

2024 – 2025 Parent and Family Engagement Plan

Apalachee Tapestry Magnet School of the Arts

School

Meeting Date:	Approval Date:	Mid-Year Review:	End-of Year Review:



2024 – 2025 Parent and Family Engagement Plan

School Name	Apalachee Tapestry Magnet School of the Arts
LEA	Leon County Schools

I, Pam Hightower, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA.
- Involve parents/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 with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal

Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

Response:

To enhance parent and family engagement, access, and advocacy to build parents' and families' capacity for a stronger parent, family, school, and community partnership that supports improvement in student academic achievement and the overall success of the school community!

Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1116].

Response:

The School Advisory Council (SAC) and Parent-Teacher Organization (PTO) include parents that will be involved and updated in the planning, reviewing, and implementation of Title I programs, including providing feedback on how Title I funding will be used. The SAC will meet annually to approve a draft of the Title I Parent and Family Engagement Plan. They will meet quarterly to plan, review, and provide input into the ATMSA Parent Involvement and School Improvement Plan. During SAC and PTO meetings we will include an update on the agenda by the principal and parent liaison. The SAC will also review the school grade- and progress monitoring data, which will assist in developing parent and family engagement programs and the utilization and will be updated on the funds.

Successful implementation of Title I program activities and their effectiveness will be measured by the self-reported data from the Fall and Spring Title I surveys, feedback from the Fall and Spring parent meetings hosted by SAC, Parent Teacher Organization (PTO) meetings, and from parent/teacher conferences. This feedback will be utilized to develop the upcoming year's School Improvement Plan, Parental Involvement Plan (Is this different from the Parent and Family Engagement Plan?), and Title I Parent and Family Engagement Plan.

Funds for parent and family engagement will be utilized to hire a parent liaison and purchase additional resources for our parent resource center. These other resources will include the resources to build resiliency learning curriculum. Parent and family engagement funds will also be utilized to purchase supplies for curriculum nights and Science, Technology, Engineering, Art, and Math (STEAM) nights conducted by teachers in a combined effort to bridge learning from school to home. Additionally, funds will be utilized to sponsor parent workshops and support positive student behavior.

We will upload the Parent and Family Plan to our school website and make it available in the resource center and front office. We encourage parents and guardians to involve themselves in your children's lives at ATMSA actively!

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I- Part C, Title II, Title III, Title IV, and Title V [Section 1116].

Count	Program	Coordination
1	Title I	Funds will be utilized for teachers, paraprofessionals, parent liaison's salaries, parent-family engagement workshops, and teacher and staff training on proven strategies and resources to support improving student academic achievement.
2	Title II	Funds will be utilized for staff development by attending various professional development training, workshops, and book studies to build faculty and staff knowledge base and capacity to improve students' behavior, engagement, and learning. Attending professional development throughout the summer and school year is highly encouraged by the administration. The district provides many opportunities for teachers and administration to participate in professional development on various curricula, instructional strategies, best practices, discipline, and positive behavior interventions.
3	Title IV, Part B 21st Century	Students in grades 3-5 will be provided opportunities during "Beyond the Bell" to have high-quality, rigorous instruction with certified reading, math, and science teachers to master the academic standards.
4	Pre-Kindergarten	The preschool programs prepare children to enter elementary school with the social, emotional, language, cognitive, and early reading skills they need to succeed. Helping high-quality early childhood experiences ensures that children have the proper foundation to meet challenging state academic achievement standards and experience success throughout school-age years.
5	MTSS	The team provides problem-solving and social support to teachers and families and academic and behavioral support. Strategies are developed to provide continuous support and to monitor improvement. Team conferences with parents provide data are support where needed about services aimed at increasing student achievement.
6	Title IX	Continue collaboration with the Families in Transition (F.I.T.) Program coordinator to help connect families with services to help them through a challenging time.
7	Title III, Part A	The district/school will provide translation of materials as needed. All testing will include allowable accommodations for each ELL student. Parents will be encouraged to attend all events.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include the timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116]. ***Include translated versions of all documents. ***

Steps	Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A	Determine the date for the Annual Title I Meeting	Administration	August/ September 2024	
B	Prepare presentation, handouts, and agenda	Administration	August/ September 2024	Copy of: presentation, handout, agenda
C	Create notification informing families of the meeting (include translated versions)	Administration	August/ September 2024	Copy of: notification
D	Create a sign-in sheet "Annual Title I Meeting" (include school name; date; location; time; parent/guardian's name; student name(s); phone number; email address; and role) and create an evaluation	Administration	August/ September 2024	Copy of: sign-in sheets, survey results
E	Distribute initial meeting notifications at least three (3) weeks before the meeting date	Administration Media Specialist Tech Con	At least three (3) weeks before the meeting	Copy of: notification, survey results
F	Distribute notices via various platforms i.e. website; social media; marquee; Parent Portal; Remind, student agenda book	Administration Media Specialist Tech Con Teachers	One (1) week before the meeting	Copy of: notification, survey results
G	Conduct meetings and record minutes	Administration	August/ September 2024	Copy of: sign-in sheets, agenda, minutes, survey results
H	Provide opportunities for feedback	Administration	August/ September 2024	Copy of: Parent Feedback forms, survey results
I	Complete and upload the required documentation for compliance to the SharePoint folder	Parent Liaison Compliance Contact	By September 30, 2024	Copy of: notification, agenda, minutes, sign-in sheets, presentation, handout, survey results

