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

## Tice Elementary School

## I, Mrs. Cherise Trent, 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.

Cherise Trent 3/31/2023

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| **Signature of Principal or Designee** | Date Signed |

**Parent and Family Engagement Plan**

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

Tice Elementary **School** 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:

1. families play an integral role in assisting their child’s learning;
2. families are encouraged to be actively involved in their child’s education at school;
3. 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
4. other activities are carried out, such as those described in Section 1116 of the ESSA.

**JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

**Tice Elementary School** 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.

Tice staff and families will work together to design a variety of Parent & Family Events for the 2023-2024 school year. Events will include opportunities for collaboration, celebration, and academic growth. Input will be encouraged by hosting both in person and electronic meetings, as well as taking input in surveys. Stakeholders will provide feedback in order to create opportunities to meet the needs of students. Meetings will be provided regularly and will be open to all stakeholders, with time for discussion and feedback in each meeting. Each year, there will be a student-led conference in order to provide data related to student achievement in attendance, behavior and classroom success.

**ANNUAL TITLE I MEETING**

**Tice Elementary School** 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).

Parents are invited to the Annual Title 1 Meeting where Title 1 Programs & budget is officially discussed and determined. In addition, Title 1 events & budget is continually discussed at monthly SAC meetings. Updates are also provided in monthly newsletters. All opportunities for participation are provided via multiple means: social media (twitter & facebook). School messenger, and Newsletter. Annual Parent Meeting is offered after School hours.

**COMMUNICATIONS**

**Tice Elementary School** 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:

At the annual Title I meeting in August, parents will be given information about Title I programs, the curriculum, various types of assessments used, student expectations, and student achievement data. Parents will learn about the school-wide programs and how to be actively involved in the education of their children. They will also be involved in the development of the SIP and the PIP. In addition, we will hold a minimum of 4 SAC meetings a year to continuously provide necessary information to parents as well as ask for their input in decisions relating to the education of their children. All communication to parents will be provided in multiple formats & more than one language. Electronic and paper newsletters, school signage, social media (twitter & facebook), school messenger (texts & voicemails), school website, google classroom.

**SCHOOL-PARENT COMPACT**

**Tice Elementary School** 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.

The Parent Compact was presented at the Title 1 Annual meeting and additional SAC meetings throughout the year. The School Compact will be discussed at various times throughout the school year in order to get feedback from parents. In addition, parents will be encouraged to provide feedback regarding any edits suggested. Official voting will place in order to determine changes or areas to remain the same. The Parent Compact will be provided to every family in paper format, multiple languages at Open House and throughout the year as students enrolled. Paper copies in multiple languages are also available on the school website and in the front office of the school. Copies are also present in student data folders.

**RESERVATION OF FUNDS**

**Tice Elementary School** 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:

Parents are invited to the Annual Title 1 Meeting where Title 1 Programs & budget is officially discussed and determined. In addition, Title 1 events & budget is continually discussed at monthly SAC meetings. Updates are also provided in monthly newsletters. All opportunities for participation are provided via multiple means: social media (twitter & Facebook), school newsletters, school messenger, and school website.

**COORDINATION OF SERVICES**

**Tice Elementary School** 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:

School staff will continue to develop partnerships with community members, businesses, and organizations to support the needs of students/families. This year, we established a wide range of partners to support the needs of students. Harry Chapin Food Bank provided a Turkey for every family for "Thanksgiving" A generous business partner provided a complete set of school supplies to EVERY student in the school. and several churches provided additional school supplies, backpacks, and blankets for students throughout the year. Local businesses provided funding for student reinforcers. Business partners like JN Ding Darling National Wildlife Refuge provided free wildlife educational experiences to our students, we are very thankful for our business & community partners.

## 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.

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| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Open House | Admin, Teachers, Support Staff | 1290 | **Parents/families/students are provided with policies, procedures, & expectations for a successful school year. Opportunity to meet the staff and become familiar with the school campus is provided. Positive learning environment established in order to lead to student achievement.** |
| 2 | Annual Title 1 Meeting | Administration, Teachers | 80 | Provide information to parents/families on expectations and suggestions for helping their children. Events, School Compact, Budget, & Goals discussed in order to establish a team approach to student education. |
| 3 | SAC Meeting | Admin, Teachers, Support Staff | 500 | Provide information to parents including expectations, standardized testing, curriculum, school progress, and how to get involved in the school. |
| 4 | Hispanic Heritage Event | Admin, Teachers, Support Staff | 560 | Promote the Arts and Culture with a school-wide celebration of Hispanic Heritage. Student projects will demonstrate writing, technology, art, music, and reading success. Students will share their learning with parents/families/community. |
| 5 | Student Led Conferences |  | 650 | Students & teachers will share their academic progress and samples of best work with families. Parents will develop a deeper understanding of grade level expectations, assessments, and work. This will lead to a connection between the school, students, and families and provide an opportunity to monitor student academic progress. |
| 6 | Environmental education Event |  | 350 | **Students and their families enjoyed learning about environmental issues, as hosted by J.N. "Ding"Darling National Wildlife Refuge. A mobile exhibit was on site, with experts in the field. Food, information, and interactive exhibits made this experience outstanding!** |
| 7 | Black History Month Event |  | 360 | **Students will develop their understanding of significant historical events, artwork, music, and history. Students will share their learning with families, school staff, and community members.** |
| 8 | Cinco de Mayo Event | Admin, Teachers, Support Staff | upcoming |  |
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|  |  | **Total:8** | **Total:3,790** |  |

