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

## Royal Palm Exceptional Center

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

## Assurances

**Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**Certifications**

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child’s classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher’s qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**School Parent and Family Engagement Policy**

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

**Policy Involvement**

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b)except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

* a timely information about programs under this part;
* a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida’s challenging academic standards; and
* if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b)is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

**Shared Responsibilities for High Student Academic Achievement**

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida’s challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

* **parent-teacher conferences in elementary schools, at least annually,** during which the compact shall be discussed as it relates to the individual child's achievement;
* frequent reports to parents on their children's progress;
* reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
* ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Accessibility**

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

 Robert V. Moretti, Principal

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

**Parent and Family Engagement Plan**

In support of strengthening student academic achievement, **Royal Palm Exceptional Center** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school’s expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school’s plan submitted to the local educational agency (LEA).

The **Royal Palm Exceptional Center** agrees to implement the following requirements as outlined by Section 1116:

* Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
* Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
* Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
* If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
* Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. families play an integral role in assisting their child’s learning;
2. families are encouraged to be actively involved in their child’s education at school;
3. families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. other activities are carried out, such as those described in Section 1116 of the ESSA.

**JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

**Royal Palm Exceptional Center** will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Describe/list how families will be involved in the development of the school parent and family engagement policy and how families will be involved in the planning, review, and improvement of parent and family engagement programs including decisions on how funds for parental involvement will be used. (A Parent Involvement Plan Input form will be provided to you)

**All Royal Palm Exceptional Center families will be provided access to a "Parent and Family Engagement Plan (PFEP) Input/End-of Year (EOY) Parent Involvement Survey" in the Spring of 2023 (April/May). This input form will be in both hard copy print format and via electronic phone/text/e-mail using the district’s School Messenger parent communication system. An on-line Google Forms survey, via School Messenger text and e-mail links, will be available to all parents as an optional response format. The Spring (April/May) School Advisory Council meeting(s) will focus primarily on Title 1 planning, and seeking parent input, ideas and feedback regarding the 2023-2024 school year. Parent input topics will include how parents can be involved in defining contents of the 2023-24 Plan, 2023-24 School-Parent Compact criteria and content, 2023-24 PFEP "1 % set aside" funds for parent involvement, parent involvement activities, and the overall school Title 1 budget allocation (preliminary).**

**ANNUAL TITLE I MEETING**

**Royal Palm Exceptional Center** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school’s Title I program, the nature of the Title I program, the families’ requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

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, budget, curriculum used at each grade level, assessment used at each grade level, school grade, 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 (comment form provided) [Section 1116].

You annual Title I Meeting **MUST** be separate from any other event including SAC, Open House, Curriculum Night, etc.… A suggestion would be to hold on the same night but at different times. For example: SAC 5:30-6:00 and Annual Title I Meeting 6:00-7:00. Separate documentation for announcements, agendas, meeting minutes and sign in sheets titled “Annual Tittle I Meeting” must be submitted for compliance.

**In August/September 2023 a fully advertised "Annual Title 1 Meeting" will be conducted - all Royal Palm parents will be invited. This meeting will be specific to and focused on Title I information and content, separate from any other events or parent activities/meetings. The Annual Title 1 Meeting will be fully advertised more than one time in more than one format in more than one language, in a timely manner prior to the meeting - to include initial and follow-up reminder announcements, hard copy flyers, School Messenger phone calls/texts/e-mails, and school website postings. Documentation of meeting will include examples of announcements, agenda, district/school PowerPoint, sign-in sheets (Zoom chat box or Google Form if virtual), parent feedback/comment forms, and meeting minutes. For those parents not able to attend, minutes will be posted on Royal Palm's website. Meeting agenda will include, but not be limited to: inform parents of participating children about the school's Title I program; budget; curriculum used at each level; assessments used at each grade level; school improvement rating/grade; supplemental educational services; and the rights of parents. Persons responsible for this meeting and communication of parent and family engagement information include the principal, assistant principal, parent involvement specialist, school counselor, academic coach, reading coach/testing coordinator, behavior specialist, licensed mental health professional, school social worker, and other staff as needed.**

**COMMUNICATIONS**

**Royal Palm Exceptional Center** will take the following actions to provide families of participating children the following:

* Timely information about the Title I programs
* Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
* Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

Describe/List how the parent and family engagement policy will be distributed to families and how the school is going to communicate with families including information about how the school will provide information related to school and family programs, meetings, and other activities to families in a format, to the extent practicable, and in a language that families can understand (multiple languages).

