


Dunedin Elementary

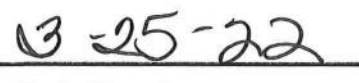
Parent and Family Engagement Plan 2022-2023

I, Kerry Wyatt 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

Mission Statement

Parent and Family Engagement Mission Statement (Optional)

Response: Dunedin Elementary school believes that student success is directly tied to strong relationships among all stake holders, embedded in a nurturing environment that promotes community involvement and s 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.

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: Dunedin Elementary School believes in involving parents in all aspects of its Title I program, 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. We will ensure we have a bilingual associate available at all SAC meetings to be inclusive of our Spanish speaking families.

After many events we will provide a survey for families to share their feedback regarding the event. 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. In addition, parents can provide input into the Title I activities any time during the year through the Title I Facilitator.

Parents may request additional support either directly through their child's teacher or administrator. A parent may also request support during regularly scheduled SAC or PTA meetings. We will use our human resources such as our social worker, guidance counselor, volunteer and community liaison, Title I Facilitator and MTSS coach, school psychologist, and any other resources available to us to support our students and families based on need.

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.

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, MTSS coach	September, 2022	Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box
2	Stand Alone Annual Title I Parent Meeting	Assistant Principal, MTSS Coach	September, 2022	Agendas and sign-in sheets
3	Create sign-in sheets	MTSS Coach	August, 2022	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal, Assistant Principal, MTSS Coach	August, 2022	School Messenger messages, school marquee, and posting on school website
5	Develop and disseminate invitations	MTSS Coach	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	MTSS Coach	August, 2022	Copies of agendas, PowerPoint presentation, and handouts
7	Develop ZOOM meeting links, record meeting at date and time	Assistant Principal, MTSS Coach	August, 2022	Copy of meeting recording, PowerPoint presentations, handouts, Zoom scheduled meetings log.
8	Develop and disseminate Missed Meeting and Parent's Right to Know information	MTSS Coach	September, 2022	Copy of Missed meeting and Parent's Right to Know information edited for our school needs.

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: Dunedin 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.

As a result of COVID-19, we have and will continue to implement ZOOM meeting options as acceptable and appropriate for our families to support flexibility in parent engagement. We are also cognizant of our school population's external beliefs and commitments, therefore, whenever possible, we will not schedule Family Nights on Wednesdays.

When appropriate we will provide childcare on campus to support parents in their capability to participate in meetings.

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	Meet the Teacher	Principal and Assistant Principal	Starting the connection between student-teacher-parent to support student achievement throughout the year. Beginning the relationship to bridge the home-school connection. We break this event up into sections for maximum parent involvement if they have more than one child who attends our school. Kindergarten is one time during the day, VPK is another time during the day, first, second and third grade are another time of the day, and fourth and fifth grade are the final time of the day.	August, 2022	Sign-in sheets, handouts
2	Open House	Principal and Assistant	Assist parents and students with school-wide and classroom expectations so	August, 2022	Sign-in sheets, handouts, agendas,

		Principal, MTSS Coach	that their child(ren) will be successful during and after school. We break this event up into sections for maximum parent involvement if they have more than one child who attends our school. Kindergarten, first grade, and second grade are one night and the next week is open house for third grade, fourth grade, and fifth grade.		and presentation materials
3	Principal Conversation	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 2022 SAC meeting	Sign-in sheets and handouts
4	Technology Night	MTSS Coach	This night will be for our students' families to learn how to use their PCS Connects devices and if not using a school device, how to access Focus to maximize student learning. Q&A opportunities will be provided.	September, 2022	Sign-in sheets, handouts, presentation materials, survey
5	Curriculum Night	Principal and Assistant Principal, MTSS Coach	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.	October, 2022	Sign-in sheets, handouts, agendas, and presentation materials
6	AVID	Principal and Assistant Principal, MTSS Coach	Families will learn about what it means to be college and career ready and how to support their children at home.	October, 2022	Sign-in sheets, handouts, agendas, and presentation materials
7	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	October 2022/March 2023	Sign-in sheets and conference notes

8	Family Data Chat	Principal, Assistant Principal, MTSS Coach	at home. Childcare and translation will be available. MTSS coach will send home each student's data. Parents will join the MTSS coach to share what their child's data means and ways to support his/her academics. A Q&A opportunity will be included.	December 2022 May 2023	Sign-in sheets, handouts, agendas, and presentation materials, student data
9	3 rd Grade FSA Night		Families will learn about the FSA since it's the first time their student is taking the state standardized assessment. They will understand the breakdown of the test and its impact on their students.	January, 2022	Sign-in sheets, handouts, agendas, and presentation materials
10	Transition to 6 th grade	Principal and Assistant Principal, MTSS Coach, school guidance counselor	Collaborate with the middle school to teach our 5 th graders about the opportunities available at middle schools in Pinellas County. Students will communicate with their families and select course interests for the 22-23 school year.	January, 2023	Signed course reflection sheets, handouts, and presentation materials
11	Transition to Kindergarten	Principal and Assistant Principal, MTSS Coach	Families will be given materials to support their child's readiness for Kindergarten.	April, 2023	Sign-in sheets, handouts, agendas, and presentation materials

