

Title I, Part A 2022-2023 Parent and Family Engagement Plan for Tropic Isles Elementary School

I, Robert W. Mazzoli, 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

Parent Consultations

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Certifications

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

School Parent and Family Engagement Policy

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Policy Involvement

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will 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 policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

- a timely information about programs under this part;
- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and
- 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, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

Shared Responsibilities for High Student Academic Achievement

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- **parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;
- frequent reports to parents on their children's progress;

- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Accessibility

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Signature of Principal or Designee

Date Signed

Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Tropic Isles**, receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **Tropic Isles** agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
 - Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (A) families play an integral role in assisting their child's learning;
 - (B) families are encouraged to be actively involved in their child's education at school;
 - (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

Tropic Isles will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Tropic Isles believes the success of its students is based on the joint efforts of parents, staff, and students. To this end, all parents and families of Tropic Isles Elementary are invited to attend regular meetings (currently hybrid model virtual / in-person) in which they are given the opportunity to be involved in the planning, review, and improvement of the school's Title I programs and parent involvement activities. These meetings and activities are advertised to the school's parent and family population, as well as the community, in English and Spanish, through the school calendar, monthly newsletters, school website, Twitter page, School Messenger communication, paper flyers distributed to students, and the school marquee. An example of one such meeting involves the School Advisory Committee (SAC) meeting, it is held quarterly, beginning in the fall. SAC meetings are composed of parents, teachers, administrators, and community partners, and serve as one venue through which Title I information can be communicated to all parents, families, and the community. Members of the SAC are selected by an interest survey distributed to the entire school in August prior to the first meeting. This group, in conjunction with all parents, families, and teachers attending the meetings, participates in monitoring, evaluating, and adjusting school goals to align with the improvement of Title I programs. Parent Involvement input forms (surveys) are distributed to the school population. This survey provides the Tropic administrators, teachers, and SAC team with direct input from our parents and families which is used to help make decisions regarding funding allocations, activities, and programs for the new school year. During the fall and spring meetings, all stakeholders in attendance are also asked to give input and suggestions as to how Title I parent involvement funds will be used including, but not limited to, materials, training, and workshops. Meetings in the spring will also provide parents and families with opportunities to generate ideas for the future Title I Parent Compact as well as review and give input into the future activities specified in the Parent Family Engagement Plan. Information will be in parent friendly terms and language that is easily understood and, as needed, translations will be provided. Parents and families will provide ideas and participate in discussions during the meeting with opportunities for virtual and in-person participants. The school will provide incentives, such as food, LiveSchool points, and student presentations to encourage and increase parent participation in meetings and activities. Meetings will be offered in-person at different times to accommodate differing parent work schedules. Documentation of meetings include sign-in forms, agendas, handouts, meeting minutes, and closing surveys, all of which will be maintained in the Title I crate. At this time, all meetings are held in-person.

ANNUAL TITLE I MEETING

Tropic Isles will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

Our Title I annual meeting will be held in the month of September at 8:00am in person. Flyers, in both English and Spanish, will be distributed inviting all parents and families to the meeting. Tropic Isles will also advertise this meeting in the school newsletter to be distributed to all students and placed on Peachjar to our school population, as well as on the school calendar, school marquee, School Messenger, Tropic website, and Twitter page. Every effort will be made to encourage parents and families to attend this meeting, and the Title I van will provide transportation as needed. During the meeting, the Title I slideshow will be shared along with the Title I brochure and School-Parent Compact. Administrators and the parent involvement specialist will conduct the presentation to inform parents about the school's Title I program including the school compact, Title I budget, and the PFEP, which will be reviewed and discussed during the meeting. Administrators will also provide parents and families with information related to the schoolwide School Improvement Plan (SIP) and current school data. Teacher representatives attending the meeting will provide an overview of the grade level curriculum and expectations students responsible for meeting as well as an overview of District and State assessments specific to each grade level. Parents will also be informed of supplemental services provided by the school such as ESE and ESOL services. Parents will be required to sign-in at the meeting and invited to complete the Parent Title I meeting comment form for documentation and parent input. An agenda, meeting minutes, and copies of the Title I brochure and compact will be included in the meeting and available for parents. Parents will also to complete a Parent Workshop survey to involve parents and provide them with the opportunity to offer ideas and suggestions. This survey will allow for parent review and input related to Title I PFEP, upcoming parent and family involvement activities for the new year, and uses for the 1% funds set aside for Parent involvement. Parents will have the opportunity to discuss any suggestions and revisions to the school compact and the PFEP. All meeting documents including announcements, agenda, parent surveys, meeting minutes, will be collected as evidence and placed in the Title I crate for compliance. In the event parents have provided suggestions for revisions to the Compact or PFEP, these ideas will be taken for consideration by the SAC, revisions will be made and presented to parents at the following meeting.

