





NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)



Programmatic Overview from the Previous Fiscal Year
(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room?

COMMUNICATION AND ACCESSIBILITY

Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The Oceanway Title I team will collaborate with parents/families to provide numerous opportunities partner with the school through offering events/activities for parents/families to participate by ensuring times and dates are communicated in a timely manner to ensure adequate time to prepare for participation. In addition, events will be offered at various times and not exclusive to the evening time frames.

The team will partner with available language support services and leverage the District ESOL resources to provide notifications in multiple languages and in a timely manner to ensure parents/families have adequate time to prepare to participate.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

The school maintains a website and social media accounts; each of these platforms will be utilized to share information with families information regarding meetings, school reports, and related engagement activities. Consideration will be extended to families who may not have access to technology on a consistent basis, in an effort to ensure access to all families. Oceanway school will

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-

FLEXIBLE FAMILY MEETINGS



Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

- (1) The Annual Meeting will cover the adequate yearly progress of students broken down by subgroups, associated school choice, and will outline the rights of parents; the information will be depicted in the Title I, Part A PowerPoint shared on the Federal Programs site.
 1. Step 1: An invitation outlining the date, time, and location of the Annual Meeting; a timeline to include ample preparation time for parents/families to actively participate.
 2. Step 2: Communication in multiple formats including flyers posted, and callouts announcing the upcoming meeting will be provided in consideration of this with limited technology access. The Title I team will leverage all assigned social media accounts, and 1



If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources a[(f)-4(2485Emert)-4iales 65Em, hmre wtfther

Name of Activity	Person Responsible
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INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure that the instructional staff are state certified and meet the requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
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Timely, Effective, Parent Communication	Myers/Herbert/McMillan			
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COLLABORATION OF FUNDS

Choose all that apply
Grant Project, Funding Source,
or Program