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. Teachers work together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.	August 2022 - May 2023	Conference agenda and other appropriate documentation as required

2	SAC	Principal	Provide background knowledge on student population, collaborate on school wide routines and processes	September 2022	Teacher/Parent/Administration observations and meeting
3	AVID Site team meetings	Principal, Assistant Principal, MTSS coach, site team teachers, and sometimes the AVID district director	Work together to infuse college and career readiness skills horizontally and vertically at the school. Infusing rigorous tasks that are aligned to the standards in all areas of the curriculum using Writing, Inquiry, Collaboration, Organization, and Reading. (WICOR).	Ongoing, beginning September 2022	
4	Culturally Responsive Teaching and Equity	PBIS Team	We will discuss historically, inequitable practices in order to provide equitable education for all. "Positive Behavioral Interventions and Supports (PBIS) is an evidence-based/ three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day." PBIS creates schools that support everyone – especially students with disabilities – for success. Center on PBIS, 2020	Ongoing, beginning preschool 2022	Conference agenda and other appropriate documentation as required
5	Positive Behavior Intervention Support (PBIS)	PBIS Team	We will work as a team and with stakeholders to ensure our practices are aligned and maximizing student outcomes.		Conference agenda and other appropriate documentation as required
6	Utilizing Technology Platforms	Principal, Assistant Principal, MTSS coach	Infused as part of other collaboration times, the MTSS coach will share technology platforms provided by the district and others to support teaching and learning.	Ongoing, beginning preschool 2022	Conference agenda and other appropriate documentation as required

7	Collaborative Planning	Principal, Assistant Principal, MTSS coach	Standards based planning aligned to district modules. Alignment of target and task and UDL.	September 2022-May 2023	Teacher lesson plans
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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: Dunedin 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. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication.

Many of our teachers use Class Dojo, Remind, agenda books, and phone to communicate with parents. We use School Messenger, Peach Jar, our school website, PTA Facebook page, marquees, monthly newsletters, and flyers to encourage and support parents to fully participate in the education of their children.

We have received positive feedback about the use of virtual meetings to connect with our families so we will continue utilizing technology to support as in this quest as appropriate.

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: Dunedin 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 provided 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.

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: Dunedin 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. Most communication from school is translated into a primary language of Spanish, based on our population. 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. During virtual meetings and any meeting utilizing PowerPoint, live translations will be conducted to provide equal access to information. American Sign Language (ASL) translation services will also be made available upon parent request.

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

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 What skill that reinforces learning at home did families gain during this event?
1	Meet the Teacher	1	48 adults plus their children	Parents and students had an opportunity to see where their classroom was for the new school year. They also received an invitation to our Title I Annual meeting and received books and supplies.
2	Open House	1	Unknown due to the way in which was presented (virtually, live or via a recording on Canvas, emailed to families, etc.)	Parents and students had the opportunity to 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.
3	Annual Title I Parent Meeting	1	30	Parents understand what it is to be a Title I school, where to find important information and how to get involved. Child care and translation were available.
4	Honor Roll and Principal's List Recognition Ceremony Grades 4 and 5	15	50	Families were invited to join us in person in the cafeteria if their child earned principal's list or honor roll.
5	Family Data Chat	1	25	MTSS coach sent home MAP family reports for each student at Dunedin ES

				prior to this event and families could join to learn about the report and ask questions about the data.
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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 PLCs with MTSS Coach and Principal and Assistant Principal	36	60	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan 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	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.

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 and using multiple options including virtually.
2	Unable to contact parents/multiple calls from several teachers in one day (African American, economically disadvantage)	Structured cross content teams with time built in to work with parents through parent calls, emails and conferences and use multiple options including virtually.
3	Parents unable to get information on what is happening in their child's classes (economically disadvantage)	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 contact parents via the phone, using Class Dojo, Remind, email, text, and other methods to connect with families using apps and resources they are already familiar with.
4	Virtual Setting (all subgroups impacted)	COVID-19 greatly impacted our outreach and community involvement with all stakeholders this year. It is our hope that the following school year will have this barrier removed. However, if it still remains in some capacity for some of our students and families, we will offer virtual options to activities as appropriate and outlined above.

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
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