

2018-2019 Gadsden County Parent and Family Engagement Plan (PFEP)

Mission:

The District's mission for family and community engagement is that all stakeholders will collaborate to provide a safe, caring, rigorous, and engaging environment in which students can learn and succeed. Engaged families combined with highly effective teachers and school leaders are essential to a successful school and successful students.

Needs Assessment and Participation:

Data Sources for the District PFEP included the results of the annual Title I parent survey, a review of the recorded volunteers placed and assisting in the Title I schools, and a tally of the sign-in sheets for parent meetings held during the school year. While a large percentage of returned surveys from parents indicated satisfaction with their school, there were still high levels of parents who do not attend meetings and some with concerns about their knowledge of what their child was doing at school academically and behaviorally and their inability to help their child at home.

Each school had at least two volunteers assigned to them (2 x 10 Title I schools) and each secondary school had interventionists assigned during 2017-18; the numbers of participating volunteers per school averaged 2.5 per school. AmeriCorps Vista staff were co-hired with Communities in Schools to provide liaisons for at least 50% of the schools to assist parents in understanding standards, learning about the various interventions their child was using, and gaining better communication between home and school.

Average attendance at parent meetings was 18 per meeting x average of 5 meetings per school x 10 schools and Title meetings per school = 900 parents (duplicated count) who signed in.

The district exceeded its goal of increasing last year's participation by over 200 parents (duplicated count).

The average number of parents attending district and school parent meetings, participating as volunteers at the schools, and serving as parent liaisons is expected to increase by at least 3% during 2018-19.

Community meetings increased during 2017-18 with at least 6 community partner meetings with over 25 business and community agency partners at each meeting.

Engagement of Parents:

Gadsden County will take the following steps to involve parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Section 1112(b)] and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

To increase parent engagement in school health and safety, schools must make a positive connection with parents. Schools should also provide a variety of activities and frequent opportunities to fully engage parents. Schools can sustain parent engagement by addressing the common challenges to getting and keeping parents engaged. Parent engagement is not a linear process, and the separation between strategies to connect with parents, engage them in school health and safety activities, and sustain their engagement is not always distinct or discrete. For example, strategies used to connect with parents might overlap with those used to sustain their involvement, and schools might need to reconnect with parents throughout the school year. Some actions are small changes in school processes that can be done in the short term with relative ease, whereas others might be much broader, longer-term goals that require administrative or budgetary changes. Actions that are most feasible and appropriate are based on the needs of the school, parents, and available resources. Schools individually evaluate their efforts to increase parent engagement in school health and safety and learn which actions have the greatest impact. Each school is unique, and it is not possible to develop one prescribed plan for parent engagement that is appropriate for all schools. However, the district has identified common goals and

strategies that all schools will embrace in their quest for the perfect solution to parent engagement at their respective schools.

The district provides a broad and effective spectrum of parent services through a Parent Resource Center that is focused on a range of activities to serve all parents through district and community partnerships and services. School and district partnerships begin with parent advisory committees at each school and extend to community service providers and business partners who are willing to help the school succeed by being active partners and sources of resources otherwise not available for the students and parents. Community engagement and outreach lead to the discovery of assets from all partners to assist parents and students meet their hierarchy of needs necessary to be fully-prepared to participate in a healthy, wholesome, and safe education.

All schools receive information relative to how they can better include parents and community parents in the school improvement process; how their assistance with attendance and behavior issues can help academic improvement; and how they can provide input on plans and applications for additional funding for school and student activities. Annual and quarterly parent/community meetings provide avenues for parent input into all activities serving their children. One-on-one teacher data chats with parents throughout the year also improve parent's understanding of what their child is doing academically and how to better assist them at home.

Early childhood coordination involves parents by preparing their children for their first level of education. Parents are involved through home visits and provision of workshops and necessary interventions to work with students from an early age. During 2017-18 there was a more laser-like focus on early learning in an effort to build the foundation of strong students early so that they will continue to move through their school years prepared with the skills necessary to graduate college and career ready.