**Royal Palm's Parent and Family Engagement Plan (PFEP)/Policy will be distributed In hard copy to all households. A copy of the plan (English and Spanish) will be available in a labeled binder in the front office, with free copies available upon request. In addition, School Messenger will be utilized to provide an electronic copy of the plan via e-mail attachment to all parents with that access. Parents will be notified that The Plan will also be posted on the school's website,**

**All parent activities will be advertised in a timely manner (1-2 weeks prior to the date) with follow-up reminder notices as the actual event date gets closer. The announcements will be in more than one language, minimally in English and Spanish. Numerous communication formats will be used, including "backpack" 'student folder flyers, School Messenger phone/text/e-mails, school website postings, Twitter, e-mails and phone calls from teachers, and face-to-face notices/reminders when the opportunity is available, such as during IEP meetings, teacher-parent conferences, parent pick-up ramp/front foyer interactions, student specific meetings with the information specialist / school counselor / nurse / social worker / licensed mental health professional, and meetings with school administration.**

**The school counselor, school mental health professional (bilingual Spanish-English), school social worker, staffing specialist, behavior specialist, parent involvement specialist, and instructional coach provide on-going communication to parents and students regarding academic and social/behavioral progress, credits, assessments, mental health supports and services, and behavior/emotional services and supports. They often directly participate in the parent involvement activities in the Plan.**

**SCHOOL-PARENT COMPACT**

**Describe/List the process the schools will follow to jointly develop with families a School-Parent Compact and how the Compact will be disseminated.**

**Royal Palm families will be provided with a U Parent and Family Engagement Plan (PFEP) Input/End-of-Year (EOY)Survey Form" in the Spring (March/April) of 2023. Survey form will be both in hard copy format and via electronic text/phone/e-mail using School Messenger. In addition, and on-line survey will be available to all parents as an optional response format. The survey will include a copy of the 2022-23 School-Parent Compact - parents will be asked to provide input regarding the contents of the Compact and any changes/deletions/additions they recommend. A SAC meeting will be held in March/April 2023, specifically to seek input regarding the PFEP and Compact.**

**The Royal Palm Compact will be disseminated via the annual parent-student back to school information packet week 1 of the 2023-2024 school year. Students not reporting on day I of the school year will receive their packet, including the Compact, on the first day they report. A Google Forms version of the Compact will be created and shared through School Messenger and/or direct-to-parent e-mail when the paper version is not signed and returned. The Parent Involvement Specialist will create a binder containing the signed and returned Compacts, and this will be housed in the front office. During the year, all students new to Royal Palm will be given a packet, including the Compact, by the office staff or information specialist. The Parent Involvement Specialist will work closely with teachers to maximize the number of Compacts that are signed and returned.**

**Royal Palm Exceptional Center** will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state’s high standards.

**See above regarding Compact development and dissemination. The design of the Compact will be such that each key person responsible for the school-parent Compact implementation will be required to read and sign the Compact. This includes the parent/guardian, student, teacher and principal. For each of these a list of actions will be defined that each party is responsible for, with the end goal of improving student academic and behavioral/emotional achievement. Compact content will also form a basis for annual parent-teacher conferences/IEP meetings regarding student progress/achievement.**

**RESERVATION OF FUNDS**

**Royal Palm Exceptional Center** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

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 parental involvement will be used [Sections1116)].

**In the Spring (March/April) of 2023, Royal Palm families will be provided with a Parent and Family Engagement Plan**

**(PFEP)/End-of-Year survey form in both hard copy format and electronic text/phone/e-mail using School Messenger. In addition, an on-line Google Forms survey will be available to all parents as an optional response format. This survey includes a request for input regarding the parent involvement funds portion of the Title I allocation. Further information and discussion regarding these funds will be included as part of the March/April 2023 SAC agenda, and for the Title I Annual Meeting in August/September. The SAC/PFEP Meeting will focus specifically on sharing information and seeking input about the draft PFEP, Compact and 1% set aside (parent involvement) for 2023-2024. Due to the Title 1 funded part-time position of Parent Involvement Specialist, Royal Palm Exceptional Center has historically exceeded the required 1% set-aside targeting parent and related services and supports.**

**COORDINATION OF SERVICES**

**Royal Palm Exceptional Center** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

Describe/list how the school will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.

