

1. Using the data of choice, provide the LEA measurement of parent and family engagement and the basis for the identified need. Please identify the source data that is used.

Total attendance at parental involvement events, including Title I district and school sites, for the 2017-18 school year was up 2% from 9,232 parents in 16-17 to 9,448 parents in 17-18.

By the end of 2018-2019 school year, there will be at least five parent activities held at each Title I school site and there will be a 3% increase in attendance/participation in Family Engagement activities where families are provided information on grade level-specific expectations in an engaging event, activity, or workshop.

2. Parent & Family Engagement Mission Statement (Optional)

The mission of the Okeechobee County School District is to build and sustain relationships with parents to encourage and empower them to become informed, active partners in the education of their children.

3. List the budget line items that are associated with this area.

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4. Engagement of Parents

Describe the actions the LEA will take to engage 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)].

The District, in partnership with the parents of students enrolled in Title I schools, will be responsible for the development, implementation, and evaluation of the LEA Title I Parent and Family Engagement Policy (PFEP) and the LEA plan. The school Family Engagement Teams will consist of teachers and parents. Teachers will be selected based on their administrator's recommendation. The LEA will involve parents (public and private) in the LEA Title I PFEP by asking administrators and teachers from across District Title I schools to invite parents to attend the meeting. To involve hard-to-reach parents, the District will provide translation services and all other reasonable accommodations in order to encourage their participation. Parental input for the PFEP will be solicited through surveys, focus groups, and PIP development meetings. Other meetings, such as school SAC meetings, will also be utilized to gain input for the PFEP and will be documented through meeting minutes.

Okeechobee County Schools will provide parents information regarding the LEA PFEP, including instructions on how they can access the PFEP. Parents will also have access to this information through hard copy dissemination of a brochure summary of the LEA PFEP, through the district website, and through communications during parent meetings, such as SAC, PTO, and District Advisory Council.

The LEA will involve parents in the LEA Plan by requesting their input during LEA and school trainings, meetings, and activities. This input will be documented through surveys, evaluations, and meeting minutes. Information about accessing the LEA Plan will also be provided through the brochure summary of the LEA Title I PFEP.

The LEA will involve parents in school review and improvement through gathering their input and feedback of School Improvement Plans (SIPs). Special emphasis will be placed on each school's SIP goals and activities for parental involvement. Since schools will be utilizing their School Title I PFEP as part of their SIPs, parents will have access to the LEA Plan, the LEA Title I PFEP, their School Title I PIP, and their SIP - all with the goal of

articulation and scaffolding of parental involvement strategies to increase student academic achievement.

#### 5. Technical Assistance

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

The LEA provides technical assistance to all Title I schools by providing:

The opportunity for parents and staff to communicate on a District level through the District-wide Parental Involvement Committee, which will be comprised of staff members and parents from District Title I schools and will meet in the Fall and Spring of the 2018-2019 school year. To recruit parents, schools will send home information regarding the first meeting date and time.

Feedback from parents, through committees such as the Parent Advisory Council and Parent Involvement Committee, regarding the planning of effective parental involvement activities.

Guidance regarding the appropriate use of parental involvement funds.

The Parental Family Engagement Plan outlines how schools will use parental involvement set-aside funds to meet ESSA, Section 1112(C) and Section 1116 requirements and effective parental involvement activities. In the fall, schools will submit their plans for the school year and the LEA will review them for effectiveness and compliance. During this time the LEA will provide training and guidance to schools on developing, implementing, and evaluating their PIPs, as needed.

A review of Parental Family Engagement Plans to ensure compliance with requirements, including SAC or training minutes indicating the plan was developed with parent input.

A review and approval of all parental involvement purchases made by Title I schools.

The administration and analysis of a parent climate survey form. Distribution to parents occurs in March with results compiled in April.

Training with school-based Parental Involvement teams.

A "Parent's Right to Know" letter template (with translations) for notifying parents when a child is taught by a non-HQT for 4 or more consecutive weeks.

