



TITLE I PARENT OVERVIEW WORKSHOP

2021/2022 FEDERAL PROGRAMS

AUGUST 24, 2021

5:00 P.M.



Title I

- **What is Title I?**
- **Title I Funds**
- **Title I Plan**
- **Parent Family Engagement Plan**
- **School/Parent/Student Compact**
- **School Improvement Plan**



What Is Title I ?

Title I is a federally funded program that provides funds to schools serving high numbers of economically disadvantaged children. Funding for this program is based on the percentage of students attending each school who qualify for free or reduced lunch. The goal is to support schools by providing resources and effective strategies to increase student achievement.



Title I Funds

The purpose of **Title I funding**, is to provide students in areas with a high concentration of children from low-income families significant opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps.

Title I funds are used to provide services that are supplemental or, in addition to, services normally provided by the school for participating children.



Title I Plan

The Title I Plan allows schools to consider federal, state and local funds when planning their school's educational program and budget. Schools utilize the school-wide Title I model to implement a systemic and high quality program resulting in increased academic achievement.

Annually, schools are required to review their plans and evaluate the effectiveness of strategies and resources implemented to meet academic goals.



Parent/Family Engagement Plan

Schools develop and implement annual **Parent and Family Engagement Plans** to support student achievement. Parents are asked to partner with school teams as planners, participants, and decision-makers in the operation of the school-wide Title I program. This partnership is vital in strengthening the program's ability to meet the needs of all students and support parents' active commitment to their student's learning and development in school.





John G. Riley Elementary Title I Parent and Family Engagement Plan

2021-2022

Part A

I, Maurice Stokes, 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

8/20/2021

Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement

John G. Riley Elementary School will work together and provide a safe and engaging learning environment to support student achievement. We will ensure all stakeholders are involved in a collaborative decision-making process.

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) will meet quarterly to plan, review, and provide feedback to the Parent and Family Engagement Plan and School Improvement Plan.
- Riley Elementary will encourage membership to the School Advisory Council and the committee will review the school grade data, progress monitoring data and School Accountability Report (SPAR).
- The Title I Parent Survey and the School Climate Survey will be used to monitor progress and to show success.

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].

Count	Program	Coordination
1	Title I	Funds will be used to assist with parent workshops.
2	Title II	Funds will be used for staff development.
3	Title IV	Funds will be used for students in the 21 st century afterschool program. Students will receive additional academic learning experiences and enrichment activities.
4	Title X	The district F.I.T. program provides services as needed to students and families.
5	21 st Century	Provide afterschool and supplemental family literacy activities to parents.

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].

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop and disseminate invitations to parents	Principal	August 2021	At least 5% of the parents will attend one parent meeting. Copies of the agenda and sign in sheets will be added to the Parent Involvement Notebook.
2	Advertise the event on school webpage, social media, flyers, Listserv and marquee	Principal	August 2021	Copies of the flyer and Listserv announcements will be added to the Parent Involvement Notebook.
3	Develop an agenda, sign in sheets and presentation material that address Title I required components	Principal	August 2021	Copies of the agenda, sign in sheets and presentation materials will be added to the Parent Involvement Notebook.

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].

Response:

Riley Elementary School will offer various platforms and opportunities to meeting with parents, which includes Virtual Meetings (Microsoft Teams), Phone Conference Calls, Orientation (semester I), Open House, Parent/Teacher Conferences, and Curriculum Nights. In addition, parents will also be invited to participate in advertised School Advisory Council (SAC) and Parent Teacher Organization (PTO) Meetings.