Exceptional Student Education (ESE), Migrant, English Language Learner (EL), and homeless parents are provided all the necessary and required accommodations through the Parent Resource Center, the EL Office, and the ESE Office, including diagnosis of language barriers/learning disabilities/physical needs, development of student instructional plans/IEPs/recovery plans, and provision of all physical, health, social, and emotional assistance necessary to help students succeed - parents are active partners in the development of all the activities and plans.

Decisions involving parent engagement activities are made in alignment with the school parent policy and are determined by a majority of parents involved in the parent advisory committees at the school. All activities are necessary, reasonable, allowable, and allocable. All activities are related to the plan and its activity components which parents assist the school in developing. More frequent parent meetings capture additional parent input and suggestions for the implementation of Title I and the use of its parent involvement set-aside funding.

Technical Assistance

The actions the district has taken to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)]. Including:

- description of the process the district will use to review the school-level PFEP to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- how the district will provide reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

Each school has an identified parent liaison assigned to assist parents at the school site. The schools have assigned parent areas/rooms with assistive technology and resources to provide awareness of all plans, requirements, and applications that are designed to assist them. Title I Office annually provides

each school with all the documents that parents must receive within a school year; related grant applications designed to enhance dissemination of plans for parents to provide input; school grade and district grade data so parents can be informed about the school's/district's improvement efforts and actual performance; and other documents relative to school choice, parent meetings, tutoring, and other assistance that are provided for children.

The district Parent Resource Center is stocked with parent experts, district information, academic resources, educational support materials, and computers for parents to use to develop digital proficiency, complete applications, research interventions and other activities planned for children, gain literacy and financial literacy instruction, and access the parent portal with all their child's classroom information on it.

At the annual Title I meeting, a copy of the previous year's Parent and Family Engagement Plan (PFEP) and a DRAFT school PFEP is presented to each parent, along with data about school grade performance. Presentations feature all the activities parents can be involved in and are discussed and followed by an interactive question/answer (Q & A) session asking parents for additional input. Minutes of the meetings are developed and any input provided by parents is taken under advisement before finalization of the upcoming year's PFEP. Parents are given additional windows of opportunity to provide input after reviewing the plan. After finalization, the plan is presented to parents through: the parent resource room at the schools; the Parent Resource Center; posting on the school/district websites and other social media; school announcements in newsletters, media, on marquees and/or through backpack notices; and through presentations at the school and district advisory councils. Parents are provided additional opportunities to do similar reviews at parent meetings held throughout the school year to make recommendations for further changes to the current and upcoming year's PFEP.

Coordination and Integration

Ways the district coordinates and integrates parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)].

Program Coordination

The Title I Office has regular (formal and informal) meetings and ongoing communication (daily/weekly) with the supervisors, coordinators, and directors of all programs to align, integrate, and coordinate all student and parent services, including transition programs for Head Start; sharing of information from home meetings with HIPPY resource staff; sharing transition plans for VPK students; meetings regarding supplemental accommodations and instructional support for ESE students with parents as part of the decision making group; professional learning for instructional staff, school leadership, and other support staff to facilitate the use of parent modules and other parent trainings. Parents are provided assistance with language interpretations of forms and the EL Office provides language learners the necessary accommodations to be successful. Other departments provide homeless and foster children with accommodations as necessary.

Translations are provided for all school documents and during meetings. Transportation to schools of origin is arranged as necessary and required (excluding parent choice options). Other physical, social, and emotional services are provided as necessary to remove barriers from a student's educational process.

Annual Evaluation

With the inclusion of parents, the district conducts an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

An external evaluator for Title I evaluates all progress toward meeting program outcomes established

during consultation and evaluates the Title schools parent meetings and professional learning. The evaluation is finalized after the project year is completed to capture the full year worth of data. The district monitors progress quarterly via review of data and district diagnostic results; instructional specialists and Area Directors monitor progress weekly and monthly via review of data.

Building Capacity

Steps the district takes to build the schools' and parents' capacity which demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)].