COMMUNICATIONS

Tropic Isles will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs
- 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 relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

Tropic Isles Elementary will provide information about Title I to its families by school newsletter, marquee, School Messenger, school website, and flyers using PeachJar in English, Spanish, and to the extent necessary, other languages. At the annual Title I meeting, as well as the quarterly PTO and SAC meetings, parents and families are able to express their concerns and offer suggestions on the education of their children. These meetings are documented by agendas, sign-in forms, and minutes. The school Parent and Family Engagement Plan is presented and discussed during the spring SAC meeting to elicit feedback and suggestions. These suggestions are taken into consideration and the PFEP is amended as prescribed. The amended PFEP is then presented at the annual Title I meeting in the fall where it is discussed. If concerns are voiced at this meeting, the PFEP is then taken back to SAC for further revisions and then returned to the parents with those revisions for a final vote. The final PFEP will be made available to parents on the Tropic website and copies will be kept in the school office for parents to read and take home. Parents and families will be informed about all testing and curriculum matters and encouraged to provide input. If parental concerns related to the PFEP are still not addressed then these will be forwarded to the district parent involvement office. Tropic Isles Elementary works to ensure student success by joining together parents, families, and the community as partners in education. For example, if applicable based on the pandemic, volunteer orientation is held in the fall. Orientations are also offered before PTO/SAC meetings throughout the year as parents complete volunteer applications as well as on a small group basis during the school day to meet the needs of parents and community members as they apply. PTO/SAC meetings, which are held quarterly, are offered in-person to meet the needs and respond to the concerns of the parents. This need is determined by the use of parent surveys. Student conferences are held on an on-going basis in addition to the set dates for Student-Led Conferences each year. These conferences are at various times during the day/evening, virtually/in-person and are set for the convenience of the participants. To encourage attendance at these meetings, translators are available to provide translation services for any parents and families who need communication support. This service will be advertised to parents at Open House. If necessary home visits will be arranged to assist parents and families with a variety of needs.

SCHOOL-PARENT COMPACT

Tropic Isles will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.

Tropic Isles Elementary will provide information about meetings regarding Title I programs and plans to all of its families by school newsletter, marquee, School Messenger, school website, and flyers in English and Spanish. During quarterly SAC/PTO meetings to which all stakeholders are invited via the communication listed previously, all parents and families are able to express their concerns and offer suggestions related to the education of their children in our Title I school. Such meetings are offered quarterly and documented by agendas, sign-in sheets, and minutes. The School-Parent Compact is presented during the spring meeting in April, and the opportunity for parents and families to provide feedback, suggestions, and revisions is provided. Suggestions and input offered are taken into consideration and the compact is amended and approved as prescribed following open discussion with all stakeholders in attendance. The approved School-Parent Compact is then disseminated in the fall Open House packet of papers for parents and students to sign and return to school. This compact is also presented at the annual Title I meeting in the fall of the new school year, to which all school parents and families are invited, where it is again reviewed and discussed by all parents and families in attendance. If there are issues or suggestions concerning the School-Parent Compact raised at this meeting, the compact is then discussed by SAC members and all parents, families, and community stakeholders in attendance for further revisions and a final vote. Revised School-Parent Compacts will then be redistributed to the school population for signatures. If parent concerns regarding the school compact are unable to be addressed, the school will forward concerns to the district parent involvement office for assistance. At these meetings, parents and families will also be informed about all testing and curriculum matters and encouraged to provide input regarding these matters, as well as be offered the opportunity to complete the respective Title I End of Year Parent Survey and Parent Family Engagement Plan Comment Forms to ensure their voice is heard in the education of their child.

