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**Nassau County School District 2024-2025**

**Title I Parent and Family Engagement Plan**

1. **Using the data of choice, provide the local education agency’s (LEA) measurement of parent and family engagement and the basis for the identified need. Please identify the source data that is used.**

**Response:**

*The data sources used to gauge and increase parental involvement include our Title I Parent Survey and our evaluations following each parent involvement activity at eligible schools. The 2023-2024 Parent Survey results reflect the following:*

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| **72%** of parents said their school hosted various meetings, events, and/or learning opportunities to help support their child in school; Only **8%** said these meetings, events, and/or learning opportunities were not offered on different days of the week and different times of the day to accommodate their schedules. |
| **84%** of parents said they received materials that enabled them to help their child perform better in school; **74%** said that someone showed them how to use these materials. |
| **94%** of parents said they are familiar with how to access their child’s information on the FOCUS portal. |
| **90%** of parents said they received information on how to monitor their child’s progress. |
| **63%** of parents said they received information about their child’s learning goals/targets and curriculum based on the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards. |
| **78%** of parents said they received information from their child’s school about the Florida Assessment of Student Thinking (F.A.S.T.) testing. |
| **96%** of parents feel that teachers, principals, and other staff members are willing to communicate with them.  |
| **84%** of parents feel that their child’s school values their suggestions for their child’s learning. |
| **96%** of parents feel respected by and welcomed at their child’s school. |
| **99%** of parents said they were given information on how to contact their child’s teacher. |
| **94%** of parents indicated that if they sent in a note and/or called/emailed their child’s teacher, he/she responded within a reasonable amount of time. |
| **79%** of parents said their school gave them a written Parent and Family Engagement Plan and/or Title I Handbook-Parent Desk Reference that explains the Title I program. |
| **84%** of parents said they attended their child’s Meet the Teacher and/or Open House where the Parent and Family Engagement Plan, goals, and activities of the Title I program were discussed. |
| **70%** of parents said their school informed them that a digital copy of the Parent and Family Engagement Plan and Title I Handbook-Parent Desk Reference are available on the school’s website. |
| **68%** of parents said their child’s school informed them that they can become a member of the School Advisory Council (SAC) to develop and review the school and district Parent and Family Engagement Plans, School Improvement Plan, etc. |

**Goals for 2024-2025:**

Increase stakeholder awareness of learning goals/targets, curriculum, and B.E.S.T. standards by five percentage points.

Increase stakeholder awareness of the opportunity to become involved in the SAC Committee by five percentage points.

1. **Parent and Family Engagement Mission Statement:**

The parent and family engagement (PFE) mission of the Nassau School district is to involve parents in regular, two-way, and meaningful communication involving student academic learning (weekly communication folders, parent conferences, School Reach messages), as well as other school activities (PFE events).

1. **Engagement of Parents**

**Describe the actions the Local Education Agency will take to engage parents in the following required policies/plans:**

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

Parents are encouraged to participate in the Title I Parent Survey and the School Advisory Council (SAC) through newsletters, announcements, and flyers. The SAC is a team of people representing various segments of the community, parents, teachers, administrators, support staff, business/industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the School Improvement Plan (SIP) and to assist the principal with the annual school budget. Nassau County School District uses feedback gleaned from the survey data and SAC members to involve parents in the Parent and Family Engagement Plan (PFEP), Local Education Agency (LEA) Plan, and decisions on how the reservation will be spent. Comments are reviewed and discussed by Title I principals, the Title I Coordinator, the SAC Committee, and other district staff. Upon reflection of the feedback, changes are made.

1. **Describe how the Parent and Family Engagement reservation will be spent.**

We use PFE funds to purchase:

* Supplies for parent meetings, workshops, curriculum nights, and any other PFE activities specified in the Comprehensive Needs Assessments of Title I schools. Supplies include instructional materials, copy paper, tag board, make and take supplies, take-home readers, and light refreshments when meetings overlap normal mealtime.
* Printed materials including the Title I Handbook & Parent Desk Reference, Title I Parent Survey, student handbooks, pickup tags, and positive postcards to send home.
* Communication (postage) to communicate student progression information, assessment results for progress monitoring measures, and invitations to parent events.
1. **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 Parent and Family Engagement Plan 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)].**

Each school will conduct PFE workshop activities to assist parents in understanding learning goals, curriculum, and how to help their child achieve. The LEA will provide Title I Handbooks & Parent Desk References to parents including content such as Every Student Succeeds Act (ESSA) Parents-Right-To Know details. The Program Coordinator will review school-level PFEP policies and will take the following actions: 1. Require that each School Improvement Plan (SIP) contains PFE strategies, 2. Collaborate with school leadership to provide technical assistance regarding effective PFE activities, 3. Attend local SAC meetings or open house/annual Title I activities to ensure PFE information is disseminated, 4. Monitor the implementation of each school's PFEP through the year by examining parent sign-in sheets and purchase orders, 5. Monitor participation in the SAC by examining meeting minutes and sign-in sheets, 6. Monitor participation in the parent teacher organization (PTO) to ensure parents and teachers work together to supplement and enrich students’ educational experience, and 7. Require that all Title I principals provide parents opportunities throughout the year to make requests for activities and/or services that will help them better assist their child(ren).