Person(s) responsible:

School leader

Community coordinator

Anticipated Impact:

Improved parent engagement

Timeline (frequency/duration):

monthly meetings throughout the school year

Effectiveness:

Developed Plans

Productive meetings

Supporting Research:

In every community there is work to be done. In every heart there is the power to act. People will support what they help to create. Where you live and who you know (or don't know) has a huge impact on the odds of one's success. In order to leverage community assets for parents, there are several questions to be asked:

- *What is not there?*
- *What services are needed to meet these needs?*
- *Who are the consumers of these services?*
- *What are the connections and contributions?*
- *What do people care enough about to act upon?*
- *Which strategies will mobilize the group?*
- *What are the roles for the people or the program?*
- *Which agencies can lead?*
- *Who are the citizens benefiting from these connections/contributions?*

Community and school leaders continue to be invited to dream, support what they feel they need to pursue their dreams, and to talk about their concerns and what they want badly enough to act upon. The community needs to feel valued and connected as they talk about what they want to do collaboratively with the district to help the children. Individual members' knowledge, skills, and passions are identified along with resources of public, private, and non-profit institutions. The role of voluntary associations continues to be discussed along with institutional policy shifts necessary to make a change. There is a continuing need to build a grass roots asset base; attack barriers to family success; build/sustain community and leadership habits, systems, and policies; build family assets; help each other through mutual support; and engage in collective action. A connected environment is the infrastructure for community.

The district continues to discover places to put their efforts versus places that they need to remove their efforts from - this can only be gained through parent and community input. The Gadsden community includes faith-based congregations, community-based organizations, institutions, learning groups, health initiatives, family assets, grants programs, and neighborhood groups. Communication is key for the district to create an environment where people have access to good quality information through community meetings, thus giving them a neighborhood voice. The group continues to identify and build connections for the residents to reach out to and eliminate the barriers to accessing these connections. The group continues to build bridges across boundaries that lead to greater understanding and co-investment and create a neighborhood without borders. The group continues to identify low-risk, low-commitment ways to make a difference and outcomes connected to people with untapped resources. This effort continues to help identify more ways to engage all stakeholders in participation and governance to create a sustainable and effective project.

Gadsden's vision for leveraging community assets, improving school and community collaboration, and developing family and community partnerships continues to be to bring together identified community partners to offer a range of supports and opportunities for its students and their families. It is geared towards establishing and maintaining partnerships working to achieve results, focused on:

- (1) children ready to enter school;*
- (2) students attending school regularly;*
- (3) students becoming motivated and actively involved in learning;*
- (4) families increasingly involved with their children's education;*
- (5) family and schools effectively working together;*
- (6) students succeeding academically;*
- (7) students healthy - physically, socially, and emotionally;*
- (8) students learning in a safe and supportive instructional environment; and*
- (9) teachers who are supported and highly effective in establishing a classroom environment conducive to learning (Cowan, Vaillancourt, Rossen, and Pollitt, 2013).*

The district's efforts continue to focus on enhancing the delivery of existing school-based services and through its community partnerships, fill in resource and service gaps based on the needs of the school through a mutually establish framework (based on The Coalition for Community Schools robust Results Framework), for results with specific short- and long-term goals that are essential for student success and based on the relevant goals of the school improvement plans, which serve as goals and objectives of each community partnership.

A school-site community-partnership leadership team comprised of school and community stakeholders guides the planning, implementation, and evaluation of the partnerships in order to maximize effectiveness, alignment of resources, as well as sustainability. According to the Coalition for Community Schools and the National Association of School Psychologists, there are nine key elements to focus on in this development: leadership team, needs assessment, designated community-partnership person, clear expectations and accountability, high quality services, ongoing comprehensive professional development, detailed plan for sustainability, evaluation measures, and communication plan. These are necessary components for creating and sustaining effective partnerships to improve student's academic and overall wellness.