RESERVATION OF FUNDS

Tropic Isles will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Tropic Isles recognizes the importance of involving all parents and families of students in decisions concerning the use of Title I funds. One avenue through which this information is conveyed and discussed at Tropic Isles is through the venue of the regular School Advisory Committee (SAC) meetings which are held quarterly starting in the fall, in combination with the Parent Teacher Organization (PTO) meetings. These meetings currently being held with a hybrid model (virtual/in-person) are open to all stakeholders including parents, family members, teachers, administrators, and community partners, and are advertised in English and Spanish by school calendar, paper flyers distributed to students, monthly newsletters, school website, Twitter page, School Messenger communication, and school marquee. Members of the specific SAC are selected by an interest survey distributed to the entire school in August prior to the first meeting. This committee, along with all parents and families in attendance at the meetings, assists in monitoring, evaluating, and adjusting goals to align with the improvement of Title I programs and use of funds. During the fall and spring meetings, administration will present to all parents and families in attendance, as well as all SAC members and other school and community stakeholders, tentative plans to use the 1% Title I funds and ask all to give input and ideas on the use of these funds. Uses of this funding may include, but are not limited to, materials such as books and curriculum, staff professional development and training, technology curriculum, after school and extended day programs for students, and parent workshops. Information discussed will be in parent friendly terms and language that is easily understood, and as needed, translations will be provided. Parents, families and other meeting attendees will have input into the development of the PFEP, School-Parent Compact, as well as the plan for the 1% set aside funds for Parental Involvement and then have the opportunity to approve these plans. All discussions and suggestions will be recorded in the SAC minutes. The school will provide such as food, LiveSchool points, homework passes, and childcare to encourage increased parent participation in these meetings, activities, and consequently, all Title I plans. Documentation of such meetings includes sign-in sheets, agendas, handouts, comment forms, and meeting minutes. All documents will be maintained in the Title I Crate.

COORDINATION OF SERVICES

Tropic Isles will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

Tropic Isles utilizes the instructional position of the Parent Involvement Specialist to coordinate with other organizations, businesses, and community partners to provide additional support and resources to our families. The Parent Involvement Specialist networks business and community members to obtain donations, implement a variety of student and family service programs, recruit volunteers, create and support a food and supplies pantry for our students, and support and attend existing school programs and events. Examples of projects resulting from the Parent Involvement Specialist and community involvement/partnerships include:

- **Blessings Pantry-** a community donated, site-based pantry stocked with shoes, clothing, toiletries, school supplies, and non-perishable food items that are readily available and distributed to students upon need
- **Free Food Pantries-** community and business food donations are set up and offered for free to our parents and families during school events
- **Blessings in a Backpack-** community funded program organized and implemented at school that supplies over 70 needy students with meals each weekend
- **Food Donations and Supplies-** multiple local businesses/churches working in conjunction with Parent Involvement Specialist to donate food and supplies for specific school functions and to distribute to students and families on an as needed basis
- **Special Programs-** school based programs where parents, families, businesses/community members are invited that are designed specifically to support the school and enhance the school/community partnership such as ESE Parent Night, Virtual Cooking with the Principal, and STEAM Night
- **Community Service Projects-** coordination with a variety of community organizations as a service project in which the community donates a variety of clothing, food, supplies, and other gifts for our students and families for the holiday season

Creating school newsletters, informational flyers, and school messenger communications are additional ways in which the Parent Involvement Specialist contributes to keeping parents, families, and the community informed and involved in school.

Recruiting and utilizing parents and community members as volunteers in daily school activities and special school functions is another way the Parent Involvement Specialist reaches out to and includes parents and community members in the life of the school.

Reaching out to assist parents and families with questions, concerns, attendance, and student well-being issues is also part of the daily activities of our Parent Involvement Specialist as well as working with our Student Support Service team to ensure the needs of students and families are met. Currently, Tropic Isles has filled the Parent Involvement Specialist role with staff member, Denise Jacobs. She is supporting our school community by building relationships with families, partnering with community members, and networking with local businesses.

Evaluation of the 2021-2022 Parental Involvement Activities

2021-2022 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 1116)]. Include participation data on the Title I annual meeting.