1. **Coordination and Integration**

**Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A 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)]. Please include the names of the federal program and describe how parent and family engagement strategies are coordinated.**

The Title I department works closely with local community partners, businesses, and other federal programs, including Title II (Staff training to increase student achievement) and Title III (English language acquisition and achievement) to pinpoint staff development opportunities and to improve the achievement of our English Language Learner (ELL) student population. We collaborate with Head Start programs to effectively transition our preschool children to kindergarten. We coordinate with Episcopal Children's Services to ensure we offer a summer voluntary preschool program. We work with our Director of School Services to ensure interventions are in place for our homeless students, foster care students, and neglected and delinquent students. We collaborate with our Exceptional Student Education (ESE) department to provide specially designed instruction to meet the unique needs of our students.

1. **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)].**

We will conduct an annual evaluation of the content and effectiveness of our PFEP. We will identify barriers to greater participation by parents in PFE activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). We will use the evaluation findings to revise our PFE policies. We will: 1. Ensure the district SAC annually evaluates/revises the policy, 2. Include PFE questions in climate surveys of all district schools, 3. Utilize PFE online surveys and provide a paper/pencil option, 4. Ensure forms are culturally sensitive to all backgrounds, 5. Ensure administrators utilize survey results for planning the next year's project, and 6. Maintain documented proof (sign-in sheets, agendas).

1. **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 response 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 and effectiveness of the activity(ies) listed and how often will this evaluation occur?**

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| **List each specific activity.** | **B.****Provide the frequency and duration of each activity.** | **C.****Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.** | **D.****What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?** |
| The Title I Handbook & Parent Desk Reference and school level Parent and Family Engagement Plan (PFEP) will be disseminated to all parents at the start of each school year. Title I information and documentation can be found on the district webpage and school webpages under the *Title I* section.  | August-May (one-time/ongoing) | According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates “Two-way communications increase understanding and cooperation between school and home and shows students that their teachers and parents are in contact with each other to help them succeed in school. Schools may conduct low-tech and high-tech communications to match families’ favorite or most efficient connections.” | Evidence will exist within the availability of these documents/proof of obtaining the documents. |
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| Title I Surveys- Parents and teachers will complete an annual survey that provides a framework for our future plans in training and support to obtain high academic achievement for all students. | November-December (one- time) | According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates “Surveying parents is an efficient way to use parent input to inform action.” | The survey will demonstrate the effectiveness of current PFE support used to frame future activities and training. |

1. **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 response 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 and effectiveness of the activity(ies) listed and how often will this evaluation occur?**

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| **List each specific activity.** | **B.****Provide the frequency and duration of each activity.** | **C.****Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.** | **D.****What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?** |
| Collaborative meeting between School Administration and Title I Coordinator where administrators become more aware of the value of parent contributions. | August (one-time/one hour) | According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates “District facilitators must provide ongoing professional development and technical assistance to enable all school Action Teams for Partnerships (ATPs) to keep improving the quality of their partnership programs and practices every year.” | Agendas, presentation materials, sign-in sheets |
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| PFE Staff Training where staff become more aware of the value of parent contributions. | Eight (one per school per year/one hour) | According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates “Teamwork at the school level ensures that one person working alone is not in charge of parents. Rather, all partners in education work together on the partnership agenda for student success in a school.” | Agendas, presentation materials, sign-in sheets |
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| Volunteer Orientations where parents become familiar with ways they can participate within their child’s school community/disseminate and train on volunteer handbook. | Eight (one per school per year/one hour) | According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates “Providing meaningful volunteer opportunities and recognizing families for their contributions lead to innovative volunteer engagement.” | Agendas, presentation materials, sign-in sheets |

1. **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 information is sent to the parents of participating children in an understandable format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, our district will take the following actions: 1. Utilize a computer-based translation program and personnel to provide translations of all Title I, Part A parent correspondence. Such translations will be based on the needs of the families served, 2. Offer the services of the translator to the schools upon request through collaboration with Title III, 3. Apprise parents of the handicapped accessibility of all district facilities, 4. Utilize the district School Improvement Team to determine any expressed needs for format revisions to any district document. Parents with limited English proficiency (LEP), disabilities, and migrant children are provided full opportunities to participate in PFE activities. Upon request, the Title I program will ensure parents and students with LEP are provided translation services at PFE events.

