

Title I, Part A 2023 - 2024 Parent and Family Engagement Plan

Caloosa Elementary

I, Ashley LaMar, 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

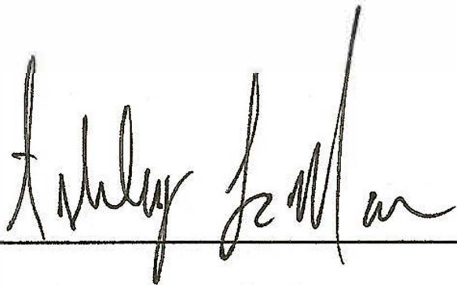
(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for 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.



9/15/23

Signature of Principal or Designee

Date Signed

Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Catoosa Elementary**, 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 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).

Catoosa Elementary 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

Caloosa Elementary 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.

- School Advisory Committee meetings will be held on a monthly basis. All parents and families of students, as well as teachers, administrators, and other stakeholders will be invited and encouraged to attend. School Messenger, flyers, newsletters, social media, and the school website will be used to advertise the date and time of all meetings.
- Documentation of SAC meetings will include: flyers, agendas, minutes, and sign-in sheets.
- Meeting minutes will be available for those who are unable to attend.
- During the meetings all parties involved will discuss and provide input on the School Improvement Plan and PFEP.

ANNUAL TITLE I MEETING

Caloosa Elementary will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children 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).

Activity/Task	Responsible Persons	Timeline	Evidence of Effectiveness
Announcement, Agenda, PowerPoint, Sign-in Sheet, Workshop Evaluation	Administration, Classroom Teachers, Dean, Office Staff	September	Flyer, school website, school marquee, School Messenger to announce meeting date and time, agenda, PowerPoint, sign-in sheet, evaluation
Annual Title 1 Meeting to share the Title 1 PowerPoint presentation, our PFEP, SIP, and Compact.	Administration, Dean, Classroom Teachers, Parent Involvement Specialist	September	Agenda, meeting minutes, PowerPoint, SIP, PFEP, Compact
Maintain Documentation	Dean	Ongoing	Title 1 Crate

COMMUNICATIONS

Caloosa Elementary 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:
- All communication to families will be available in English and Spanish.
- Translators will be provided for all school-wide events including meetings and conferences.
- Events will be advertised on School Messenger, school website, flyers/handouts, and school marquee.
- Parent Involvement Specialist is available to assist monolingual parents with school needs. The schedule is flexible to meet parent needs.
- Parents will be invited to a variety of parent involvement activity nights throughout the school year that focus on the school improvement goals in the areas of reading, math, and science. Through these experiences, parents will be provided with the necessary information, tools, and supports to impact their child positively.
- Conferences will present opportunities for our parents to gain supports, become aware of current progress, and provide resources necessary for success. The schedule is flexible to accommodate all parent schedules.
- Parents will be encouraged to participate in surveys where they will have the opportunity to express their feelings, thoughts, beliefs, and/or concerns regarding the events and activities provided.
- We will make every effort to provide full opportunities for parents with disabilities and those with special needs.

SCHOOL-PARENT COMPACT

Caloosa Elementary 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.

- Meetings will be advertised via flyers, newsletters, School Messenger, and social media.
- The School-Parent Compact will be disseminated during the first week of school in student's communication folder.
- Communication between the school and families is supported through conferences, progress reports, reasonable access to staff, opportunities to volunteer, participation in special events, and participation in SAC.
- Special training available by request with Parent Involvement Specialist.

RESERVATION OF FUNDS

Caloosa Elementary 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:

- Title 1 funds will be used for supplemental textbooks (Ready Florida), instructional materials, supplemental contracts for tutoring/extended day, professional development, communication, and event supplies. Additionally, the Parent Involvement Specialist, two teachers, and a science coach are paid through Title 1.
- Decisions regarding fund allocation is brought to parents during SAC, Annual Title 1 meeting, and PFEF meetings.

COORDINATION OF SERVICES

Caloosa Elementary 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:

Program	Coordination
ESOUELL	All programs and activities will be available to all parents. All invitations, flyers, and School Messenger communication is translated into Spanish.
School Counselor/Social Worker	Bring in community programs and services to support families.

Evaluation of the 2022-2023 Parental Involvement Activities-

2022-2023 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	Open House	6	661	Parents and guardians received information regarding school policies, procedures, expectations, schedules, communication with teacher(s); signed up for before/after school program; signed up for guest pass to walk student(s) into school on the first day; bought school spirit shirt; received bus information; received help signing up for Focus.
2	SAC Meetings	1	10-20	Parents and guardians participated in school-based decision making for increased student achievement, school improvement goals, and Title 1 decisions.
3	Title 1 Annual Meeting	1	19	Provided information to parents about the Title 1 program, expectations, curriculum, how to support child
4	STEAM Night	19	Approximately 400	Families participated in a variety of activities focused around science, technology, engineering, arts, and math.
5	Parent/Teacher Conference	1	*Event has not occurred yet	Parent/guardian will meet with classroom teachers to review student progress and receive resources to help their child succeed.
6	Reading Take Home Magazines	1	Whole School	Provided opportunities for reading practice, gave parents tools and strategies to support students at home.
7	Science Take Home Kits	Numerous	Grades 3-5	Gave parents activities to support science at home
8	Parent Workshop	4	19	Gave parents strategies to support reading, math, science, behavior/discipline at home.
		Total: 33+ (+ 101 science activities in workbook)	Total: 2,759	