**Parent involvement activities will include coordinating with the school district's Exceptional Student Education (ESE) Department and the Florida Diagnostic and Learning Resource Services (FDLRS) staff to provide workshops, training, and support to parents, with the goal of positively impacting academic, emotional, social, and behavioral progress. Communication and support for parents has been positively impacted via the recent addition of a licensed mental health professional (LMHP) position along with the school social worker position. A plan currently exists to increase the amount of time the LMHP will be assigned to Royal Palm. Due to Royal Palm's Title 1 designation, in addition to being a full-time center school for students with disabilities grades PreK-12, numerous community groups and agencies provide direct support to students and families - Lutheran Services, The Bridge Fund, SalusCare, Laces of Love, Pet Partners, Delta Therapy, Fort Myers Police Department, Church of the Cross, Community Cooperative, I Have A Dream Foundation, One More Child, Publix, Olde Hickory Golf and Country Club HOA 2, Direct Access at Home, Elite DNA. Valerie's House, and Oma's Heart.**

## Evaluation of the 2022-2023 Parental Involvement Activities

**2022-2023 Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116)]. Include participation data on the Title I annual meeting.

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| **Activity**  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Open House | 1 | 15 | Provided parents with the tools (knowledge about Royal Palm's program) needed to support their child's academic and behavioral learning and progress. Advertised to all parents via multiple methods.  |
| 2 | Annual Title 1 Meeting | 1 | 8 | Increased student academic and behavioral/social achievement via increased parent knowledge and awareness of school programs, services, organization, importance of the role of parents and home-school communication. Limited parent participation was followed up with school website posting of all meeting information and materials, School Messenger dissemination of all information and printed materials, and access to a Google Forms feedback and comment.  |
| 3 | Parent Workshops/Presentations | 8 | 25 | Increased student learning via parent education regarding school and community resources, ESE policies and procedures, techniques and parent actions to support learning in the home, positive value of parent-school communication and collaboration upon student outcomes. School Leadership team members also attended and provided additional information per individual student/parent needs. |
| 4 | Parent Newsletters | 3(on-going May/June) | 250 | Newsletter focuses on specific classroom content and activities, and suggestions for parents to support these. It also provides updates from administration and leadership team members regarding school events, available supports and services. Number of participants is approximate. |
| 5 | Individual Educational Plan (IEP)/ Parent Meetings | 125(on-going) | 125 | Supported student progress via direct parent participation in defining child specific learning and behavioral goals. targeted behavior, input regarding education plan, progress reporting quarterly. Each parent invited to participate in a minimum of one meeting per year, face-to-face or via Zoom option. Number of participants is approximate. |
| 6 | Science Fair | 1 | 10 | Targeted student achievement in areas of science, problem solving, inquiry and experimentation. Also incorporated social skills, working together on a project, communication. Parents provided information during days and weeks leading up to Fair, all parents invited to attend and participate in the Fair. |
| 7 | Read Across America | 1 | 10 | Increased awareness of the importance of reading for knowledge and enjoyment, support reading in the home. This event was combined (back-to-back) with the Science Fair event in an attempt to make parent access and participation easier. |
| 8 | SAC Meetings | 4(on-going April/May) | 10 | Positive impact on student achievement due to increased parent knowledge of Royal Palm programs, supports and services. Parent input and feedback regarding Title 1 plan, budget, activities, Compact. |
| 9 | Student of the Week (SOW) and Quarterly SOW Recognition Activity | 34 / 4 | Students/staff | Limited to student and staff face-to-face recognition of student academic and behavioral success. Held weekly and quarterly. |
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| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
|  |  | **Total:****182** | **Total:****343** |  |