Providing a summary and example of the process for appropriate parental involvement expenditure guidance / recommendations to school-based teams.

Provide any necessary accommodations to parents (i.e., sign language interpreters, one-on-one explanations to non-literate parents)

Put information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format to the extent practical, in a language parents can understand, on school and

District websites, at Parent Involvement Committee meetings, SAC meetings, PTO meetings, and other school and District events.

Florida DOE guidance on the development of the Parental Family Engagement Policy is shared with schools as received from DOE and also at Title I principals' meetings.

The collection and review of compacts used at each Title I school, including minutes showing they were developed with parent input.

School-level PFEP Review Process:

The LEA will provide technical assistance and support to Title I schools in planning and implementing effective family engagement activities that revolve around frequent and meaningful communication between the LEA and the schools, with parental participation. This occurs in multiple ways: Information shared at monthly principals' meetings, information shared with District Parental Involvement Committee members at each school site, and communications via email, telephone, and on site visits to the schools.

In an effort to increase family engagement throughout the District, as well as to be in compliance with federal guidelines and exemplify best practices, the position of Federal Programs Resource Teacher (FPRT) was created in July 2010. This position means that there is now someone specifically charged and available to support family engagement efforts by visiting schools, observing programs, providing site guidance, reviewing documentation, and providing training. The FPRT will review school-level PFEPs for accuracy and documentation of compliance. The FLDOE compliance rubric will be utilized for this process.

#### 6. Coordination and Integration

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Early Reading First, 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)]. In the text box, please include the name of the federal program and describe how parent and family engagement strategies are coordinated.

By the end of the first semester, the District's Federal Programs Resource Teacher will collaborate with Migrant Advocates of Title I Schools to provide guidance on effective, researched-based family engagement activities and assist in recruiting parents to participate in activities. The LEA will also collaborate with Part C to sponsor a "Back to School" event for migrant families.

The LEA will provide tip sheets on school readiness to its early childhood programs. It will also assist in content for transition to kindergarten parent meetings in the spring.

The LEA will collaborate with Title III to ensure information is provided to parents, for whom English is not their first language, in a language and format that they can understand.

## 7. Annual Evaluation

With the inclusion of parents, describe the actions the LEA will take to conduct 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)].

The LEA will:

Continue to convene a District Family Engagement Sub-Committee (FEC) to discuss District-wide Family Engagement Initiatives, areas of need, and areas of success throughout the District.

Conduct and compile results of parent evaluation feedback at each training activity provided to parents, and use these results to guide the development of future activities in such a way as to address parents' concerns.

Provide all Title I schools with a checklist of family engagement documentation to be maintained to meet family engagement requirements.

Conduct and compile results of the Title I parent surveys and share findings with FEC for feedback.

Review school-based parent climate survey data and share findings with FEC for feedback.

Review and evaluate progress made toward accomplishing School Improvement Plan and District Improvement goals and objectives for family engagement and share with FEC or District SAC for feedback.

Use evaluation results in planning improvements during the current school year and for subsequent school years.

Identify barriers to participation using parent climate survey results, Title I parent survey results, feedback received directly from parents who are in attendance, school staff, district staff, research, and staff development on family engagement.

Reach out to the community to identify barriers to parental participation.

Hold outreach meetings and focus groups based at churches and community centers to gather input from parents who "traditionally" may not participate in school events.

## 8. Building Capacity

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should 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)]. Please formulate your responses as follows:

1. List each specific activity.
2. Provide the frequency and duration of each activity.
3. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
4. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

The Grants & Special Program Teacher on Special Assignment coordinates the following activities for the district and supervises all parent and family engagement activities and programs.

Reading/"Battle of the Books": Activity involving students from Grades 3-8, focuses on understanding the Sunshine State Readers. Parents will be involved in helping their child prepare for the competition, using reading comprehension strategies set forth in packets sent home from the school. The program encourages students to read, which correlates to increased student achievement in Reading. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools.