1. **Discretionary Activities**

**The LEA parent and family engagement policy may include additional discretionary activities that the LEA, in consultation with 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)]. If your district does plan to implement these activities, please formulate your response 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 and effectiveness of the activity(ies) listed and how often will this evaluation occur?**

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| **List each specific activity.** | **B.****Provide the frequency and duration of each activity.** | **C.****Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.** | **D.****What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?** |
| Schools will be supported and encouraged to build positive relationships with community partners and businesses. | August-May | Business partners and community organizations are necessary for supporting our schools. These supports help students directly by providing financial assistance, increasing supplies, books, and other resources that increase achievement. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates “When schools and communities partner to provide services and supports for students, measurable benefits result. School-community partnerships focused on academic subjects have been shown to enhance students’ attitudes toward and efforts in these subjects, as well as the attitudes of teachers and parents.” | The contributions of these organizations will be present on parent night agendas. SAC Committees will evaluate the effectiveness of these contributions for future support.  |

1. **Building Capacity Summary**

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

1. **List each specific activity.**
2. **Provide the frequency and duration of each activity.**
3. **Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.**
4. **What method(s) will be used to evaluate the implementation and effectiveness of the activity(ies) listed and how often will this evaluation occur?**

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**List each specific activity.** | **B.****Provide the frequency and duration of each activity.** | **C.****Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.** | **D.****What method(s) were used to evaluate the implementation & effectiveness of the activity(ies) listed and how often did this evaluation occur?** |
| PFE workshops and events based on curriculum (Math, ELA, Science) aimed at increasing student achievement | August-May (two hours each/approximately 5 per school) | Parents gain knowledge of strategies to use in strengthening their child’s math, reading, science, technology, and art skills; the state’s academic standards; and state and local assessments. Supports parents by building their capacity to help their child at home. According to *School, Family, and Community Partnerships: Your Handbook for Action* by Joyce L. Epstein and Associates “School-community partnerships focused on academic subjects have been shown to enhance students’ attitudes toward and efforts in these subjects, as well as the attitudes of teachers and parents.” | At the end of each PFE workshop and event, parents are asked to complete a survey to determine the effectiveness of the activity in meeting its anticipated goal. Parents provide comments and feedback, which is then reviewed at upcoming SAC Meetings. This information is used to evaluate the implementation and effectiveness of the activity. The surveys occur after each parent function. The SAC Meetings occur at least four times per year according to the school by-laws.  |

1. **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 response as follows:**

1. **List each specific activity.**
2. **Provide the frequency and duration of each activity.**
3. **Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.**
4. **What method(s) will be used to evaluate the implementation and effectiveness of the activity(ies) listed and how often will this evaluation occur?**

No private schools have elected to participate in Title I Part A funding during the 2024-2025 school year.

1. **Barriers**

**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 the barrier**

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome the Barrier** |
| Families have busy schedules and many parents work outside of the community in which they live (all subgroups) | Provide food so dinner does not have to be a concern, ensure nights follow an open format so there is flexibility on when to arrive, offer a variety of activites at various times and days to maximize opportunities for parents and families to become involved, welcome siblings to attend, offer information digitally, send home materials to families who could not attend. |
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| Parents understanding the importance of being involved (all subgroups) | Train staff in bridging the gap between school and home, provide surveys at the end of parent nights so families can provide feedback, communicate important parent information through newsletters, calendars, text Remind, Blackboard, etc. and provide a list of available opportunities to get involved.  |
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| Lack of parental education and limited educational understanding (economically disadvantaged, limited literacy, LEP) | Provide activities that teach parents alongside their child including workshops reflecting standards, current skills being taught in the classroom, and upcoming assignments, send home flyers in family’s native language, make regular phone calls to families in their native language.  |
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| Limited space for parent and family engagement events | Provide extra rooms with the same activities/lessons to alleviate overcrowded classrooms and wait time and stagger activities by grade level.  |

1. **Best Practices**

**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**

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| **A.****Content/Purpose** | **B.****Description of the Activity** |
| Effective communication | Weekly folders, newsletters, Remind app, School Reach messages, school website, Facebook, Focus webpages, marquee, calendars, print media, and positive parent contact via teachers and administrators |
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| Building capacity of parents | Open House and Parent-Teacher Conferences- Parents were given an opportunity to meet with their child’s teacher and learn about how they can assist their child at home. Family Nights/Workshops- Events integrate the standards and current skills being taught in the classroom and ensure parents leave with resources that allow them to implement what they learned at home. |