**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)].

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| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Staff Professional Development | 9 | 400 | As a result of the monthly professional development, staff had a positive impact on student learning. Topics addressed include ELL strategies, Family Engagement, Building Relationships, Differentiation, Accountable Talk, Student Data Chats, and Learning Growth for Students. |
| 2 | Support Staff Professional Development | 4 | 35 | As a result of the support staff professional development meetings, support staff developed an understanding of the academic and emotional needs of the students. This increased positive learning strategies, helping students reach their highest potential. |
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|  |  | Total:13 | Total: 435 |  |

**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].

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| **#** | **Barrier (Including the specific subgroup)- Be specific** | **Steps you put in place to overcome barriers - Be specific** |
| 1 | Transportation | Title 1 vans are available for transportation for parent involvement events. |
| 2 | Language Barrier | information is available for translation through school messenger, by translation by ESOL paras and the bilingual parent involvement staff. All communications are provided in multi-language. In addition, videos, voice messages, and translators were used. |
| 3 | Work schedule | Parent involvement events are offered at flexible times |
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**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;

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| **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, Teachers | Parents are provided with expectations for a successful school year | August 9, 2023 | Flyer, School Messenger, Marquee | $50 |
| 2 | Annual Title 1 Meeting | Administration, Teachers | Provides information about Title 1, school routines and class syllabus, which allows parents to know how to help students and know where to get help in the school. | August,2023 | Sign-in sheets, flyers, agenda, handouts, Marquee, workshop comments | $50 |
| 3 | SAC Meeting | Admin, Teachers, Support Staff | Information to parents including expectations, standardized testing, curriculum, and how to get involved in the school. | 4x per year | Sign-in sheets, flyers, agenda/minutes School Messenger, handouts, marquee | $100 |
| 4 | Hispanic Heritage Event | Admin, Teachers, Support Staff | Promote the Arts- music, and Culture with a school-wide art contest and improve writing | Q1  September, 2023 | Sign-in sheets, flyers, agenda, handouts, Marquee, Photos, parent comments; survey | $100 |
| 5 | Student Led Conferences | Admin & Teachers | Students, teachers, and families will work together to establish academic, behavior, and attendance goals, review growth, and increase outcomes as a team. | Q3 Jan/Feb, 2024 | Sign-in sheets, agenda/minutes flyers, School Messenger, marquee, Messenger; survey | $100 |
| 6 | Environmental education Event | Admin, teachers, and WOW Bus | Science concepts for students provide the opportunity to learn about wild life. | Q2 October, 2023 | Sign-in sheets, agenda/minutes flyers, School Messenger, marquee, Messenger; survey | $100 |
| 7 | Black History Month Event | Admin & Teachers | Develop a deeper appreciation and understanding of historical events and their impact on society (history focus). | Q3 Jan/Feb, 2024 | Sign-in sheets, agenda/minutes flyers, School Messenger, marquee, Messenger; survey | $100 |
| 8 | Cinco de May Event | Admin, Teachers, Support Staff | Provide students an opportunity to learn about, take part in, and develop an appreciation for various cultures. All ethnicities are invited and included in meal preparation and traditional folklore dance and activities. | Q4, May, 2024 | Sign-in sheets, agenda/minutes flyers, School Messenger, marquee, Messenger; survey | $100 |
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**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)].

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| **Activity** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier** |
| 1 | Increasing ELL Strategies for Academic Growth | ESOL Contacts | Increased math & reading | 4 Hours |  |
| 2 | Building Class Culture | ESOL & PCTs | Developing Relationships- which will increase connections for academic growth | 2 hours |  |
| 3 | Utilizing Electronic Resources | Feather & PCTs | Affects all areas | 2 hours |  |
| 4 | Using data to drive instruction | PCTs | Affects all academic areas | 4 hours |  |
| 5 | Differentiated instruction | PCTs | Affects all academic areas | 3 hours |  |
| 6 | Data Conferencing with parents | Grade level Chairs | Affects all academic areas | 2 hours |  |
| 7 | Magnetics/BEST Standards Practice | Grade level Chairs | Math & ELA increase | 6 hours |  |
| 8 | BEST Standards | Grade level Chairs | Math, ELA, & Science Increase | 10 hours |  |
| 9 | Connecting with Families & Community Partners | Administration & ESOL Contacts | Affects all academic areas | 3 hours |  |
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