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and

how will the school provide Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

Response:

We will gather input from parents through surveys and offer meetings such as PTO, SAC and parent workshops at various times, mornings, evenings, weeks days, or weekends. We will also provide meetings online via Zoom if needed. Our parent resource center is located in the Media Center. The hours of operation are posted in the front office. The Parent Liaison will assist parents in the Parent Resource center during the school day.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Annual Title I Meeting About the Benefits of The Title I Schoolwide Program	Administration	To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement	By September 30, 2024	<ul style="list-style-type: none"> • Survey results • Attendance log • Agenda • Notification of Meeting • PowerPoint Presentations
Parent Bootcamps	Classroom Teachers Media Specialist Tech Con	To increase families understanding of how to access Parent Portal to monitor their child's academic progress, attendance, etc.	August 2024 - May 2025	<ul style="list-style-type: none"> • Parent Portal login reports • Survey results
STEAM Night	Administration Science Committee	Families will learn and understand ways to support their child's interest and accelerate learning in the areas of Science, Technology, Engineering, Art, and Math.	August 2024 - May 2025	<ul style="list-style-type: none"> • Survey results • Sign in sheets
Spring Drama/ Performing Arts Nights	Administration/Tapestry Teachers/ATMSA Teachers & Staff/ Performing Arts Committee	The families will gain knowledge and understanding of the Arts Program and the students' different	Spring 2025	<ul style="list-style-type: none"> • Survey results • Sign in sheets

		talents, interests, and learning styles. The students will celebrate literacy through art, music, dance, and drama.		
Curriculum Parent Nights	Teachers Resource Teacher and Interventionist Administration	Information will be shared with parents that will assist them with improving their child's academic achievement in ELA, Math, and Science. As well as data on assessments (PM1-PM3)	August 2024-May 2025	<ul style="list-style-type: none"> • Agendas • Sign in sheets • PowerPoints • Survey results

Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with, and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and building ties between parents/families and the school. [ESEA Section 1116].

Staff Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Data Chats	Administration, Instructional Coaches, Teachers	Teachers will utilize data from assessments to prioritize student groupings, to inform instruction, and to communicate more effectively with parents	August 2024 – May 2025	<ul style="list-style-type: none"> • Progress monitoring assessment results • Benchmark assessment results • Parent Conference Logs • Survey results • Climate survey
Annual Title I PFE Training	Administration, Parent Liaison	Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families.	By September 30, 2024	<ul style="list-style-type: none"> • Parent survey results • PowerPoints
Faculty/Staff Training	Administration	By providing professional development opportunities to the staff on how to reach out to, communicate with, and work with parents and families as equal partners will build strong relationships and improve student achievement.	On-going	<ul style="list-style-type: none"> • Agendas • Sign-sheets • PowerPoints • Survey results

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Describe how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress, and the achievement level standards the students will obtain.
- If requested by parents, how will the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents'/
- families' comments if the school-wide program plan is not satisfactory to the parents of participating children, will be made available to the local education agency [ESEA Section 1116].

Response:

1. We will schedule meetings at flexible times and days during the year. We will communicate Title I information to include the Title I Plan and the Family and Engagement Plan through our SAC and PTO. After events are planned and approved, we will share activities with families promptly (within two weeks).
2. ATMSA will describe and explain the curriculum to parents and families during the Annual Title I Meeting and at the Grade Level Family Night (Fall 2024). The Parent Right to Know letters and Parent-Student- Teacher Compacts will be sent home during the first two weeks of school. Families will learn about their student's grade-level curriculum, forms of assessment used, and required achievement levels for testing and promotion/graduation during grade-level meetings, individual family conferences, and communication through Remind, weekly folders, and newsletters from teachers and administration. District-mandated and research-based curriculums will be utilized, including Go Math and SAVVAS.
3. The forms of academic assessment used to measure student progress and achievement levels will be discussed and described in depth throughout the school year at Parent and family engagement events, parent and teacher conferences, curriculum, and academic nights. During our monthly PTO and SAC meeting, the administration will give a brief overview or update on upcoming assessments and assessment results. Stakeholders will be kept abreast of the most current data.
4. Family Engagement Plan and School Improvement Plan through Fall and Spring Title I survey.?? Families will receive information through monthly newsletters, FOCUS Communications System Peachjar, Facebook, and the ATMSA website. Families are encouraged to schedule conferences with their student's teachers to address any concerns.
5. ATMSA School Advisory Council (SAC) will discuss the Title I program throughout the school year. SAC meetings will also allow parents to provide opportunities for input, discussions, suggestions, and concerns as they relate to the school improvement initiatives and daily operations of the school. Copies of the School Improvement Plan and Parent and Family Engagement Plan will be made available via the school's website, and the front office.
6. We will share with parents via meetings, newsletters, and website how to utilize the Fast Portal at <https://flfast.org/fast.html>
7. Additionally, the school will review and respond to comments provided by parents should the schoolwide plan not be satisfactory.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents/families can understand.