**2022-2023 Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116)].

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| **Activity**  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Weekly PLC Meetings (elem and sec) and weekly Creative Collaborative Communication groups (like grades) to include agenda items regarding improving instruction and student outcomes, and importance of involving parents in supporting learning | 30 | 900 | Student achievement increased due to strengthening of instructional methods, progress monitoring, appropriate planning, encouragement/modeling by teachers to get parents involved in their child's education, home-school communication. |
| 2 | Faculty/Staff Meeting/Workshops that include components of parent input, feedback and involvement, and home-school communication. | Monthly - 10 | 300 | Student achievement increased due to strengthening of instructional methods, encouragement by teachers to get parents involved in their child's education. |
| 3 | APPLES (monthly observations, weekly mentor meetings) |  |  | Improved student outcomes by increasing teacher job knowledge, instructional skills |
| 4 | ESE training and dissemination of information/guidelines, formal and informal, related specifically to learning outcomes, instruction, importance of parent input and involvement with the IEP process. | 10 | 300 | Improved student outcomes due to more parent input and participation in IEP and related meetings, focus on parent knowing academic and behavioral/social/goals, how behavior/referral data is maintained and logged by teachers, and supporting progress towards same. |
| 5 | 1:1 or small group communication/PD (phone, e-mail, in-person) between parent involvement specialist and teachers related specifically to promoting parent to school communication and building stronger parent-teacher relationships. Frequency of 1 or more per week. | 36 | 36 | Improved student outcomes by increasing the amount of parent involvement and student support at school and in the home. |
| 6 | Staff training and 1:1/small group communication regarding the Royal Palm parent newsletter/journal, how to utilize it as a tool to provide parents with information regarding instruction, content, skills and curriculum being taught, and how parents can support these in the home. | 4 | 30 | Improved student outcomes by insuring parents are current and knowledgeable regarding the instruction (content) their child is receiving so they are able to support same. |
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| 9 |  |  |  |  |
| 10 |  |  |  |  |
|  |  | Total:90 | Total: 1566 |  |

**2022-2023 Barriers Summary**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

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| **#** | **Barrier (Including the specific subgroup)- Be specific**  | **Steps you put in place to overcome barriers - Be specific**  |
| 1 | Logistics related to geography and the large size of our school district. RP is an ESE center school serving the entire district (student population represents more than 20 zip codes)- distance from home is a challenging factor for direct parent access, home-school communication and interaction.  | Reliance on and access to technology to address parent participation. Encouraged use of multiple modes of communication, from more sophisticated ZOOM meetings to School Messenger, personal e-mails and phone calls from teachers/staff/administration to parents, "hard-copy" flyers, parent newsletters, district PeachJar, used school website more often to post information of interest. Some school parent workshops were offered in both face-to-face and Zoom meeting formats. IEP meetings also involve this parent option. Regarding parent activities on campus, scheduled two events for the same date to lessen the need for travel (Science Fair/Read Across America). |
| 2 | Limits on family structure/support - high percentage of RP students with one or no biological parent at home, more than 15 % of students in group homes/under DCF care and supervision, 100% population of students with disabilities, and there is a shift to more severe and involved needs and supports due to rising population of students with Autism Spectrum Disorder and Intellectual Disabilities, high mobility of families, homeless subgroup, students involved with legal system. | Full-time school resource officer, full-time reading coach, full-time academic coach, added position of Mental Health Professional 2021-2022 in addition to School Social Worker support. Due to small student population continued with maintaining high level of school-to-home communication especially from administrators, school social worker, school counselor, school mental health professional, security team, academic coach. Added teacher and helping teacher support 2021-2022 for students with high needs. |
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**Evidence-Based Interventions/Strategies**

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

•**Tier 1 –Strong Evidence**: supported by one or more well-designed and well-implemented randomized control experimental studies.

•**Tier 2 –Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies.

•**Tier 3 –Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

•**Tier 4 –Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

**NEW 2023-2024 Parental Involvement Activities**

**2023-2024 Building Capacity Activities**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1116)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

**Parent-teacher conferences in elementary schools, at least annually,** during which the compact shall be discussed as it relates to the individual child's achievement;

