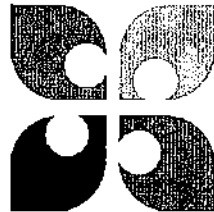


Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



PARENT & FAMILY ENGAGEMENT

TITLE I

English Estates Elementary

Title I Parent and Family Engagement Plan (PFEP)

2020-2021



The following plan describes the means for carrying out designated Title I, Part A parent and family engagement requirements of Section 1116 of the Elementary and Secondary Education Act (ESEA), as amended by every Student Succeeds Act (ESSA).

English Estates Elementary School

I, Shannon Akerson, 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 projects, where prohibited.

I. 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 1116.ESSA.
- Involve the parents and families 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.
- Jointly develop/revise the school Parent and Family Engagement Plan with parents and families, distribute it to parents and families of participating children in an understandable and uniform format and, to the extent practicable, in a language the parents/families can understand, and make the Parent and Family Engagement Plan available to the local community;
- Involve parents and families, 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/School Improvement Plan;
- Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's Parent and Family Engagement Plan.
- 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.
- Provide each parent timely notice when their child has been assigned or has been taught for (4) or more consecutive weeks by a teacher who is not certified or licensed.
- Provide each parent with timely notice of information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

SAkerson

Signature of Principal or Designee

4/23/2020

Date Signed

II. Parent and Family Engagement

Briefly describe how the school will involve parents and families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including:

1. How the school will involve parents and families in the decisions regarding how funds for parent and family engagement will be used: : In the fall of this year, the Title I Parent Engagement Team, and the School Advisory Council (SAC) will meet to discuss the Title I Family Engagement Plan and activities for the coming year. SAC meetings will be held monthly, and the plan will be discussed as needed to address any changes necessary.
2. How the school will jointly develop, review, and revise the school Parent and Family Engagement Plan with parents and families: The School Advisory Council also discusses and reviews the Student Improvement Plan and Title I funding for the coming year and ongoing. The plan will be posted via the school website and in a binder, which will be available in the front office.
3. Describe how and when the school provides copies of the Parent and Family Engagement Plan to parents and families of participating children in an understandable and uniform format and, to the extent practicable, in a language the parents can understand, and makes the Parent and Family Engagement Plan available to the local community: The PFEP is a collaboration between the parents and the school. The purpose of the plan is to ensure that families and the school are working together to help students achieve academic success. Families will be invited to provide input in the overall plan and make suggestions. In the welcome folder, all families receive information (forms will be translated in the families' native language) inviting their participation in the Title I Family Engagement Team, Volunteer/become a Dividend, join various family programs, such as 7 Habits Family Book club, Parent & Principal Chats, Room parent, PTA, Mentoring Program, English Adult Learners Night Classes and School Advisory Council. Meetings are held monthly, and an interpreter is available upon request for each meeting. A monthly Parent Newsletter and Roadrunner News with event dates along with reminder flyers are sent home with the students. The plan will be posted on the school website, Facebook page and a printed copy will be kept in the Title I binder in the front office.
4. How the school will use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's Parent and Family Engagement Plan: Specifically, Title I Parent Team and School Advisory Council group of volunteers collaborate with school administration and Parent Liaison to develop/review the school policy and to brainstorm its application. All ideas are considered and documented in team minutes.
5. How the school will provide each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading: Parents will receive copies of state assessment results for their child when they are made available by the state. Parents may pick them up from the front office during regular office hours. The results will also be posted in Skyward for families to access their students' test scores. Families will be notified that results are available via School Messenger, the marquee in front of the school and via the school website and Facebook pages.

6. How the school will provide each parent timely notice when their child has been assigned or taught for (4) or more consecutive weeks by a teacher who is not certified or licensed: Parents will receive written communication regarding the certification status of an assigned teacher. The parents will also receive a telephone communication of any changes.
7. How the school will provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals: Parents will receive written communication regarding their right to request information on the professional qualifications of the student's classroom teacher and paraprofessionals. This information will be included in their welcome folder at the beginning of the school and ongoing with new enrollments.

III. Coordination and Integration

8. Describe how the school coordinates and integrates parent and family engagement programs and activities with other federal, state, and local programs (i.e. Title I, Title III).

