

Title I, Part A Parent and Family Engagement Plan 2022-2023

Fort Braden School

I, Jimbo Jackson, 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

4/22/22
Date Signed

Title I, Part A Parent and Family Engagement Plan 2022-2023

Mission Statement

Parent and Family Engagement: School Mission Statement

Response: Fort Braden School in partnership with its parents, seeks to educate and support students as they develop into lifelong learners. The school will work with all stakeholders to provide a nurturing environment where all students can achieve academic and personal excellence.

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:

- All parents shall be invited to attend Quarterly SAC meetings and Monthly PTO meetings.
- Parent representatives will attend parent involvement district trainings and committee meetings, as well as monthly TAC and DAC meetings.
- The school will provide information and explain to parents the requirements of Title I and parents' rights through: Parents Right to Know letters sent home and available in the parent resource room, monthly newsletters, listserv emails, the school's website, marquee, and student flyers.
- The school will seek parent feedback through conferences, surveys both electronic and paper form, and meeting forums.
- The school's parent involvement/social PLC will also include parent feedback in their plans for literacy nights and other events.

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 VI [Section 1116].

| Program | Coordination |
|----------------------|---|
| Orientation | Orientation acclimates parents to the school community. It provides parents with information about parent involvement opportunities, as well as information regarding strategies for promoting the academic success of students. |
| Open House | Open House provides parents an opportunity to meet with teachers and become familiar with the structure of the school day. Parents also receive information regarding grade level expectations and requirements during Open House. Teachers present strategies to engage parents to help their students have a successful school year. It also gives parents additional opportunities to learn more about Title I and ways to become more involved in the school community decision-making process. |
| Problem Solving Team | The Problem-Solving Team meets with parents to create an action plan for the success of students' academic and/or social emotional progression. |

Title I, Part A Parent and Family Engagement Plan 2022-2023

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|--------------------------|--|
| Parent/Teacher Workshops | Teachers meet parents to discuss student progress and mastery of standards on assessments as well as student behaviors and interests. |
| Parent Workshops | Various parent workshops will focus on academic content and work-study skills to provide parents with strategies to improve their student's academic and social emotional progress. Such events will also help parents engage their students in literacy practice at home. |
| Success Celebrations | A variety of celebrations, performances, and award ceremonies will provide access to parents and teachers the opportunity to share in promoting student achievements, both for academic and social emotional progress. |
| Title I | Funds will be used to hold parent/family workshops and to train parents and teachers on strategies that will support student achievement. |
| Title II | Funds will be used for professional development in the areas of: PBIS, which includes working with parents to keep students safe and working to encourage positive behaviors, learning progressions, lesson plan design, utilizing growth mindset, communication and collaboration, and family engagement. |
| Title X | School will utilize district FIT program to provide services. |

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 timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116].

| Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|--|------------------------------------|------------------|--|
| Develop agenda, handouts, and presentation materials that address the required components. | Administration/ Title I Liaison | August/September | Copies of agenda and handouts |
| Publicize event | Administration/ Title I Liaison | August/September | ListServ and handouts |
| Develop Sign-In Sheets | Administration/ Title I Liaison | August/September | Copies of sign-in sheets |
| Maintain Documentation | Administration/ Title I Liaison | August/September | Title I files with Title I Liaison, SharePoint site. |

Title I, Part A Parent and Family Engagement Plan 2022-2023

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 with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

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].

| Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--|--|--|--|---|
| Title I Information/Right to Know | Administration/Title I Liaison | Parents will be aware of the opportunities available to assist their student(s) at home and at school. | August/September 2022 | Agendas and documentation of Right to Know letters |
| Curriculum/BEST Standards/Grade Level Expectations | Administration/Teachers | Parents will be familiar with requirements for student success. | Yearlong | Open House sign-in sheets and parent conference documentation |
| Parent Nights/Workshops | Parent Involvement Committee | Parents will gain knowledge of academic expectations as well as strategies for helping student(s) at home. In addition, these workshops will include activities to prepare students and parents for statewide assessments. | 1 st Semester 2022 2 nd Semester 2023 | Agendas, flyers, and sign-in sheets |
| Parent Specific Literature/Parent Resource Center | Administration/ Parent Involvement Committee | Provides parents with tips related to parenting and strategies to improve students' academic and social emotional progress. | Yearlong | Newsletters, flyers, Listserv, and climate surveys |

Title I, Part A Parent and Family Engagement Plan 2022-2023

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 parent/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 in building ties between parents/families and the school. [ESEA Section 1116].

| Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--|------------------------------|---|--------------------|---|
| Volunteer and Mentor Training | Administration/Office Staff | Volunteers and mentors will be able to assist teachers more effectively in the classroom and around campus. | Yearlong | Increase in number of volunteer/mentor hours and partners |
| School Problem Solving Team | Referral Coordinator | Analyzes data and determines proper placement for students in order to improve academic achievement | Yearlong | Student specific data |
| Faculty Meetings/Progress Monitoring Meetings | Administrators/Teachers | Provides professional development for teachers as it relates to students and families on the topics of student achievement, whole child development, safety, effective forms of communication, communicating behavior information as well as sharing district requirements with parents | Yearlong (monthly) | School climate survey, and student data |
| SAC Meetings | SAC Chairperson | All stakeholders are involved in joint decision making to ensure improvement of student achievement. | Quarterly | Agendas, minutes, and sign-in sheets |
| Faculty Book Study and Professional Development | Administration/Reading Coach | Provides ongoing professional development for teachers on Growth Mindset, lesson planning, and curriculum and classroom engagement. | Yearlong(monthly) | Agendas, presentations, exit tickets, and surveys |
| Parent Involvement Professional Learning Community | PLC Chairperson | Provides training specific to the topic of parental involvement. | Yearlong | Parent surveys and agendas |

Title I, Part A Parent and Family Engagement Plan 2022-2023

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].

Response: We will have a parent resource room containing relevant literature and a computer so that parents can have access to websites and programs related to meeting their student(s) educational needs. We will also send home monthly newsletters that highlight important school information. Parents are solicited to actively participate as partners, mentors, and volunteers. They are also encouraged to actively participate in field trips, PTO and SAC meetings and other school events.

Communication

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

- Provide a description of 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 provides 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, that will be made available to the local education agency [ESEA Section 1116].

Response: Parents will be given information about Title I and how the program is utilized at the school during beginning of the year meetings such as Open House and SAC. Also, administration will send home Right-to-Know letters and Parent Compacts at the start of the school year to make parents aware of the program. Title I information will also be shared through ListServ, flyers, newsletters, and on the school website.

Parents will learn about curriculum used at the school and in the district as well as how students will be assessed to measure student mastery through several avenues. Parents will be invited to SAC meetings, attend grade level meetings, parent-teacher conferences, and meetings with our Problem-Solving Team. Parents will receive information from teachers through school-wide agenda books, the Remind app, Class Dojo, and other forms of communication.

Parents are encouraged to actively participate and/or have representation in PTO, SAC, TAC, and DAC meetings. This gives them the opportunity to have input on the Parent Improvement Plan and School Improvement Plan. Parents are also asked for their input via surveys presented in multiple medias throughout the year.

Accessibility

Title I, Part A Parent and Family Engagement Plan 2022-2023

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 translations as needed for parents who have limited English proficiency. We will offer translations by school and district personnel or by software. We will also hold meetings at various hours to accommodate a multitude of work schedules and strive to make events family friendly so that parents rarely must find childcare.

Discretionary Activities (Optional)

Activities that are not required, but will be 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 | Impact on Student Achievement | Timeline |
|--|---|---|--|----------|
| Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training | Professional development will be aligned with the School Improvement Plan | Principal/SAC Chair | Professional development is based on specific teacher need(s) as identified on DPPs and SLOs as they relate to the SIP | Yearlong |
| Providing necessary training for parents from Title I Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training | To provide literacy training for parents as needed | Parent Involvement Committee Chair | This will enable parents to assist students with their schoolwork and provides learning opportunities for parents | Yearlong |
| Training parents to enhance the involvement of other parents | Will use outreach program through PTO to get additional parents involved in school-based activities | Parent Involvement Committee/ PTO/ SAC | This will build outreach initiatives for building parent capacity within the school community | Yearlong |
| Maximizing parental involvement and participation in their students' education by arranging school meetings at a variety of times, by conducting in- | Will schedule parent conferences at the convenience of the parent | Principal/ Parent Involvement Committee/ Teachers | Providing multiple opportunities and a variety of times for parent involvement reduces the barriers for parents to attend school-based activities. | Yearlong |

Title I, Part A Parent and Family Engagement Plan 2022-2023

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|---|--|--|--|----------|
| home conferences between teachers or other educators who work directly with participating children whose parents are unable to attend those conferences at school | | | | |
| Adopting and implementing model approaches to improve parental involvement activities | Implement Joyce Epstein's framework for parent involvement | Principal/Faculty | Provides the framework for forging relationships between families and schools | Yearlong |
| Developing appropriate roles for community-based organizations and businesses, including faith-based organizations in parental involvement activities | Outreach to businesses through Business Partners Program, Mentor, and Volunteer Programs | Assistant Principal/PTO/SAC/Parent Involvement Committee | Forges relationships between local community businesses and the school community | Yearlong |