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| **Activity** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier (see previous page)**  | **Cost Associated with Activity** |
| 1 | Annual Title 1 Meeting  | Royal Palm Leadership/PFEP Team-Principal, Asst. Principal, Parent Involvement Specialist, School Counselor, Behavior Specialist, School Social Worker, Licensed Mental Health Professional, Academic Coach, Reading Coach | Increase student academic and behavioral/social/emotional achievement via increased parent knowledge and awareness of school programs, structure, organization, services, importance of the role of parents and home-to-school communication. | Aug/Sept 2023 | Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat Box if virtual), minutes or handouts, parent comments and evaluations. Increased parent knowledge, communication and direct participation has a positive correlation to increased student achievement. Tier 3 | Estimated $50.00 for paper, postage, printing |
| 2 | Open House | School Leadership Team per 1 above | Support students' academic and behavioral learning and progress via sharing school, classroom and teacher specific information, policies, and procedures with parents. | Aug 2023 | Announcements in multiple languages, agenda, electronic sign-in sheet (if virtual), minutes/notes, handouts, parent comments and evalutions. Focus is on creating and maintaining on-going school-parent communication. Tier 3 | Estimated $50.00 for paper, postage, printing |
| 3 | Parent Workshops focusing on how to improve student progress and outcomes. | Administration, reading coach, parent involvement specialist, other leadership team members as needed. | Student learning gains via increased parent knowledge of school and community resources, ESE policies and procedures, techniques and parent actions that can be used in the home to support learning, other topics that impact learning outcomes, e.g., technology, internet and social media, accommodations  | Minimum of 1X/quarter, multiple date and time options when possible | Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat Box if virtual), minutes or handouts, parent comments and evaluations. Focus is on increasing school-parent partnership role, enhanced school-parent communication, parent knowledge and skills that will positively impact student learning. Tier 3 | Estimated $100.00 for paper, copying, postage, parent hard copy take home resources |
| 4 | Pastries with Parents combined with workshop and academic school activities - These will occur if face-to-face and on-campus activities continue to be permitted. | Administration, reading coach, parent involvement specialist, other leadership team members as needed based on activity content and purpose | Food provided to incentivize attendance, paired with the presentation of activities that support parent involvement and are academically focused | 1-2x per semester | Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat Box if virtual), minutes or handouts, parent comments and evaluations. Focus on increasing parent participation and DIRECT school contact, initiating and maintaining strong regular school-parent communication. Tier 3 | Estimated $50.00 for paper, copying, postage, parent hard copy take home resources |
| 5 | Non-Competitive Interactive Science Fair (face-to-face on campus event). Parent involvement via pre-Fair activities and planning as students prepare and create their experiments, projects, and summary video or in-person presentation. | Administration, Leadership team, RP Science Fair Coordinator, all teachers, parent involvement specialist. | Positive impact on student academic and social/behavioral achievement via class group project, direct parent involvement with activity, interaction with school staff, increased knowledge of specific project and related activities, focus on parent working with their child towards classroom and individual goals | Quarter 3 | Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat Box if virtual), minutes or handouts, parent comments and evaluations. Intent is to increase parent participation and direct school to home communication Tier 3 | Estimated $100.00 for tri-fold poster board, art and science classroom materials, printing |
| 6 | School and district "Technology All Parents Should Know" workshop(s).. | Administration, School Counselor, School Social Worker, Technology Specialist, Reading Coach, Parent Involvement Specialist | Increased student achievement resulting from parents knowing more about technology tools (ex, FOCUS) that have a positive impact on student outcomes, increase school-home communication and up-to-date knowledge of student progress. | Quarter 1 | Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat Box if virtual), minutes or handouts, parent comments and evaluations. Increase parent involvement via increasing their technical knowledge of school and district tools that can enhance their student's learning. Tier 4 | Estimated $25.00 for paper, postage, printing |
| 7 | SAC Meetings. Each meeting will include at least one academic component/topic. | Administration, select Leadership Team members | Increase student achievement by increasing parent involvement and input regarding decisions impacting Royal Palm School. | Per SAC schedule, minimum 1X/quarter. | Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat Box if virtual), minutes or handouts, parent comments and evaluations. Intent is to increase parental role in decision-making, increase amount and frequency of parent to school communication. Tier 3 | Estimated $25.00 for paper, postage, printing |