	Program	Coordination
1	Kindergarten Registration & Orientation	K Teachers provide each incoming student with a packet of ideas & hands-on materials (letter & number flash cards, pencils, playdough, activity sheets & book) all received upon registration.
2	VPK and Pre K VE (Varying Exceptionalities)	Parents & EEE students in the Pre K and Pre K VE (Varying Exceptionalities) programs at EEE are included in all school-wide activities. VPK & Pre K VE teachers meet w/K teachers to coordinate& discuss learner's needs & transitioning, this information is disseminated to parents. VPK and Pre K VE Parents are offered an opportunity to participate during the last week of each school year shadowing K student's activities& routines. Additionally, Pre K VE and VPK parents are provided a "Kindergarten Readiness Tips and Strategies" and invited to the beginning of the year Kindergarten Orientation.
3	SCPS Title I	EEE will coordinate and integrate Family Engagement SCPS programs and Family workshops/activities that teach parents how to help their children at home, by disseminating SCPS Family workshop flyers, adding to EEE Roadrunner Principal Newsletter and EEE website in the Family Engagement Resources link.
4	Title X FIN	Parents & EEE students will be offered assistance through our social worker and the FIN department with uniforms, supplies, and food from our food pantry. Family Engagement Resources are provided in newsletters, flyers and on EEE website.
5	Title III ESOL	EEE will coordinate and integrate Family Engagement, SCPS programs and Family workshops/activities that teach ESOL parents how to help their children at home by disseminating SCPS Family workshop flyers, adding to the EEE Roadrunner Principal Newsletter and EEE website in the Family Engagement Resources link. Our ESOL teachers offer parent workshops to assist with learning English.

IV. Annual Parent/Family Meeting

9. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, their rights under Title I, student academic progress, and parent and family engagement opportunities.

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and presentation materials that address the required components	Principal and Assistant Principal	September 30, 2020	Copies of Agendas, PowerPoint presentations, and handouts
2	Develop and disseminate invitations and school newsletter will be sent home with Annual Meeting information.	Principal and School Administration Manager	September 2020 & January 2021	Flyer, food, and childcare, website, Social Media - Facebook
3	Advertise/publicize the event	Principal and School Administration Manager	September 2020 & January 2021	Calendar, Newsletter, Marquee, Phone, Social Media- Facebook
4	Develop sign-in sheets	School Administration Manager	September 2020	Sign-in sheets for meeting
5	Maintain documentation	School Administration Manager	September 2020	Docs Maintained by Family Liaison and Title I District LEA
6	Develop a Title I Brochure providing families with a quick Title I info and distributed Annual Meeting	School Administration Manager	September 2020	Title I Brochures developed, updated yearly and distributed during Annual meeting and Curriculum Night
7	Annual presentation, agenda, PowerPoint and website of Title I information will be presented to EEE	Administration & School Administration Manager	September 2020 & January 2021	Title I sign-in sheets, PowerPoint and Title I Brochure

V. Flexible Parent/Family Meetings

10. 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 relate to parent and family engagement.

The leadership, faculty, and staff of English Estates Elementary have a strong belief in the importance of parent/family engagement. Two Title I Annual School meetings will be held on two different dates and times to accommodate the work schedules of parents. Breakfast, refreshments, and childcare will be provided. Also, a power-point and Title I brochure of the meeting will be posted on the school website and Facebook page for families to review and the power-point of the meeting will be available, as well as translated into the families' native language, per family requests.

The Title I Annual meeting is held in September and January to increase the opportunities to reach all our EEE families. In the annual meetings, information is provided about Title I programs, curriculum, assessment, and Student-led Conferences, which is our Parent Conference nights. Most activities are listed in the PTA calendar; this calendar is a tool provided to all FIN/homeless families for free as a support and encouragement to feel welcomed. Teachers will maintain sign-in sheets, PowerPoints, flyers, and Title I packets of information that is completed and sent to Parent liaison. Parent Liaison will maintain a record of dissemination of information, distribution of methods and timelines.

VI. Building Capacity

11. Describe how the school will implement activities that build the capacity for meaningful parent and family engagement. Describe how the school will implement activities that build the capacity of parents and families to improve their students' academic achievement. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren). Include information on how the school will provide other reasonable support for parent and family engagement activities as parents and families may request.