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	Fall Open House- meet new teacher, provide information to parents on grade level expectations and how parents can help their child be successful for the school year.	2	701	Increase the level of involvement of parents to become active in the daily education of their child and expectations of the class.
2	Title 1 Annual Meeting-review Title 1 programs, PFEP, and school compact.	1	16	Increase the level of involvement of parents to give input, feedback, and suggestions in the decisions made at the school.
3	SAC/PTO Meetings- assists and evaluates the School Improvement Plan and how funds are spent.	4	26	Increase student achievement by supporting the school improvement goals.
4	FSA Curriculum Night- give tips and information to parents on state assessments.	1	42	Provide information on how parents can support their children with state assessment testing.
5	Student Led Conferences	1	650	Improve the ability of parents to help their children with school work, support the school's mission, and individual student goals.
6	ESE Parent Informational Night	1	15	Increase student achievement and parent knowledge for students with disabilities to give information, provide feedback, and offer resources to support school families.
7	.TIE STEAM Night	1	74	Provide information to parents on the content standards, curriculum expectations, and how parents can help their children with learning strategies at home. Parents will become involved in understanding the vital role science, technology, engineering, art, and mathematics play in their child's education.
8	Camp Read	1	23	Students, parents, and families will have the opportunity to access a google classroom with a variety of reading activities as well as engage in a zoom experience where they can be read to by teachers and other school personnel. Student and families will be provided with a positive learning experience in which they practice skills such as listening, reading, vocabulary, and crafts related to reading with a camping theme.
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10				
11				
12				
13				

		Total: 12	Total: 1547	
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2019-2020 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 1116)].

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	Kagan Cooperative Learning- building student engagement.	9	70	Improve the quality of instruction within the classroom resulting in student discourse and engagement. Improve the ability of staff to work effectively with parents/families.
2	District Trainings/Leading and Learning	7	15	Build capacity within the school to unpack standards, learn instructional strategies, share best practices, and common planning. Improve the ability of staff to work effectively with parents/families.
3	iReady Training- PD outcomes included navigating and exploring components of the Teacher Toolbox, and identifying differentiated resources to support students with grade level standards.	2	63	Support teachers with diagnostic data collection and tools, progress monitoring, instructional resources. Improve the ability of staff to work effectively with parents/families.
4	Data Driven Decision Making- data analysis and action planning based on common assessment in each grade level	ongoing	70	purpose of instructional adjustments and intervention/enrichment. Improve the ability of staff to work effectively with parents/families.
5	Marzano's 43 High Yield Instructional Strategies- building a positive school culture	1	70	Support teachers with instructional and management strategies that promote a positive school culture. Improve the ability of staff to work with parents and families.

6	Choosing Excellence Training	1	70	Increased student achievement for students and learning for adults. Builds more effective leadership, continuous improvement at all levels, and a more enjoyable workplace.
7				
8				
9				
10				
		Total: 20	Total: 358	

2019-2020 Barriers Summary

Describe the barriers that hindered participation by parents during the previous school year in parental involvement 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 1116].

#	Barrier (Including the specific subgroup)- Be specific	Steps you put in place to overcome barriers - Be specific
1	Language Barriers	Translators are available for all parent activities on school campus. We have two bilingual office personnel to assist parents in the office and over the phone. All communication sent home to parents is translated in the primary language of the parent.
2	Work Schedules/Apprehensions	.School activities will be offered at different times throughout the day to accommodate parent work schedules. Hybrid models (virtual / in-person) will be offered to accommodate Covid protocol preference.

Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

•**Tier 1 –Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.

•**Tier 2 –Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.

•**Tier 3 –Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

•**Tier 4 –Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

NEW 2022-2023 Parental Involvement Activities

2022-2023 Building Capacity Activities

Describe how the school will implement activities that will build the capacity for strong parental involvement, 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 1116]]. 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 1116]]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116]].

Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier (see previous page)	Cost Associated with Activity
1	Open House-meet and greet PreK/Kinder in person, staggered times. 1 st -5 th in-person Open House and Drive thru Open House	All staff	Increase parent involvement and provide information to parents on expectations on how to help their child have a successful year.	August	Tier 4 https://theconversation.com/5-new-ways-for-schools-to-work-with-families-120964	N/A
2	Virtual Title 1 Annual Meeting via Zoom	School Community	Provide information to parents on the Title 1 programming, funds, and how they can support the school.	September	Tier 3 https://spwww.sccps.com/schools/bes/Publishing	N/A