District administration, faculty, and staff through the school-site leadership team, continue to leverage the following key elements in order to create a framework for results, based on the needs assessment identified in the school improvement plans:

- 1. Reappoint a designated person (by October annually) to lead the coordination of school–community partnerships (co-led by a member of the school leadership team and a lead community partner), who helps maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process.*

2. *Review the expectations and shared accountability for the school and community partners (by November annually) with delineated roles and responsibilities for school personnel and community providers in order to enhance efficiency and effectiveness of service delivery while ensuring that the needs of the schools are being met.*
3. *Review the process (by November annually) for identifying high-quality services that leverage school and community resources throughout the partnership, including making sure services are provided by specialized instructional support personnel and community service providers with the knowledge and skills critical to improving student and school outcomes.*
4. *Refine the comprehensive professional learning methodology (by November annually) for school leadership, teachers, staff, and community partners, which is continuous and high quality to ensure effective partnerships, which leads to improved student learning, as well as stronger families and communities.*
5. *Continue to conduct monthly meetings throughout the year with all stakeholders (participating school staff and community partners) to ensure continual building of relationships and trust, develop common language, and learn content and best practices around school–community partnerships for high student and school outcomes.*
6. *Refine the plan for long-term sustainability to maintain partnerships and/or establish new partnerships based on identified and/or changing school needs, as well as identify and capitalize on financial assets of community partners to maintain a consistent funding stream in support of programs and activities aligned with a common vision.*
7. *Conduct annual external evaluations of partnership effectiveness through a variety of measures, which includes reevaluating current school/district partners and/or selecting new partners based on data that highlight their best-fit with the current needs of the school and community.*
8. *Review the communication plan (by December annually) to share progress and challenges as it relates to the success and challenges of each school-community partnership to determine: (1) what is working, (2) what is not working, (3), challenges and ways to over challenges, and (4) successes in order to educate the larger educational community and others seeking to improve schools through community partnerships.*

By establishing a framework for results through a set of guiding elements, the district is better able to leverage school-based services and the services provided by its community partners (evidence of effectiveness), as well as refine the collaborative process wherein all stakeholders are actively involved in providing a wider range of services than can be accomplished singularly. Doing so ensures that the services provided are appropriate and complementary to the academic, social-emotional, and developmental focus areas of the school and the individual and collective needs of students and their families. All students are eligible to access services made available through the school–community partnerships, with priority given to those most in need. The school-community partnership and lead persons are identified by October annually, begin meetings by November annually, and begin implementation of coordinated activities by December annually with monthly meetings. External evaluations are done at end of each school year. Activities are ongoing throughout the school year.

Professional Learning

With the assistance of the schools and parents, the district educates 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)].

Person(s) responsible:

Parent Resource Coordinator
 Director of Professional Learning
 Community Partners

Anticipated Impact:

Improved student achievement

Timeline:

ongoing throughout the year

monthly trainings

quarterly progress monitoring

annual evaluation

Evidence of effectiveness:

outcomes on state assessment and in student incident reports

Supporting Research

The district continues its work to strengthen its professional learning through providing high quality, tailored professional learning for all stakeholders. This support cultivates leaders throughout the school and public communities who are prepared to help facilitate improvement in teaching and student learning; builds awareness in the community; and builds parent skills to assist their child in their education. Most importantly, the district believes that innovative competencies are being nurtured. Training continues to be focused on the person's ability to:

- *Be a leader in their classroom, school, community, and/or at home;*
- *Establish a respectful environment tailored to the cultural and linguistic diversity present in the district's student population and communities;*
- *Build knowledge and skill to impart learning;*
- *Facilitate learning for all stakeholders;*
- *Use reflective practice through the lens of student data for increasing students' learning (evidence of effectiveness);*
- *Practice varying effective teaching practices and strategies;*
- *Incorporate effective assessment strategies; and*
- *Know when and how to use technology to maximize high student learning (Nessipbayeva, ND 2013).*

Sanchez, Roegman, and Goodwin (2016) identified three roles of mentors: teacher, field-based teacher educators (community/parent), and learner. The goal is to continue to develop training around these three interconnected roles. Selection of teacher mentors is a collaborative process between the school, parent, teacher, and community.