| 8 | Story time and Community Gathering with Santa | Administration, School counselor, School Mental Health Professional, Behavior Specialist | Increased student interest and practice of reading, social skills (conversing, sharing, helping others) with peers and adults, reading and listening for problem-solving (assembly and use instructions) in an actual community event. | December 2023 | Announcement, agenda, sign-in sheet, minutes or handouts, parent comments and evaluations. Intent is to increase parent participation with their child in the school setting, also with teachers and community members who coordinate and attend this event. Tier 3 | Estimated $100.00 for paper, copying, art supplies (event signage), postage |
| 9 | Read Across America  | Administration, Reading Coach, select Leadership Team members  | Increased awareness of the importance of reading for knowledge and enjoyment, supporting reading in the home.  | March 2024  | Announcement, agenda, sign-in sheet, minutes or handouts, parent comments and evaluations. Focus is on increasing parent contact with school and community members. Tier 3 | Estimated $25.00 for paper, postage, printing  |
| 10 | Touch-A-Truck | Reading Coach, select Leadership Team members | Increase student knowledge regarding community provided services, vehicles/tools/equipment used, job/career requirements and opportunities. | April 2024 | Announcement, agenda, sign-in sheet, minutes or handouts, parent comments and evaluations. Focus is on increasing parent contact with school and community members. Tier 3 | Estimated $25.00 for paper, postage, printing |
| 11 | Student Achievement and Progress Awards and Recognition | Leadership Team | Improve academic outcomes and recognize same via parent involvement and interaction with school staff | Sem 1 (Dec 2023) and/orSem 2 (May)2024 | Announcement, agenda, sign-in sheet, minutes or handouts, parent comments and evaluations. Focus is on increasing parent contact with school and community members. Tier 3 | Estimated $100.00 for paper, postage, printing, materials, art supplies, food |
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**2023-2024 Staff Training Activities**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **Activity** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier** |
| 1 | PLCs (elementary and secondary) | Administration, Department Heads, Reading and Academic Coaches, Parent Involvement Specialist | Student learning and progress due to increased teacher skills regrading instruction, and increased knowledge and sensitivity of teachers and staff regarding parent involvement, school-home communication and partnerships. Marzano class management book study to focus on improving behavior and learning. | Weekly | PLC and team meeting minutes/notes, returned parent-school compacts, home to school communication logs, notes, point sheets, progress reports, FOCUS data, PEER IEP documents. Tier 4 |
| 2 | Faculty/Staff Meetings/Workshops | Administration, Leadership team as required per agenda topics. | Increase student achievement via teachers and staff encouraging and supporting parent involvement in their child's education. | On-going, 1X/month or as needed. | Home to school communication logs, notes, point sheets, progress reports, FOCUS data, PEER IEP documents. Tier 2 |
| 3 | APPLES | Administration, Peer Teachers, Reading Coach, Academic Coach | Improve student learning outcomes by increasing teacher knowledge and instructional skills, to include knowledge of how on-going parent and school communication can benefit students. | On-going throughout the year | Records of trainings, meetings, school and district PD Tier 3 |
| 4 | Due to ESE center school status - ESE training specific to learning outcomes, instruction, importance of home-school communication and parent input especially as relates to IEPs. To include topics of mental health, Meeting Facilitation (IEP/PLC/CCC). | Academic Coach, Staffing Specialist, ESE Dept Family Liaison, FDLRS Parent Services Specialist | Improve student outcomes due to increased parent input and participation in IEP process and related meetings, focus on parent knowing academic and social/behavioral goals and supporting progress towards same. | Min 1X/semester | PD attendance docs, agenda, notes/minutes Tier 3 |
| 5 | School-based 1:1 or small group communication/PD (face-to-face, e-mail, phone) related specifically to promotion of parent to school communication and building stronger parent-teacher relationships. Focus is on content of the Parent-School Compact | Administration, Parent Involvement Specialist, Academic Coach, Staffing Specialist | Improve student achievement by increasing the amount of parent involvement and student support at school and in the home. | On-going throughout the year | E-mails, notes, data regarding communication to teachers and staff about enhancing parent involvement, contents and purpose of compacts, Title 1 program focus and purpose. Tier 3 |
| 6 | Staff training and communication specific to the Royal Palm parent newsletter (Royal Palm Journal), how best to utilize it as a means of providing parents with specific classroom content, curriculum, and instruction updates, and how parents can support academics in the home. | Parent newsletter coordinating teacher, all teachers, parent involvement specialist, administration, leadership team members | Improve student outcomes by ensuring parents are current and knowledgeable regarding the instruction (content) their child is receiving so they are able to support same. | Quarterly(3-4X/year) | Newsletters, notes, e-mails, agendas and other related documents showing how teachers and staff received information regarding building stronger school-home collaboration. Newsletter published per quarter. Tier 3 |
| 7 | Plans for additional optional one-day pre-service teacher training for state B.E.S.T Standards, pending approval. | School admin, Reading Coach | Improve student outcomes via increasing teacher knowledge and skills relating to curriculum, instruction, standards and assessments. | July 2023 | Lesson plans, teacher observations, student outcomes, Tier 4. |
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