The school will include the SAC committee when planning activities to increase parent and family engagement. Parents will be able to give feedback and input as to the type of activities, which will be beneficial to building capacity. In the welcome folder, all families receive information (forms will be translated into the families' native language) inviting their participation in the Title I Family Engagement Team, Volunteer/become a Dividend, join various family programs, such as 7 Habits Family Book club, Parent & Principal Chats, Room parent, PTA, Mentoring Program, English Adult Learners Night Classes and School Advisory Council. Meetings are held monthly, and an interpreter is available upon request for each meeting. A monthly Parent Newsletter and Roadrunner News with event dates along with reminder flyers are sent home with the students.

	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness	SIP Goal Alignment
1	Curriculum Night	Grade Level Teachers and Administration	Parents and caregivers have an overview of curriculum and academic expectations. Student achievement scores improved	August September 2020	Copies of Agendas, PowerPoint presentations, and handouts, parent evaluation	1, 2 & 3
2	Meet the Teacher	Grade Level Teachers and Administration	Improved relationships with families and the creation of a pathway to ensuring student success	August 2020	Copies of registration information, parent evaluation	1, 2 & 3

3	All Pro Dad's Breakfast	Administration, Teachers and other staff	Parents and caregivers received academic resources and strategies to use at home	Two times a year, so parents receive opportunities to participate. September 2020, and February 2021	Agendas, Sign-in Sheets, parent evaluation	1, 2 & 3
4	Title I Meeting (Annual)	Administration	Shared school goals and expectations. Parent feedback and input.	Fall and Spring	Sign-in Sheets, parent evaluation	1, 2 & 3
5	Reading, Math, Science and FSA Parent Nights	Grade Level Teachers and Administration	Students, parents, and caregivers received an overview of the curriculum and academic expectations. Improved understanding of testing.	Throughout the year	Sign-in Sheets, Parent evaluation	1 & 3
6	Student Led Conferences K-5	Grade Level Teachers and Administration	Students shared their academic data with parents and caregivers. Students tracked their progress.	Throughout the year as scheduled	Copies of Agendas, PowerPoint presentations, and handouts, parent evaluation	1, 2 & 3
7	I-Moms Breakfast	Administration, Teachers and other staff	Parents and caregivers received academic resources and strategies to use at home	Two times a year, so parents receive opportunities to participate. November 2020 and May 2021	Copies of Agendas, PowerPoint presentations, and handouts, parent evaluation	2
8	ESOL Nights	Administration, Teachers and other staff	Parents and caregivers received academic resources and strategies to use at home	Throughout the year	Increased Family Engagement, increased student grades, attendance, and standard tests.	2

VII. Staff Development

12. Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other staff in how to reach out to, communicate with, and work with parents and families as equal partners, in the value and utility of contributions of parents and families, how to implement and coordinate parent/family programs, and in building ties between parents/families and the school.

Count	Content & Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	How Will You Demonstrate Effectiveness of Strategy/Activity?
1	Parent Involvement Strategies	Administration	Improve the ability of the staff to work effectively with parents by providing examples of best practices for parental involvement.	Monthly Staff Meetings	Professional Development Calendar, sign-in sheets, agendas, PowerPoints, and handouts
2	Cultural Relevance	Administration & Title I Cultural Relevance Liaison	Improve the ability of staff to differentiate cultural norms between ethnicities	Throughout the year	Professional Development & PLC's, sign-in sheets, agendas, PowerPoints, and handouts
3	SCPS and EEE Bullying procedures	Administration & Behavior Support Teacher	Improve the ability of the staff to identify, provide support, create a safe and learning conducive classroom as well as intervene and refer bullying to administration	October 2020-December 2020	Professional Development, sign-in sheets, agendas, PowerPoints and handouts, Decreased number of referrals
4	Family In Need Guidelines/ homeless students	Administration	Improve the ability for staff to identify, refer the family to FIN coordinator, provide resources and understanding/support for students during stressful situations	September 2020-October 2020	Professional Development, sign-in sheets, agendas, PowerPoints, and handouts
5	Covey Habits of Highly Effective Students	Administration	Improve the ability of the staff to merge the habits along with character building and school-wide expectations with their core	August 2020-May 2021	Professional Development, sign-in sheets, agendas, PowerPoints, and handouts

