 each parent with 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 with 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)].

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**Signature of Principal or Designee**

**Date Signed**

**Jessica Urquhart**

**6/29/22**

## Mission Statement

### Parent and Family Engagement Mission Statement (Optional)

**Response:** The Calvin A. Hunsinger school community creates a quality educational setting that promotes critical thinking skills for college, career and life by building positive relationships and providing relevant and rigorous instruction.

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parent and family engagement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

## 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:** Calvin A. Hunsinger 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 meetings.

Parents and guardians are asked to complete a written survey at the conclusion of each parent training or activity regarding programs, strategies, and workshops they feel would enhance their ability to help their children advance academically. Surveys are also mailed home each Spring requesting parent input on the Compact, the Parent and Family Engagement Plan, and the Title 1 budget.

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)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.

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	Principal and Assistant Principal	September 2022	Documentation will be uploaded to Title1Crate
2	Stand Alone Annual Title I Parent Meeting	Assistant Principal	September 2022	Agendas and sign-in sheets; Increased awareness of Title I resources
3	Create sign-in sheets	Assistant Principal	August 2022	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal and Assistant Principal	August 2022	School Messenger messages, school marquee, and posting on school website
5	Develop and disseminate invitations	Principal, teachers, and Assistant Principal	August 2022	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	August 2022	Copies of agendas, PowerPoint presentation, and handouts
7	Alternate Title 1 Parent Meeting to accommodate parents' schedules	Principal and Assistant Principal	September 2022	Copies of agenda, PowerPoint Presentation, handouts, and parent surveys to be completed at the conclusion of the meeting.

8	Missed annual Meeting Documentation	Principal and Assistant Principal	September 2022	Copy of missed Annual Meeting Notification in the school newsletter and on the school website.
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Strong responses include:

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

## 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, childcare, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Response:** Calvin A. Hunsinger 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.

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Calvin Hunsinger School will offer parent involvement meetings as well as School Advisory Council meetings during school hours, afternoons, and evenings.

Our School Advisory Council meets at 9:30 a.m. and 2:30 p.m. on the second Monday of each month. The principal will also hold a telephone conference with SAC members or parents if they are unable to attend the meetings.

Our Stand-Alone Title 1 Parent meeting will be held in September 2022; we will hold an alternate meeting for parents who are unable to attend the meeting.

Our parent involvement meetings and sessions will include information on reading, math, writing, science, state assessments, and Florida Standards. We will assist parents who have transportation issues to ensure they are able to attend; supervised activities will be provided for the students who attend the training with their parents.

If parents are unable to attend meetings or training courses but would like to receive the information, our social workers will contact them through phone calls, they will also make home visits.

We notify our parents of upcoming events in a variety of ways: flyers sent home with students, School Messenger, marquee messages, individual phone calls, and information written on daily point cards which go home each day with the students. Our school website is updated frequently. Our social workers, teachers, and administrators make every effort to speak with parents personally when they are on campus picking up their child or attending meetings.

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible time; 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
			What skill that reinforces learning at home will families gain during this event?		
1	Curriculum/Back-2-School Night	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.	September 2022	Sign-in sheets, handouts, agendas, and presentation materials
2	Curriculum/ Showcase Winter Wonderland	Principal and Assistant Principal	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by FSA gains.	December 2022	Sign-in sheets, handouts, agendas, and presentation materials
3	Curriculum/Literacy Night	Principal and Assistant Principal	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement in literacy across all content areas to support 100% gains on FSA Reading.	January 2023	Sign-in sheets, handouts, agendas, and presentation materials, S.M.A.R.T Goal
4	Curriculum/Achievement Hunsinger Highlights	Principal and Assistant Principal	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 continuous work	May 2023	Sign-in sheets, handouts, agendas, and presentation materials