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 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) | Steps the School will Take to Overcome |
|---|--|
| Language Barriers | Written communication (notices, Listserv, and letters) will be translated into student's native languages, especially for ELL students and families |
| Communication Barriers | Use multiple forms of communication when trying to reach parents. School will utilize the Listserv, email, Remind, Class Dojo, Facebook, printed letters and flyers, school marquee, and postings around the community |
| Parent Availability Barriers | Offer meetings at various times during the day and throughout the year, as well as virtual meeting option |
| Participation of Middle School Parents Barriers | Vary the topics of parent meetings to include high-interest subjects that attract families of middle schoolers |

Title I, Part A Parent and Family Engagement Plan 2022-2023

Evaluation of the Previous Year's Parental Involvement 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.

| Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|--|----------------------|------------------------|--|
| Title I Annual Meeting | 1/homeroom=31 | 140 | Parents will be aware of the opportunities available to assist their student(s) at home and at school. |
| Who We Play For | 1 | 50 | Participating 6 th Grade students will have EKGs at school and be educated on the importance of being heart healthy. Information will be shared with parents so that lifestyle may be encouraged at home. |
| Diamonds | 8 | 37 | This program encourages positive citizenship among middle school girls. Mentors share ideas and activities with parents so that they may encourage this character in the community and at home. |
| Kindergarten Round Up | 1 | 80 | Parents along with their rising kindergarteners will learn about kindergarten expectations and how to promote literacy and readiness skills at home. |
| 2 nd Grade Musical/Literacy Night | 1 | 120 | Students' performance will encourage parent involvement and support literacy at home. |
| Open House/Curriculum night | 1/homeroom=31 | 140 | Parents will be familiar with what is required for students to be successful in school. |
| Parent Night Workshop | 1 (as of 3/7) | 97 | Parents will gain knowledge of academic expectations as well as strategies for helping their student(s) at home. |
| FCRR Parent Resource Center | Yearlong as needed | 97 | Parents will be provided with tips to improve students' literacy skills. |
| Brothers to Brothers | 16 | 37 | This program encourages positive citizenship among middle school boys. Mentors share ideas and activities with parents so that they may encourage this character in the community and at home. |

Provide a description of 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].

Response: School will provide translations as needed for parents who have limited English proficiency. We will offer translations by school and district personnel or by software. We will also hold meetings at various hours to accommodate a multitude of work schedules and strive to make events family friendly so that parents rarely must find childcare.

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

Title I, Part A Parent and Family Engagement Plan 2022-2023

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)].

| Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|--|----------------------|------------------------|---|
| Teacher Trainings (Youth First Aid, CPI, Minding the Gap, BEST, BOY required training) | 8 | 47 | Provides training for teachers to help promote parent involvement. |
| Book Study: Beyond the Bake Sale | 6 | 1 | Provides ideas for school administrators, faculty and staff to help improve parental involvement. |

Evidence of Input from Parents/Family Members

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and related documents with parent input).

See attached feedback.

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)].



Fort Braden School Parent and Family Engagement Plan and Compact Review 3/7/22 3:30pm

Purpose: to obtain input on the development of our school's draft PFEP and Parent-School compact

Both plan and compact were shared with community members and parents for feedback.

Title I, Part A Parent and Family Engagement Plan 2022-2023

Community Participation: Hannah Crow: Fort Braden Community Advocate; Nate Prosser: owner of Tallahassee Nursery, Michael Sims: owner of Custom Furniture Installations

Parent Participation: Lauren Colangelo and Cheryl Crockett: parents of kindergarteners; Josh Register: parent of kindergartener and 4th grader; Ashton Alford: parent of prek student

Evidence of Parents/Family Members in 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)].

See attached feedback.

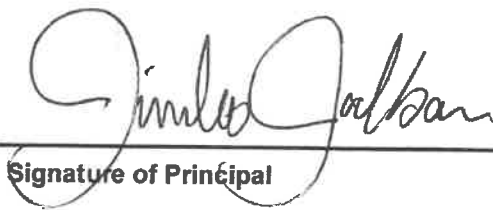
Title I, Part A Parent and Family Engagement Plan 2022-2023

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Signature of Principal

3/7/22

Date Signed