The district continues to implement evidence-based strategies to attract and retain a collective force for improving and sustaining student achievement and to meet the needs of the culturally and linguistically diverse student population it serves. The National Comprehensive Center For Teacher Quality (2007) in its report on America's Challenge: Effective Teachers for At-Risk Schools, on the topic of highly qualified teachers and highly effective stakeholders, states that "the most important means of facilitating high achievement is ensuring that all students have access to highly effective teaching." Similarly, Guha, Hyler, and Darling-Hammond (2016) provided the foundation for launching the framework for building the district's capacity to attract, cultivate, and maintain effective educators in order to address lower student achievement. Toward this end, the district training is designed to be responsive to the Florida Strategic Plan, highlighting the following target performance goals:

- *Goal 1: Highest Student Achievement under the teachers and leader's priority, which seeks to "increase the percentage of effective and highly-effective teachers;"*
- *Goal 2: Seamless Articulation and Maximum Access*
- *Goal 3: Skilled Workforce and Economic Development (FLDOE SBE, 2012-2018, p. 8).*

The district's PFEP continues to help the district sustain clinical and professional learning models for optimizing the effectiveness of the district with its collaborative partners in which mentor teachers and classroom teachers plan together learning from each other and maximizing learning for ALL while respecting student's cultural and linguistic differences.

The district continues to implement an evidence-based framework for providing each school with direct support in building their capacity for school-wide improvement. The technical assistance model provides the district with a "multi-prong" support system to ensure successful implementation and sustainability. In providing extensive technical assistance, the partnership has built the district's capacity for a sustainable model for improving policy and practice for school/district-wide improvement relative to academic achievement.

Summer professional learning continues to be offered for parents and staff in how to implement Florida standards and how to monitor instruction after implementation. During pre-planning week each year, more training on instructional effectiveness, parent engagement, and the infusion of standards continues to be offered at each school so that teachers are fully aware of how they can work with parents on standards that align to the state assessment and instruction. Modeling, training, data analysis and other training activities continue to be provided throughout the year for staff and parents. Training on the different tiers of intervention and positive behavior continue to be provided during parent meetings and other parent activities.

Subject-expert consultants trained in standards-based implementation continue to be contracted as necessary to assist with trainings. All trainings and strategies continue to be based in the body of knowledge surrounding Florida standards and are reinforced throughout the school year. All trainings and modeling at the school level continue to be developed around the alignment of the standards to the state assessment and student achievement. All activities continue to be based on the foundational practices to promote common language and understanding of expectations for the quality of instruction and professional/community responsibility.

Character Standards are critical to a learning environment. There are many strategies to address character and behavior of children in school but most are derived from a Multi-tiered system of supports and Positive Behavior plans. Before working on children's behavior, the parent and teacher need to understand what the keys to misbehavior are: sleep, positive reinforcement, quality time and attention, and healthy nutrition. Understanding these four critical keys to misbehavior continues to be a primary charge of the supplemental support team assigned to the school. Children who do not get as much sleep as their peers have lower IQs, have higher diagnosis of ADHD, make poorer grades in school and have a higher chance for obesity. Children who are very defiant towards their parents are usually that way because of being criticized at home for things they do wrong and never being praised or told that they are doing things right. As a result, the kids are confused, angry, upset, defiant, and overall very hard to manage. Once families are taught to improve communication patterns, children's behavior improves dramatically. Parents are provided training in these skills.

Attendance behavior is also very important and there continues to be more and more attention paid to not just attending every day but being on time and ready to learn. More progress monitoring of this facet and accompanying home visits and follow up continue to be implemented to address the issue. 71% of American families have both the mother and the father working full-times, which means that children are often left at home alone after school or in after school or daycare for up to 12 hours a day. The most important factor in spending quality time with the child is not in what the parent does with the child but the fact that they are just doing something together. Even parents with good intentions can hurt their children emotionally when they dismiss the child who wants their attention while the parent is busy with other things. Teaching parents to carve out quality time with their children can lead to a fuller emotional tank which results in a much happier child. Parents continue to be trained in understanding and rebuilding these skills. How much sugar can a child ingest during a day? Parents and schools are notorious for inundating kids with sugar. Dramatically reducing a child's sugar intake produces remarkable results in a

child's behavior and their short-term and long-term health. Detoxing them isn't easy but there are nutritional snacks that can fill the 'sugar void'. Parents continue to be provided workshops to learn about what sugar is doing to their child and how they can work with the child to change the impact.