			instructional classes and curriculum.		
6	Best Practices Strategies	EEE Title I Parent Team	Improve the ability of the staff to reflect and implement "Best Practices" strategies from the researched-based materials being presented to increase positive parent-teacher relationships as well as increase parental involvement.	January 2021-March 2021	Professional Development, sign-in sheets, agendas, PowerPoints and handouts
7	Deliberate Practice Training	Administration	The teacher will gain knowledge to improve student achievement	Throughout the year	Professional Development, Sign-in & iObservation, sign-in sheets, agendas, PowerPoints and handouts
8	Title I Expectations for Classroom teachers and staff at EEE	Administration	Teachers will gain knowledge about Title I requirements and opportunities to increase parent collaboration.	August 2020-September 2020	Sign-in sheets, PowerPoints and agenda
9	High Yield Strategies	Administration, district specialists, Instructional Coaches	Teachers will gain knowledge of high yield strategies for enhancing instruction	Throughout the year	Sign-in sheets, PowerPoints and agenda
10	Deliberate Practice Training	Administration	The teacher will gain knowledge to improve student achievement	Throughout the year	i-Observation Reports & sign-in sheets, agendas, PowerPoints and handouts
11	Professional Learning Communities	Administration, Instructional Coaches, Teachers	Teachers will gain knowledge of best practices for instruction	Throughout the year	Agendas & sign-in sheets, PowerPoints and handouts

VIII. Other Activities

13. Describe the other activities, such as family resource centers, the school will conduct to encourage and support parents and families in more fully participating in the education of their children.

EEE is committed and believes in encouraging and supporting parents to fully participate in the education of their children by making sure that the front office staff, teachers, administration and general staff (both main building and primary learning center offices) make the initial positive connection towards creating a family friendly school. School tours are offered to incoming students and families.

This provides the families and students with an opportunity to tour the campus and ask questions before enrollment, which creates a sense of comfort and inclusiveness to the families.

English Estates and the Title I EEE Parent Team will continue assuring our stakeholders, staff, and community feel welcomed, and their needs met. This expectation is monitored through our Title I Parent Survey, sent home via Tuesday folder at the beginning of the year. EEE families and teacher responses and results are tallied, organized and released to parents 30 days after the return date of the survey. Corrective steps are taken by administration when needed and stated by the Title I Parent Survey and SCPS Parental Involvement Survey. Ideas are implemented for "Caring School Community" by the Principal, Assistant Principal, School Counselor, and School Administration Manager. Parent Involvement Events such as 5K, Book Fair, Kindness Club (Food Pantry), Holiday Shoppe and PBS Store are ways to encourage parental involvement in school-wide programs. All corrective or complementary actions are conducted from August-May of 2020-2021 school year.

IX. Communication

Describe how the school will provide parents and families of participating children the following:

14. Timely notification about the Title I programs:

The Annual Title I school meeting is held in September 2020 and January 2021. The Roadrunner Newsletter is sent home monthly, and it highlights Family Activity/training dates for parent/family participation. The Parent Engagement activities are posted on the EEE marquee in front of the school a week before the activity/event. Students are notified of activities/events via morning announcements and through the utilization of their student planners. Grades K-5 received a Title I Meeting flyer and reminder labels for student planners. Also, Title I brochures highlighting facts about the Title I plan, contacts at school and Title I requirements will be distributed school-wide in September before the annual meeting. In addition, the Title I Annual Meeting will be presented at 8:00 am following parent activity breakfasts, and informally via EEE Title I notebook located in the front office for easy parental access (translated into Spanish due to highest ESOL population requested).

Moreover, regular and consistent communication includes 1. Tuesday Folders sent home for all school-home communications (flyers, newsletters, notices, student-made invitations) 2. School Messenger System phone calls about school events, 3. Posting events on school marquee, 4. student homework folders, 5. student planners, 6. Title I brochure, 7. Title I Parent/Family Engagement Access Notebook located in the front office, 8. EEE school website, 9. Skyward email/texting distribution list and 10. Sticker reminders posted on individual students reminding families about our Family Engagement activities.

15. Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to obtain:

Increasing the opportunity for all families to be engaged, each grade level (K-5) plans a Curriculum Night where teachers provide information about the subjects they teach, Florida Standards, K-5 curriculum and assessments, examples of lesson plans and how parents can help at home. The same information will be provided in an informational packet distributed the following day to parents unable to attend the

Curriculum Night. Parents will be given a copy of the parent SCPS handbook that includes more detailed information on these topics.