					Images/Pages/Title-I/Annual Title 1 Meeting FY21%20%281%29.pdf	
3	SAC/PTO Meetings	SAC Members/PTO Chairs/Leaders/ Teachers	Increase the level of involvement of parents to become active in the decisions made at school.	September	Tier 3 https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/ https://files.eric.ed.gov/fulltext/EJ1156936.pdf	N/A
4	Fall Festival	School Community	Increase parent involvement and provide information to parents on how to help their child read AR books, think alouds, and take AR tests focusing on comprehension strategies.	October	https://www.rasmussen.edu/degrees/education/blog/parental-involvement-in-education/	\$500 Decoration supplies, popcorn, cotton candy, and snocones
4	SAC/PTO Meeting	SAC Members/PTO Chairs/Leaders/ Teachers	Increase the level of involvement of parents to become active in the decisions made at school.	November	Tier 3 https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/ https://files.eric.ed.gov/fulltext/EJ1156936.pdf	N/A
5	SAC/PTO Meeting	SAC Members/PTO Chairs/Leaders/ Teachers	Increase the level of involvement of parents to become active in the decisions made at school.	February	Tier 3 https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/ https://files.eric.ed.gov/fulltext/EJ1156936.pdf	N/A
6	SAC/PTO Meeting	SAC Members/PTO Chairs/Leaders/ Teachers	Increase the level of involvement of parents to become active in the decisions made at school.	April	Tier 3 https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/	N/A

					https://files.eric.ed.gov/fulltext/EJ1156936.pdf	
7	FSA Parent Night Presentation via Google Classroom	3-5 Teachers/Resource/Admin	Provide information on how parents can support their children with state assessment testing.	February	Tier 3 https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3748&context=dissertations	\$300 Spaghetti dinner
8	Student Led Conferences	Curriculum Specialist/Teachers	Improve the ability of parents to help their children with school work, support the school's mission, and individual student goals.	October and March	Tier 4 https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3748&context=dissertations https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf https://www.purdue.edu/hhs/hdfs/fii/wp-content/uploads/2015/06/fia_brchapter_20c02.pdf	N/A
9	ESE Parent Info Night	ESE Teachers SLP	Increase student achievement and parent knowledge for students with disabilities to give information, provide feedback, and offer resources to support school families.	November	Tier 3 https://www.adi.org/journal/fw08/xufillerfall2008.pdf	N/A
10	TIE STEAM Night	STEM Teacher and committee	Provide information to parents on the content standards, expectations, and how parents can help their children with learning strategies at home.	April	Tier 3 https://hechingerreport.org/what-the-research-says-about-the-best-way-to-engage-parents/	\$_____ supplies
11	Camp Read	Media Specialist and committee	Students, parents, and families will have the opportunity to access a Google Classroom with a variety of reading activities as well as engage	April	Tier 2 https://us.corwin.com/sites/default/files/upm-binaries/6784_kyle_ch_1.pdf	N/A

			in a Zoom experience where they can be read to by teachers and other school personnel. Students and families will be provided with a positive and engaging learning experience in which they practice skills such as listening, reading, vocabulary, and crafts related to reading with a camping theme.			
12	Cooking with Chef Mazzoli	Principal and Leadership Team	Increase the level of parent involvement to become active in the daily education of their child in school and at home. This activity led to important family engagement and provided practice with measuring, vocabulary, sequencing, and many other skills.	December	Tier 2 https://kidshealth.org/en/parents/kids-cook.html	\$100.00 ingredients

2022-2023 Staff Training Activities

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)].

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier
1	IReady	IReady Rep	Continued support with online monitoring, data collection, and Teacher Toolbox resources. Improve the ability of staff to work effectively with parents/families.	Ongoing	Tier 4 https://i-readycentral.com/download/?res=20516&view_pdf=1
2	Instructional guides with curriculum and mastery of standards.	Leading and Learning Reps	Build capacity within the school to unpack standards, learn instructional strategies, share best practices, and encourage common planning. Improve the ability of staff to work	Aug-May	Tier 4 https://www.edutopia.org/article/connecting-math-and-science-reading-and-writing

			effectively with parents/families.		
3	Kagan Cooperative Learning- building student engagement.	Committee Members/Leadership Team	Improve the quality of instruction within the classroom resulting in increased student discourse and engagement. Improve the ability of staff to work effectively with parents/families.	Ongoing	Tier 4 https://www.trainingjournal.com/articles/opinion/why-collaboration-critical-post-pandemic-learning
4	Get Your Teach On- teacher and leader conference.	Grade Chairs/Leadership Team	Motivate and improve teacher performance in the classroom. Improve the ability of staff to work effectively with parents/families.	June	Tier 3 https://www.getyourteachon.com/about
5	Summer Series Professional Development	Teachers	Enhance professional development with high yield strategies, cooperative learning, technology, BEST standards, and newly adopted curriculum.	June/July	Tier 4 https://www.edutopia.org/article/sharing-resources-your-school-community-and-beyond