Change is not always easy or convenient. There is no such thing as a perfect parent. However, the most successful parents understand that their children's behavior is a direct correlation to the emotional and physical well-being of their child. Just like in cooking, if the parent leaves out one key ingredient the child may not turn out as well. Quality ingredients are taught to parents so the 'cake' continues to rise and be successful in school and in life.

Communication and Accessibility

The district provides full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Information about these opportunities is shared at school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

All parents continue to be invited to every meeting with no regard to whether or not they are LEP, migrant, ESE, or homeless. Parents continue to be provided opportunities to come to meetings at different times during the day - most prefer to come after school is out (6 p.m. or later); some schools prefer morning (8 a.m. before they go to work); all parents are free to come to the Parent Resource Center daily from 8 a.m. to 5 p.m.; there is a mobile Parent Resource bus that visits neighborhoods to bring the parent services to the people; most large parent gatherings are held on Saturdays and are provided day care, and family and child activities. Any parents who cannot come to a meeting are provided all the relevant handouts and are provided one-on-one information and training during the regular school day upon request. The district hosts Parent Expos every grading period to assist parents in understanding how their child is performing in school. Annual open houses and orientations continue to be offered at each school for parents to familiarize them with the school, its goals, its staff, and its work with their child. The district continues to encourage parent involvement through volunteering to assist with individual tutoring and other larger group activities at the school. Parents continue to be provided a student database portal where they can easily access all the educational materials for a child from a teacher, including grades, attendance, and behavior information. Parents continue to be provided individual student grade information annually to make them aware of their child's needs and growth areas. Important parent messages related to their child's school are announced through an electronic parent communication line called Skylert. The district shares information through various modes: media press releases, social media, public announcements, parent portal, parent electronic messages, back pack from school level, websites, through community partners, and other modes of communication. All messages and documents are provided in English and Spanish; other translations are available upon special request through a collaboration with the Migrant and EL offices.

Discretionary Activities

The LEA parent and family engagement policy includes discretionary activities that the district, in consultation with the parents, chose to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1116(e)].

Strategy:

Familiarize parents with Florida Standards and interventions being used to assist children in learning standards - this continues to be done through workshops and through open use of computer labs in schools and public areas under guided learning by district and other qualified staff.

Person(s) Responsible:

Parent Resource Coordinator

School leaders
Parent liaisons

Evidence of Effectiveness:
Greater involvement in child's education

Timeline (frequency/duration):
semi-annually
upon request at the parent center

Supporting Research:
Principles that both teachers and parents continue to bring to the education of young children during early-years include sharing, helping friends, and team work. Teachers want their students to reflect on their lessons, but with young children, this is a learned skill and reinforcement and prompting by the parent reinforces learning - British Council Gillian Craig 2015. Children differ from adult learners but there are also surprising commonalities across learners of all ages. Development of learning is only established with well-established learning patterns and expertise.

Evaluation of the Previous Year's Parental Involvement Plan

Building Capacity Summary

Below is a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)].

GED Preparation

Parents continue to be offered opportunities to participate in GED classes through the Technical Center to enhance their own literacy.

Number of Activities: ongoing and available throughout the school year

Number of Participants: 25

Anticipated Impact on Student Achievement: The more parents know, the more they can assist their child with their education. Education leads to self-sustainability and improves the quality and situation of the child's home.

Family Literacy Training

Parents are offered opportunities to participate in Just 20 training to enhance their love of reading.

Number of Activities: ongoing and available throughout school year

Number of Participants: 100

Anticipated Impact on Student Achievement: The more parents read, the more they know, and the more they expect children to read and know.

Parent Trainings

Parents continue to be offered opportunities to participate in various workshops throughout the year to learn social, physical, safety, health, nutrition, and other principles that will assist them with raising and preparing their children for learning.

Number of Activities: quarterly throughout the school year

Number of Participants: 100

Anticipated Impact on Student Achievement: The more parents know, the more they can ensure their child is ready to learn.

Assessment and Grading

Parents continue to be offered opportunities to come meet with teachers at the school to discuss test results, expectations, and goals for their child.

Number of Activities: every 9 weeks during the school year

Number of Participants: 250

Anticipated Impact on Student Achievement: The more parents know about how their child is performing in school and on assessments, the more they can assist their child at home.