Response:

The school will provide full opportunities for participation in parent and family engagement activities for all parents and family members. Information related to parent and family programs, meetings, school reports, and other activities will be translated in the family's native language. We will also provide accommodations for parents and family members with special needs. Personnel will be dedicated to support families with language barriers.

Discretionary Activities (Optional)

The Parent and Family Engagement Plan includes the following discretionary activities that the District, in consultation with parents, chose to undertake to build parents' and families' capacity for engagement in the school and school system to support their children's academic achievement.

Count	Content/Type of Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
1					
2					
3					
4					

Barriers

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 economically disadvantaged parents, who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Language	Hire an ESOL Teacher	ESOL Teacher School Counselor	On-going

	Translate school communications: flyers, emails, etc.; provide translators during parent and family engagement events, and as requested.	District and School ESOL Contact	
Communication	Post flyers on the school website; share notifications via Parent Portal, Remind, etc.; promote events	Administrators, Tech Cons, Teachers	On-going
Meeting Attendance	Integrate meetings and/or training with an event that features student performance or participation	Administration, Teachers, Sports/Club Sponsors	On-going
Families in Transition (FIT) Homelessness	Provide FIT survey as a part of the registration and orientation package. Include FIT information in the monthly newsletters and website. Also, ask teachers about possible families in transition.	Administration Family Liaison	On-going
Food for Family Engagement Events	Parent and Family Engagement funds may be used to provide food for parents. Finding resource to also provide food for students can be a barrier.	Administration	On-going

Describe the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children). [Section 1116].

Evaluation of the Previous School Year's Parent and Family Engagement Plan

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.**

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title I Parent Meeting/ Open House	1	200	Families will learn how to help their students at home and school. The benefits of being a Title 1 school.
2	Curriculum Nights	2	300	The parents will be informed of the grade-level curriculum and standards. Share how their child's participation and attendance impact their academic achievement.
3	Parental Empowerment <ul style="list-style-type: none"> Dads Take Your Child to School Day 	3	250	Dads, father figures, moms, and mother figures learned how to take an active role with their children
	<ul style="list-style-type: none"> Daddy and Daughter Mom and Son Brunch 			in school and at home. This allows students the opportunity to increase the demonstration of desired academic and social behaviors which improves academic achievement.

4	Make and Take Workshops	1	200	Parents learned components of our curriculum and how they can support their child's learning at home to improve their academic achievement using the resources provided during the workshops.
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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 (e)(3)].

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	PLC De-Escalation (Refresher) and Positive Behavior Intervention Support Training	2	60	Training teachers and staff on how to de-escalate situations and support the desired behaviors in the classroom and school to foster a positive and productive learning environment. Utilizing these strategies will improve students' behavior and improve their academic achievement.
2	PLC-Collaborative Planning	1	32	Teachers were trained on what to do before, during, and after planning. The importance of knowing their students' data, resources, benchmarks, and standards to improve academic achievement. Collaborative planning builds solid teams and enhances learning for the students.
3	PLC- Prioritizing Standards and Deliberate Small Group Instruction	1	32	The outcome of this training is to train teachers to form intentionally small groups, using data and resources to improve students' academic achievement.
4	PLC-ACALETICS Refresher K-2 nd and 3 rd - 5 th	2	40	Training teachers on how to use ACALETICS with fidelity will increase students' math achievement.
5.	Uncomplicated Ed A Roadmap to Mastering Reading Comprehension	1	40	This refresher training on the impact of utilizing this scaffold resource to support teaching and learning of the BEST Standards will increase teacher effectiveness and impact student learning.

Evidence of Input from Parents/Family Members

Evidence of parent input in the development of the plan. (Agenda, Sign in sheets, Minutes, Feedback Forms)

Each year, our school encourages parents and families to work in collaboration with the school to develop, review, and revise the Title I School-level Parent and Family Engagement Plan (PFEP).

Submit the Parent and Family Engagement Plan with the principal signature.

Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Submit the Parent-School Compact with the principal signature.

Evidence of Parents/family members in the development of Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Evidence of parent input in the development of the compact.