Math/"Math Bowl": Activity involving elementary school students that focuses on an understanding of the Common Core State Standards through information sent home by the school sites, and will be able to help their child. The program encourages students to develop their mathematics skills, which correlates to increased student achievement in mathematics. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools.

Both programs occur in the spring and will be evidenced as effective by sign-in sheets to show parent participation and improved student performance in reading and math.

## 9. Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, 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)]. Please formulate your responses as follows:

1. List each specific activity.
2. Provide the frequency and duration of each activity.
3. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
4. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

APTT: Academic Parent/Teacher Team training for 5 Title I Elementary School Parent Involvement Team Members. The members will receive specific training on how to communicate to parents their child's academic performance in class in relation to the classroom expectation and how he or she is performing in relation to his or her peers. It will also serve to teach teachers how to work with parents to set S.M.A.R.T. goals and what steps/practice are needed to meet those goals throughout the year. The training occurs in September, January, and May for teachers at implementation sites. APTT will be evaluated with parent and teacher surveys and evaluation forms.

10. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to 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)].

To ensure that all parents of students enrolled in our Title I schools have the opportunity to participate in family engagement activities, Okeechobee County provides District-wide activities with translators and bilingual materials. These activities will include: the "Battle of the Books" family engagement activity, and the "Math Bowl" family engagement activity, among others. Flyers and announcements regarding family engagement activities are translated and distributed to all parents at Title I schools. Event flyers include this information so that parents are aware of the availability of this service. The LEA will monitor schools to ensure all parent information is provided in a language that parents can understand, if at all feasible. The LEA will also encourage parents with disabilities to notify the school/and or LEA of any accommodations that may be needed in order to address barriers to participation. Specific contact information will be listed on activity and meeting announcements and notifications.

The LEA will also enlist the assistance of community groups and faith-based organizations in promoting activities to parents that may not be reached through school distribution and dissemination methods. The LEA will collaborate with Part C and Title III to provide information in appropriate manners to migrant and non-English speaking families. Furthermore, this collaboration will assist the LEA in finding alternative sites to host meetings and activities, such as churches and community centers.

11. Discretionary Activities

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

X Check here if the LEA does not plan to implement the discretionary parent and family engagement activities.

If your district does plan to implement these activities, please formulate your responses as follows:

1. List each specific activity.
2. Provide the frequency and duration of each activity.
3. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
4. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

12. Upload Evidence of Input from Parents

## Evaluation of the Previous Year's Parental Involvement Plan

### 13. Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents to improve their the academic achievement of their child or children [Section 1116(e)(1-2)]. Please formulate your responses as follows:

1. List each specific activity.
2. Provide the frequency and duration of each activity.
3. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
4. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Total attendance at parental involvement events, including Title I district and school sites, for the 2017-18 school year was up 2% from 9,232 parents in 16-17 to 9,448 parents in 17-18.

### 14. Staff Training Summary

Provide a summary of the professional development activities provided by the LEA 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)]. Please formulate your responses as follows:

1. List each specific activity.
2. Provide the frequency and duration of each activity.
3. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
4. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

APTT: Academic Parent/Teacher Team training for 5 Title I Elementary School Parent Involvement Team Members. These occurred in September of 2017 and January and May of 2018.

The members will receive specific training on how to communicate to parents their child's academic performance in class in relation to the classroom expectation and how he or she is performing in relation to his or her peers. It will also serve to teach teachers how to work with parents to set S.M.A.R.T. goals and what steps/practice are needed to meet those goals throughout the year.

### 15. Private School Summary

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

1. List each specific activity.
2. Provide the frequency and duration of each activity.
3. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
4. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Not Applicable

16. Barriers (**LEA Plan**):

Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA 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)]. Please formulate your responses as follows:

1. Barrier (Including the Specific Subgroup)
2. Steps the School will Take to Overcome

17. Best Practices (Optional)

Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

1. Content/Purpose
2. Description of the Activity