Florida Standards Trainings

Parents continue to be offered several opportunities to participate in training in the Florida Standards that are relative to their child's learning at different times during the day.

Number of Activities: semi-annual activities during the school year

Number of Participants: 200

Anticipated Impact on Student Achievement: The more parents know, the more they can assist their child with their education.

Parent Portal Training

Parents are offered multiple opportunities to learn how to access their child's student records and communicate with their child's teacher through the student database portal.

Number of Activities: ongoing and available throughout the year upon request; one primary training each school year

Number of Participants: 200

Anticipated Impact on Student Achievement: The more parents know about how their child is performing educationally, the more they can assist their child.

Staff Training Summary

A summary of professional learning offered by the district 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)].

Teacher and Leader Parent Engagement Training

Trained teachers and leaders in strategies about how to interact with parents using positive customer service components in their approach.

Number of activities: three per year: during pre-planning; during teacher planning days throughout the school year; and at mid-semester break

Number of Participants: 150

Anticipated Impact on Student Achievement: Better and more frequent interactions between leaders, teachers, and parents will build a relationship of trust to help the child.

Support Staff Parent Engagement Training

Training school support staff in strategies about how to interact with parents using positive customer service components in their approach.

Number of activities: once during pre-planning; at mid-semester break; and during summer training

Number of Participants: 30

Anticipated Impact on Student Achievement: Better and more frequent interactions between support staff and parents help to build a stronger relationship of trust to help the child.

Parent Portal

Training for school staff on what is available through the parent portal within the student database and how to train parents to access it.

Number of activities: every 9 weeks at parent expo

Number of participants: 100

Anticipated Impact on Student Achievement: The more often that teachers and parents interact, the better the relationship. Better relationships lead to common learning and sharing between staff and parents about child's educational pursuits.

Private School Summary

A summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

Parent training on social and emotional issues children are facing including health, nutrition, safety, social media, values, bullying, etc.

Number of participants: 25-30 per Gadsden private school; two per year per school - dependent on their funding allocated

Schools participating:

*Tallavana Christian
Robert F. Munroe
HLC Learning Center
John Paul II
Trinity Catholic
Capital Preparatory
Bethel Christian*

Anticipated Impact:

Provided parents with awareness and information to allow them to better communicate with their children and assist them in school.

Barriers

The barriers which hindered participation by parents in parent and family engagement activities during the previous school year, including the steps taken/will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)].

Barrier

Access to Technology (all subgroups):

Steps to Overcome:

- *Providing access to technology through the parent resource center*
- *Providing access to technology through a mobile parent bus in the neighborhoods*
- *Providing access to technology through partnerships with local libraries and other community organizations*
- *Providing access to technology through community school formats that allow parents to come and use digital equipment outside school hours*
- *Providing access to technology through prioritizing funding so that students are provided technology to check out when they are unable to be at school*
- *Creating partnerships with local phone providers to provide affordable internet access.*
- *Developing program to recycle usable computers that would otherwise be discarded to parents for basic computer operations.*

Barriers

Ability to assist children educationally because parent education is educationally limited (all subgroups)

Steps to overcome:

- *GED and literacy trainings*
- *Develop and offer more trainings on standards*

Barrier:

Limited participation in parent and community meetings (all subgroups)

Steps to overcome:

- *flexible meeting times*
- *child care*
- *motivation to come to meetings*
- *open door policy at Parent Resource Center, district office, and at schools*

Promising Practices

Parent and family engagement activity/strategies implemented during the previous school year that the district considers the most effective.

Consolidating summer services for all schools and children

Summer school programs continue to be consolidated by grade level where students are all intertwined with each other in an effort to reduce social stigmas, stigmas of language barriers, aggravations that lead to disruptive behavior and activities, and all students are involved in common activities that require parents to participate (competitive enrichment sports, aquaponics; academic competition activities; whole school plays where parents are involved in building sets and costumes and developing playbills; building projects where parents donate time and tools to assist children in building items for school beautification; projects where pre-school children are provided opportunities of dual-language where parents can participate and co-learn with the children).