2022-2023 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	Professional Learning Communities: Assessment and Data Analysis	17	45	Teachers learn about research-based best practices to accurately interpret data in order to understand student needs and guide instruction.
2	Professional Learning Communities: Subject Matter Reading	5	45	Teachers learn about research-based best practices to increase student achievement in reading.
3	Professional Learning Communities: Subject Matter Math	10	45	Teachers learn about research-based best practices to increase student achievement in math.
4	Visible Learning for Mathematics	11	18	Teachers will be able to apply high leverage strategies for instructing students with disabilities.
5	I-Ready Quarterly Trainings	4	45	Teachers will be able to implement the I-Ready program effectively to meet student needs.
		Total: 47	Total: 198	

2022-2023 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	Prior Family Commitment or Other Activity	<ul style="list-style-type: none">● Survey to determine best days/times for attendance● Providing flexible options for attendance (Zoom, In-person, phone)● Hosting event at alternate times when possible
2	Work	<ul style="list-style-type: none">● Survey to determine best days/times for attendance● Providing flexible options for attendance (Zoom, In-person, phone)● Hosting event at alternate times when possible

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 2023-2024 Parental Involvement Activities

2023-2024 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	Administration and Staff	Parents and guardians receive information regarding school policies, procedures, expectations, schedules, communication with teacher(s)	August	Tier 3 Flyers, School Messenger communication, school marquee, school website	\$0
2	SAC Meetings	Administration, Classroom Teachers, Parent Involvement Specialist	Parents and guardians participate in school-based decision making for increased student achievement, school improvement goals, and Title 1 decisions.	Monthly	Tier 1 Flyers, School Messenger communication, school marquee, school website	\$1,000
3	Title 1 Annual Meeting	Administration, Classroom Teachers, Parent Involvement Specialist	To provide information to parents about the Title 1 program, expectations, curriculum, how to support child	September	Tier 1 Flyer, agenda, handouts, sign-in sheet, workshop comment survey	\$500

4	Parent/Teacher Conferences	Classroom Teachers	Parent/Teacher meet with classroom teachers to review student progress and receive resources to help their child succeed.	Quarter 1	Tier 1 Flyers, School Messenger, school marquee, school website, newsletter	\$650
5	Winter Reading Festival	Administration, Dean, Coaches, Parent Involvement Specialist, Teachers	Families will participate in a variety of fun and engaging activities to promote literacy.	Quarter 2	Tier 2 Flyers, School Messenger, newsletter	\$2,500
6	STEAM Night	Administration, Classroom Teachers, Paraprofessionals, Parent Involvement Specialist, Volunteers	Families will participate in a variety of activities focused around science, technology, engineering, arts, and math.	Quarter 3	Tier 2 Flyers, School Messenger, school marquee, school website, newsletter	\$650
7	Family Scavenger Hunt	Administration, Dean, Coaches, Parent Involvement Specialist, Teachers	Families will participate in a scavenger hunt to boost observation skills, literacy, math, science, and social studies.	Quarter 4	Tier 2 Flyers, School Messenger, school marquee, school website, newsletter	\$2,500

2023-2024 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	Hand 2 Mind	Administration	Teachers learn about math and STEM kits and how to implement them effectively to increase student achievement.	August	Tier 1 Inservice Records
2	Positive Behavior Interventions & Supports	Administration	Teachers are oriented to new procedures and reward systems, in order to effectively implement program.	August	Tier 1 Inservice Records
3	Professional Learning Communities: Assessment and Data Analysis	Administration	Teachers learn about research-based best practices to accurately interpret data in order to understand student needs and guide instruction.	August- May	Tier 1 Inservice Records
4	Professional Learning Communities: Subject Matter Reading	Administration	Teachers learn about research-based best practices to increase student achievement in reading.	August-May	Tier 1 Inservice Records
5	Professional Learning Communities: Subject Matter Math	Administration	Teachers learn about research-based best practices to increase student achievement in math.	August-May	Tier 1 Inservice Records
6	Providing and Communicating Clear Learning Goals	Peer Collaborative Teacher	Engage students to be active participants in understanding what they will be required to know or be able to do by the end of a lesson and employ a strategy to encourage student reflection of the understanding of the benchmarks that may also serve as a formative.	September	Tier 1 Inservice Records

7	Introduction to The New Art and Science of Teaching	Peer Collaborative Teacher	Understand the components Marzano's framework of the New Art and Science of Teaching and a brief introduction to the three categories of teaching in ten design areas and the 43 elements.	September	Tier 1 Inservice Records
8	Florida Association of Science Teachers Conference	Science Coach 5th Grade Teacher/ Environmental Ed	Participants will implement learned strategies and activities effectively to increase student achievement in the content area of science.	October	Tier 1 Workshop Registration
9	Book Study: New Art and Science of Teaching	Peer Collaborative Teacher	<ul style="list-style-type: none"> • Explore instructional strategies that correspond to the 43 elements of <i>The New Art and Science of Teaching</i>, which have been designed to maximize student engagement and achievement. • Utilize ten design questions and a framework that will help determine which classroom strategies you should use to foster student learning. • Analyze the behavioral evidence that proves the strategies of an element are helping learners achieve academic success. • Study the state of the modern standards movement and what changes must be made in K-12 education to ensure high levels of learning for all. 	October-May	Tier 1 Inservice Records

10	Motivating and Inspiring Students- NASOT Element #32	Peer Collaborative Teacher	Participants will understand the importance of student self-efficacy and learn strategies to motivate and inspire students to increase student engagement.	October	Tier 1 Inservice Records
11	Explore New Art and Science of Teaching Element #15 Vocabulary	Peer Collaborative Teacher	Participants will understand the "why" behind vocabulary instruction and learn new strategies for vocabulary instruction.	December	Tier 1 Inservice Records
12	Safari Montage	Jeanne Stratton/Instructional Innovation Coordinator	Participants will understand the basics of Safari Montage and how to utilize its resources to create meaningful activities for students.	February	Tier 1 Inservices Records