16. If requested by parents and families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren):

During all EEE parent/family engagement nights, parents will learn about the school-wide program and opportunities for participation in decisions related to their child. Per Title I documentation, teachers will maintain sign-in sheets and provide a copy to Administration who will maintain documentation on the dissemination of information-agendas, distribution methods- PowerPoints, and timelines and suggestions/tips for parent home practice. Per parent request and or during scheduled (dates posted on the master calendar & posted in PTA calendar for members) each grade level (K-5) plan "Student-Led Data conferences" to encourage family engagement and student empowerment using student data to demonstrate student progress. Additional Parent-Teacher conferences are also scheduled as needed per parent/family request or teacher to discuss academic assessments and input for parent comments

17. If the schoolwide program plan/School Improvement Plan is not satisfactory to the parents and families of participating children, how the school will submit the parents and families' comments with the plan that will be made available to the local education agency:

The School Advisory Council also discusses and reviews the Student Improvement Plan and Title I funding for the coming year and ongoing. Any recommended changes will be discussed during the monthly SAC meetings and approved as a collective unit between parents, staff representative and Administration. An updated copy will be provided to the LEA, as needed. . The plan will be posted via the school website and in a binder which will be available in the front office.

X. Accessibility

18. Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents and families (including parents and families with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school, parent and family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents and families can understand.

At the beginning of the year, all parents receive the following EEE literature in English, and Spanish (which is the 2nd most spoken language at EEE) Roadrunner newsletter, visual reminder on marquee, variety of flyers, teacher grade level newsletters, PTA newsletter, Parent/Student Handbook, Family Needs Assessment Survey, FIN Residency Survey/homeless, plus flyers which encourage our EEE parents to sign up to be a dividend, participate in our Reading programs RAP or Backpack Readers, volunteer for any school-wide functions through PTA, join our Title I EEE Parent/Family Team, School Advisory Team or become a room parent. Our EEE ESOL/ELL teacher provides, adult English classes one time a week for ten weeks to assist parents in learning basic English language, strategies to help their children with homework tasks and self-help skills, includes a reading program called Parents as Reading Partners. Also, we provide childcare during Curriculum nights and other parent training when the activities are not designed for parent/child interaction, encouraging all parents (ESOL & Parents with

disabilities or FIN) to fully participate with the security of their children being cared for onsite by a hired EEE staff member. The Family Engagement Title I team will be established representing ELL, Special Needs, Latin American, Low-Socio-Economic, Homeless and our general EEE population of parents/families. All documents can be translated into Spanish or other languages, and interpreters are available upon parent/family request (all EEE school-wide flyer documentation states a phone number and name of the contact person to notify for special accommodations or assistance a week before activity or event).

Moreover, the Title I Annual is held in September and January to increase the opportunities to reach all our EEE families. In the annual meetings, information is provided about Title I programs, curriculum, assessment, and Student-led Conferences, which is our Parent Conference nights. Most activities are listed in the PTA calendar; this calendar is a tool provided to all FIN/homeless families for free as a support and encouragement to feel welcomed. Teachers will maintain sign-in sheets, PowerPoints, flyers, and Title I packets of information that is completed and sent to Parent liaison. Parent Liaison will maintain a record of dissemination of information, distribution of methods and timelines.

XI. Discretionary Activities

19. Discretionary School Level Parent and Family Engagement Plan Components: List all the activities that are required, but not paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parent to Kid and ELL Parents as Reading Partners and English/Spanish take-home parent literacy program	ESOL teacher and Reading Coach	Increased ESOL parent participation in reading strategies at home with ESOL students.	September-May
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Dissemination of information and flyers about SCPS Parent Workshop	LEA Title I and Community Liaison	Increased parent networking, communicating of local resources and parent participation in SCPS workshops for Math, Reading, Science, and Writing Strategies.	September-May
3	Maximizing parental	Conferences and meetings will be	Administration, Teachers	Flexible scheduling will	September-May

	involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	offered at various times of the day to accommodate parent schedules		allow for increased parental involvement	
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XII. Building Capacity Summary

20. Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents and families to help their children.