To provide flexibility and ensure all parents are accommodated, conferences may also be scheduled before or after school, as needed throughout the year.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order 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].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Annual Title 1 Program Presentation	Leadership Team	Parents will be oriented on the services and programs funded through Title I to support engagement in services to foster student achievement.	August 2021	Sign In Sheets/Agenda
2	Grateful for Grands	Leadership Team	Grandparents will have the opportunity to learn information pertaining to Title I and how they can support their grandchild. Volunteer opportunities will be shared.	September 2021	Sign In Sheets/Agenda
3	Dads Take Your Child to School	Leadership Team	Fathers and father figures will have the opportunity to learn information pertaining to Title I, how to support their child, and volunteer opportunities.	October 2021	Sign In Sheets/Agenda
4	Thank a Veteran	Leadership Team	Parents and grandparents will have the opportunity to learn information pertaining to Title I, volunteer opportunities, and to be recognized for their military service.	November 2021	Sign In Sheets/Agenda
5	Curriculum/Florida Standards Assessments/ Grade Level Expectations	Grade Level Teachers	Parents will become familiar with FSA requirements and other strategies to help prepare their children to succeed on the assessments.	January 2022	Sign In Sheets/Agenda
6	FSA Information/Testing	Grade Level Teachers	Parents will become familiar with FSA requirements and other strategies to help prepare their children to succeed on the assessments.	January 2022	Sign In Sheets/Agenda
7	Family Literacy Night	Grade Level Teachers	Parents will have an opportunity to engage with their children in a various activities focused on building reading and comprehension skills.	January 2022	Sign In Sheets/Agenda
8	STEAM Night	Grade Level Teachers	Parents will have an opportunity to engage in various science, technology, engineering, art and math focused activities with their children.	March 2022	Sign In Sheets/Agenda

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].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Faculty Training/PD Understanding Student Data and family needs	Leadership Team	Increased student achievement	Quarterly	Parent Feedback Surveys and Student data trends
2	Ongoing Training to Parent Liaison	School and District Leadership Team	Increased student achievement	Once Per Quarter	Increased Parent Involvement/ Attendance

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:

Parents have access to informative materials regarding parenting and free community resources. Parents are invited to participate in family togetherness event, Literacy Night, and STEAM Night. School administration also works closely with school level Parent and Family Engaging Liaison to support parents and identify their needs.

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:

Parent will receive notice in multiple ways, to include monthly newsletter, parent portal, weekly Friday folders, Flyers, school webpage, social media (flyers, videos), Listserv, Remind, and letters/brochure to parents.

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:

- ESOL- alternative formats for printed materials will be available for parents and translation via the Language Line.
- Parents with disabilities - all parents and stakeholders are encouraged to be involved in school activities. If support is needed to accommodate a disability the school will provide accommodations, with adequate notification appropriate arrangements.
- Sign Language Interpreters will be available for parents with hearing impairments upon formal request or informally through our bi-lingual staff members.
- Parent/Teacher Communication, Parent Letters and Academic Family Workshops

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.)

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1					

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].

Count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parents' work schedule may conflict with school activities and events.	Share information in a variety of ways, to include notes home, newsletters, telephone calls, school marquee, email, Listserv, Focus and social media.
2	Parent's accessibility to transportation or readily available transportation align with scheduled school activities and events.	Share information in a variety of ways, to include notes home, newsletters, telephone calls, school marquee, email, Listserv, Focus and social media.

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.

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Open House Meeting	1	17	Increase Student Achievement
2	PTO Meeting	2	14	Increase Student Achievement
3	Orientation	1	23 +	Increase Student Achievement
4	Title I Parent Night	2	30 +	Increase Student Achievement & Parent Engagement with School

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:

Riley Elementary School will provide communication through various platforms, which will include Parent Portal, Microsoft Teams, Listserv, school web page, face to face meetings, schoolwide-parent events, and social media. In collaboration with parents, the school will schedule meetings before, during, and after school to minimize schedule conflicts for parents. The school will utilize the Language Line interpreter when communicating with parents with limited English proficiency. Informational materials, such as newsletters and letters, will be translated into other languages as needed for parents. Riley will also collaborate with the 21st Century program to connect with families beyond the school day.

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 Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Data Chats with Teachers: How to inform and engage parents and students to support successful academic and behavioral outcomes	10+ (ongoing throughout the school year)	43	Increase Student Achievement

Evidence of Input from Parents/family members

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

Submit Parent and Family Engagement Plan with 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 Parent-School Compact with principal signature.

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)).

Evidence of parent input in the development of the compact.