5	Coffee at Calvin	Principal	Parents will have the opportunity to meet with the principal to discuss school issues and work towards improving school culture. The session's topics will include highest student achievement, making learning gains in math, science and reading	Once per semester	Sign-in sheets, handouts, agendas, and presentation materials and parent surveys
6	Open Conference Day	Principal and Assistant Principal	Parents were invited to stop by the school to conference with teachers. Teachers also set phone conferences, to receive specific academic information on grade level standards, expectations, and their child's progress, as well as instructional strategies and activities that allow the parents to extend learning at home.	October/March	Sign-in sheets and conference notes
7	Parent Resource Library	Principal and Assistant Principal	Increase student achievement by providing parents with resources on subjects such as Autism, Dyslexia, Health, Preparing Children for School, and Parenting Children with Challenging Behaviors.	Available to parents during normal school hours and beyond the school day upon request.	Resource Book Sign Out Sheets
8	Graduation and Transition Planning – Conferences	Case Manager and Graduation Transition Team	Increased graduation rates and student success in transition programs and job opportunities. Parents are kept informed regarding their student's progress toward graduation.	22-23 School Year	Increased graduation rates and student success in transition programs and job opportunities.

**Review Rubric:**

Strong responses include:

- Description of the content and type of activity including the following: 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 <small>How will this help staff build school/family relationships?</small>	Timeline	Evidence of Effectiveness
1	Ongoing PLC	Principal, Assistant Principals, Instructional Coaches, Assistant Principals	Improve the ability of staff to work effectively with parents.	August 2022- May 2023	Staff sign in sheets, Minutes/Notes, S.M.A.R.T goal
2	Visible Learning for Literacy	All Instructional Staff	Teachers and staff learned how to communicate with families in a way that is both explicit and understandable. Since parents don't attend school with their children, teachers will be clear and transparent by educating families with acronyms, words, and phrases that are commonly used within virtual and face-to-face communications.	August 2022- October 20-22	Teacher/Staff questionnaire pre/post-book study was conducted
2	Cross Content Parent Outreach	Principal, Assistant Principals, Team Leaders, teachers	Work within cross content 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	August 2022- May 2023	Cross Content Weekly meeting agendas, sign in sheets
3	SAC	Principal	Provide background knowledge on student population, collaborate on school wide routines and processes	Monthly	Teacher/Parent/Administration observations and meeting
4	PCSB Core Values	Principal and Assistant Principal	In-person Video with in-person activities and discussion	August 2022	Commitment to Core Values aligned with the Superintendent's message
5	Mental Health	Principal, Assistant Principals, School Counselors	In-person Video with School Leader and Counseling Chair talking points	August 2022	HB 899, Youth Mental Health, Sandy Hook, Threat Assessment Reporting

6	BEST Standards	Principal and Assistant Principal	In-person	August 2022	Instructional updates regarding BEST standards and FAST assessments
7	Safety Training	Principal and Law Enforcement	In-person	August 2022	Coordinated with the local law enforcement agency that supports the school
8	Legislative Updates	Principal	In-person Video with School Leader talking points	August 2022	Educational legislation (including HB 7, 1467, and 1557) and connections with the Parent's Bill of Rights
9	Restorative Practices	Principal, Assistant Principal, Social Workers	Restorative Practices are designed to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. These practices are paired with continuous efforts to provide students with engaging and rigorous learning opportunities.  Restorative Practices assists teachers, students, and parents to build, maintain and restore relationships.	22-23 SY	Increased student achievement; students who feel safe, connected, and successful at school perform higher academically.

**Review Rubric:**

Content and type of activity include the following:

- Valuing 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:** Calvin A. Hunsinger 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. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication.

We maintain a Parent Resource Library at our Title 1 Parent and Family Engagement Station in the front office. Parents may come in to review the materials or they are welcome to check them out to review at home. The titles cover a variety of different subjects: academic strategies, autism, hyperactivity, raising teenagers, nutrition, and dealing with children with behavior challenges.

Calvin A. Hunsinger School's website is maintained with up-to-date information for parents and provides access to Pinellas County School's Homework Helpline, the Parent and Family Engagement Plan, Title 1 information, and information on formal assessments.

Each student receives a Summer Take Home Reading Kit which contains recreational reading books. Each student meets individually with their teacher or media specialist to choose books specific to their interests and reading level.

Parents have been provided with newsletters from Resources for Educators. These newsletters help parents stay involved and encourage their children to become engaged in math and science. Each issue contains tips and activities that families can incorporate into their regular routine; children see math and science applied in their daily lives.