	Content and Type of Activity	Number of Activities	Number of Participants	Demonstrated Impact on Student Achievement	Data Source Used
1	Curriculum Night	1	550	Parents and caregivers have an overview of curriculum and academic expectations. Student achievement scores improved	iReady Data
2	Meet the Teacher	1	475	Improved relationships with families and the creation of a pathway to ensuring student success	Conference forms, parent/teacher communication logs
3	All Pro Dad's Breakfast	2	300	Parents and caregivers received academic resources and strategies to use at home	iReady Data,
4	Title I Meeting (Annual)	2	50	Shared school goals and expectations.	Sign-in sheets, Evaluations

				Parent feedback and input.	
5	Reading, Math, Science and FSA Parent Nights	2	350	Students, parents, and caregivers received an overview of the curriculum and academic expectations. Improved understanding of testing.	iReady Data,
6	Student Led Conferences K-5	2	300	Students shared their academic data with parents and caregivers. Students tracked their progress.	Leadership Notebooks, Data Tracking Sheets
7	I-Moms Breakfast	1	200	Parents and caregivers received academic resources and strategies to use at home	iReady Data,
8	ESOL Nights	1	50	Parents and caregivers received academic resources and strategies to use at home	iReady Data,

XIII. Staff Development Summary

21. 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 and family programs; and how to build ties between parents, families, and the school.

	Content and Type of Activity	Number of Activities	Number of Participants	Demonstrated Impact on Student Achievement	Data Source Used
1	Parent Engagement Strategies	1	80	Improved the ability of the staff to work effectively with parents by providing Title I Requirements for the classrooms, distribution of information to parents, best practices in parent conferences and data collecting.	Conference forms, parent/teacher communication logs
2	Student Led Data Conferences	2	80	Improved the ability of staff to work effectively, provide	Leadership Notebooks,

				updated academic data to families and help parents understand how to help their children at home.	Data Tracking Sheets
3	MTSS and Data Collection Trainings	2	100	Improved the ability for teachers to collect, track and maintain the data in the Ed Insight SCPS programs, print out graphs for families and support student interventions/tiers	iReady Data, Data Tracking Sheets
4	SCPS and EEE Bullying Procedures and policy	1	80	Improved the ability for staff to identify, provide support, create a safe learning environment as well as intervene, and refer students for bullying or being bullied promptly.	Discipline reports, decreased number of complaints and investigations
5	7 Habits of Highly Effective Leaders/Leader in Me Trainings	2	80	Improved the ability of staff to merge the 7 Habits with the Keys to Character, PBS school-wide behavior expectations with the core instructional classes and curriculum classroom lessons.	Discipline reports, decreased number of complaints and investigations
6	Math Instruction	2	80	Improved the ability of staff to provide updated mathematical lessons using the framework and real-life applications.	iReady Data, Data Tracking Sheets
7	Classroom Management- PBS positive behavior support system	2	90	Improved the ability of staff school-wide to encourage positive peer interactions, staff interactions, practice real-life scenarios reflecting positive outcomes to stressful personal situations and building problem	Discipline reports, decreased number of complaints and investigations

				solving/conflict resolution skills.	
8	Differentiated Instruction	1	75	Improved the ability of staff to adapt, create opportunities and monitor student's learning and skills learned via student's instructional levels.	iReady Data, Data Tracking Sheets
9	Education Leadership for 21 Century	1	70	Improved the ability for staff to teach, model and increase the student's abilities to assimilate 21st Century Work skills and Habits for the future workforce.	iReady Data, Data Tracking Sheets

XIV. Barriers

22. Describe the barriers that hindered participation by parents and families 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 and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

	Barrier (including the specific subgroup)	Steps the School will take to Overcome
1	Communication translated into Spanish or any other languages requested	On all the school-wide brochures and parent flyers from Administration, we have added contact names and specific phone numbers or any special needs request
2	Multiple jobs and economically disadvantaged	Annual meeting, parent conferences, parent workshops or activities vary in times, food provided, childcare in all activities, when needed bus passes and carpools set up for transportation, sometimes after hours' parent-teacher conferences.
3	Transportation is lacking for many families	Continual brainstorming with Title I Parent team, talked to local boys & girl clubs for support and helped parents' network with other EEE families for transportation
4	Time of events conflicting with middle and high school activities	Every effort is made not to conflict with other higher-level schools. Unfortunately, middle and high school activities are made mandatory from their teachers as a basis for their involvement in activities, so elementary activities become a non-priority
5	Younger children as infants and pre-school age	Administration has posted in Roadrunner newsletter and explained to staff, that families are allowed to attend with younger siblings as long as the parent takes responsibility for caring for the infant.

XV. Best Practices (Optional)

23. 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.

	Parent and Family Engagement Activity/Strategy	Outcomes
1	Student-Led conferences	During these conferences, students are able to share their data with parents/caregivers. There is more ownership in the outcomes when students are more involved in the process.

Add more rows if needed