School-Parent-Student Compact

The **School-Parent-Student Compact** is an agreement between the parent, teacher, and the student. Students have an increased opportunity for success when expectations are clear, consistent, and supported at home. Effective schools are a result of families and educators working together. We encourage you to form a partnership with the school.



John G. Riley Elementary School



PARENT-STUDENT COMPACT

The John G. Riley Elementary School students and parents, agree that this compact outlines how the parents, the entire school staff, and the 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 that will help students achieve successful learning experiences.

School Responsibilities

Riley Elementary Staff will:

1. Provide high-quality curriculum and instruction in a safe and supportive learning environment which will help students to meet the Florida Department of Education's academic standards.
2. Provide parents with frequent reports on their student's academic and behavioral progress. Each classroom, will provide progress reports through parent/teacher conferences, samples of student work, or updates on reading and math assessments.
3. Implement standards based instruction which includes rigorous curriculum and programs targeted at increasing student achievement.
4. Recruit, retain, and train qualified staff.
5. Provide parent support in creating learning opportunities at home.
6. Provide parents opportunities to volunteer and participate in school events.
7. Provide parents reasonable access to staff.
8. We will initiate contact at the first sign of a pattern of behavior that interferes with student learning.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Establish routines to support my child's success in school:
 - appropriate bed time
 - daily attendance and on-time arrival to school
 - homework & reading time daily
 - nutrition
 - grooming & hygiene
2. Communicate the significance of success in school and its relationship with success in life.
3. Provide volunteer time to the school during the school year to include PTO, SAC, and/or school events and activities.
4. Review written and electronic communication, provide current contact information, and register for school social media resources (Parent Portal, ListServ, Remind App).
5. Make sure my child's homework is completed and returned to school on time.
6. Stay informed about my child's education and communicate with the school regularly and respond promptly to all notices received as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and excel on state standards. Specifically we will:

1. Attend school daily and arrive at school on time.
2. Complete all assignments and homework with my best effort and return them on time.
3. Model the Student Code of Conduct and meet school-wide expectations.
4. Be responsible for giving my parent/guardian all information sent home from school.
5. Consistently practice reading and math facts for at least 30 minutes per day.

Parent(s) _____ Date: _____

Student Name: _____ Date: _____

Principal Signature:  _____ Date: 8/20/21

School Improvement Plan

The purpose of a **School Improvement Plan** is to guide the school's problem-solving and planning process throughout the school year.

The School Improvement Plan helps to identify, organize, and implement strategies and resources that will lead to increased student achievement.

A copy of the School Improvement Plan can be found in the school's front office and on the school's website.



Riley's SIP Academic Goals

- At least 30% of learners (63 students) in grades 3-5 will perform at a level 3 or higher on the Spring 2022 FSA ELA.
- At least 60% of learners (127 students) in grades 3-5 will make reading learning gains as measured by the 2022 FSA ELA.
- At least 55% of learners (21 students) in the lower 25th percentile will make reading learning gains as measured by the 2022 FSA ELA.
- At least 30% of learners (63 students) in grades 3-5 will perform at a level 3 or higher on the 2022 Math FSA
- At least 60% of learners (127 students) in grades 3-5 will make math learning gains as measured by the 2022 Math FSA.
- At least 55% of learners (21 students) in the lower 25th percentile will make math learning gains as measured by the 2022 Math FSA.

- At least 30% of SWD learners (12 students) in grades 3-5 will perform at a level 3 or higher on the Spring 2022 FSA ELA.
- At least 35% of SWD learners (14 students) in grades 3-5 will make reading learning gains as measured by the 2022 FSA ELA.
- At least 30% of ELL learners (8 students) in grades 3-5 will perform at a level 3 or higher on the Spring 2022 FSA ELA.
- At least 35% of ELL learners (9 students) in grades 3-5 will make reading learning gains as measured by the 2022 FSA ELA.

Where Can You Locate Copies of Plans?

- School's Website
- School's Front Office
- Title I District Office

Printed copies are available upon request.



WE NEED YOUR FEEDBACK

Please scan the QR Code or access the link
and give us your feedback!

(A paper copy of this survey is available upon request.)

<https://www.papersurvey.io/s/parentengagementinput>