### **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:** Calvin A. Hunsinger 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 provided with 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 the principal 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.

Title I information will be included in the September newsletter for parents who were unable to attend the annual meeting. Our website is also maintained with current Title 1 information and dates of parent involvement activities.

Our teachers maintain constant contact with parents in a variety of ways: person-to-person meetings, emails, phone calls, and using daily point cards which are sent home with the students each day. These point cards contain information on their child's activities; parents are asked to sign the form and return it with the student the next school day. Parent requests for meetings are encouraged and always honored.

### **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 the information that 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:** Calvin A. Hunsinger School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at the 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 into 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.

Calvin A. Hunsinger School is completely accessible for physically handicapped individuals (doorways, restrooms, ramps). Visually impaired individuals will be provided with preferred seating at events.

Our school website is updated frequently. Parents are surveyed after each parent training/event; a Spring Survey is also mailed inviting parent input on the Compact, the Parent and Family Engagement Plan, and the Title 1 budget.

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### 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

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### 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 the 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 What skill that reinforces learning at home did families gain during this event?
1	Open House	1	5	Assist parents and students with school-wide and classroom expectations so their child(ren) will be successful during and after school. Parents understand what it is to be a Title 1 school, where to find important information, and how to become involved.
2	Coffee at Calvin Parent Connect/Resource Overview Meeting	1	7	Parents were invited to meet with administrators to receive information on assessments, progress on our School Improvement Plan goals, our new reading intervention program, and student growth data.
3	Student Showcase Winter Wonderland	1	23	Parents had the opportunity to see students work from all content areas. Additionally, they were able to choose from different breakout sessions on topics such as AVID strategies, Parents and Technology, and literacy routines to use at home. Childcare and translation were available.
4	Title I STEAM Night-Hunsinger Highlights	1	16	MAD Science will present at our Title 1 STEAM Night; students and parents rotate through stations; each booth contains interactive hands-on activities and demonstrations that promote scientific learning.
5	Stand Alone Annual Title I Meeting	1	5	Agendas and sign-in sheets, Power Point Presentation, handouts, parent surveys to be completed at the conclusion of the meeting.

### 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	36	60	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plans and problem solve behavior issues in the classroom. The information will be used to have data-led conferences with parents and students in which together goals were set for individual student needs.
2	Sunshine Learns	1	50	Led by the principal with support from coaches, staff collaborated on the Marzano pilot, learned more about our student demographics, and established a school wide behavior plan. Information was shared with parents to support academic success.
3	Understanding Our Data	36	60	Led by the principal with support from coaches, staff collaborated on current school and grade level data to provide a deeper analysis of student grade level and subgroup needs, learned more about our student demographics. The information was used to have data led conferences with parents and students in which together goals were set for individual student goals.
4	Restorative Practices	Ongoing throughout the Year	80	Increased student achievement; students who feel safe, connected, and successful at school perform higher academically.
5	Child Study Team	20	10	Our Child Study Team meets twice per month; they provide consultative, evaluative, and prescriptive services for students who are experiencing difficulties in the classroom.

6	Kognito Youth Mental Health First Aid Training	1	80	Increased student achievement; students who feel safe, connected, and successful at school perform higher academically.
7	Equity for Excellence	Ongoing throughout the year	80	Through the cohesive implementation of Restorative Practices, PBIS, Culturally Relevant Teaching, and Social-Emotional Learning, we are meeting the academic, social-emotional, and behavioral needs of each student. We will intentionally provide support, and resources, and set high expectations for all students to achieve consistently high levels. Affording each student, the opportunity to be served in a learning environment that is safe, inclusive, welcoming, and affirming; where all students have access to rigorous instruction.
8	Elementary Coaching Cycles Learning Target: Equipped for Reading Success/Early Literacy	10	6	Increased proficiency in early literacy skills.
9	Secondary Content Enhancement	10	6	The use of graphic organizers to support student engagement in standard-based instruction.

**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 Nights (African American, economically disadvantage)	Offer alternate meeting times in the morning periodically throughout the year

### 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 a 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 best practices. (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.