
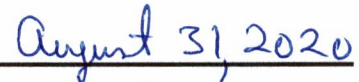


**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

I, **TODD RACINE**, do hereby certify that all facts, figures, and representations made in this plan 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 with the parent involvement project. All records necessary to substantiate these requirements will be available for review by appropriate local, 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**

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of the Elementary and Secondary Education as amended by the Every Student Succeeds Act (ESSA);
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [ESEA Section 1116];
- Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community [ESEA Section 1116];
- 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 Plan and the joint development of the school wide program plan under [ESEA Section 1116]
- Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [ESEA Section 1116];
- If the plan for Title I, Part A, developed under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [ESEA Section 1116];
- Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1116];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field [ESEA Section 1116]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [ESEA Section 1116].

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)****Signature of Principal****Date Signed****Mission Statement (Optional)**

**Provide a high-performing learning environment that fosters academic excellence, personal integrity, community action and encourages our students to become informed, engaged, and ethical global citizens.**

How the parent and family engagement plan is a shared responsibility?

How the parent and family engagement will assist in providing high quality instruction for all learners?

**Response:**

**Mission:** The mission of SRMS is to develop citizens who are nationally and globally conscious, possess personal integrity, and pursue academic excellence through content area literacy. Our efforts will create life-long, self-motivated learners who actively serve their communities.

**Vision:** Read, Collaborate, Innovate, and Achieve

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**Involvement of Parents**

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 [ESEA Section 1116].

**Response:**

Sebastian River Middle 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 through:

\*Title I Annual Meeting

\*SAC Team

\*School Survey

\*PTSA

\*Content-based parent nights

\*Family nights

Sebastian River Middle School, as a school wide Title I program, receives ongoing support and technical assistance designed to assist them in the development of effective parent involvement activities. Regular technical assistance meetings are provided to the principal and leadership team to review student

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

achievement data and to assist school-based staff develop and implement all components of the required plans. These include but are not limited to:

Coordination and technical assistance is provided via a variety of ways including on-site training, phone calls, emails, site visits, and staff development for staff.

Title I Program staff provide training and present parent involvement information at faculty meetings upon request.

The district Title I Office provides technical assistance and support to Sebastian River regarding the development of their school-level PFEP. The Director of Federal Programs, project specialist, and Title I resource teacher meet with the school leadership team to review the PFEP to ensure that all requirements of Section 1116 are met.

Title I staff review the agendas of school-level parent involvement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual staff, when feasible, facilitate parent involvement trainings and meetings to ensure that parents whose heritage language is not English, may participate fully in meaningful opportunities to become more involved in the education of their child.

Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist Sebastian River Middle as a Title I, Part A school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance is detailed below:

Technical assistance meetings are provided at Sebastian River Middle throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science/Florida Science Standards Assessment, Florida Standards Assessments, ACCESS for ELLs and other local data and the development, implementation, and review of their Title I Parent and Family Engagement Plan and SIP.

The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, e-mails, and phone calls) to ensure ESSA parent involvement requirements for district and schools are met for the Schoolwide Improvement Plan, Parent and Family Engagement Plan, and School Parent Compacts.

The District Title I Team, in consultation and coordination with the school based leadership teams and the Professional Development Department, recommend district training and professional development for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I team provide opportunities for consultants and family involvement presentations upon request.

District staff provides the School Family Partnership and Youth Mental Health & Awareness trainings for school staff members to enhance their abilities to engage families in the education of their child.

Sebastian River's Title I Parent and Family Engagement Plan ensures that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child's education.

The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family involvement team meetings and through this process is kept abreast of the most current evidence-based findings and programs for family involvement. The leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information; however, the District Title I staff share

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

information through informal means as well and are available (to schools) for consultation and assistance as requested.

Parents, parent involvement school representatives, principals, and teachers are invited to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support parent involvement and strengthen student academic achievement.

The LEA shares information with Sebastian River Middle School regarding all available parent involvement/family engagement workshops and trainings as the information becomes available.

The school must submit to the Title I office each semester a Parent Involvement Activity Plan/Calendar. The Parent and Family Engagement Plan serves as a school /parent activity tracking form. Additionally, the LEA requires sample copies of flyers, agendas, and sign-in sheets for all parent involvement activities (e.g., Orientation, Open House, FSA Nights, Book Fairs, Family Nights focusing on Math, Science and/or Reading).

The Title I leadership team solicits recommendations, ideas and suggestions on parent involvement activities from parents and school staff throughout the school year.

The LEA and school site funds opportunities for consultants to provide parent involvement workshops and trainings, and to purchase researched based books and materials on parent Involvement for Title I Schools to support parent assistance with the curriculum (i.e. math manipulatives, bi-lingual materials, books, etc.).

The District Title I staff can technical assistance in the effective use of a Parent Resource Room at Sebastian River Middle School.

The Title I school social worker/teacher and other SRMS team members facilitate the access to community resources needed to support the engagement of families. Services include but are not limited to providing and assisting with uniforms, clothing, shoes, food, housing assistance, shelter, transportation, counseling and crisis intervention.

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**Coordination and Integration with other federal programs**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

count	Program	Coordination
1	Title II	Title II provides schools with supplemental funding to support the professional development needs of staff. Funds are used to support attendance at local and state conferences and pay for consultants related to strategies to support student achievement.

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

2	Title III	Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education.
3	Title I Part C	Migrant staff will support family engagement by facilitating home-school communication, conducting parent involvement meetings serving as a liaison between home and community resources and monitoring student academic achievement
4	Title IX	Homeless program staff work closely with the Title I Office to coordinate services for homeless students. Activities may include: coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students.
5	VPK	Title I Part A supplements the funding of the district's VPK program. The Title I and VPK office work together to coordinate appropriate early childhood programs and transition programs for pre-K students who will enter kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning opportunity for students who completed VPK and will enter Kindergarten at a Title I school in the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers.
6	Adult Education	Adult Education services are communicated to parents, as needed
7	The Learning Alliance	The Learning Alliance (TLA) support the District's Moonshot Moment goal to have 90% of all children reading on grade level by the end of third grade.
8	Education Foundation	The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities. Some projects include: STEP into Kindergarten, Sneaker Exchange, Science Fair and School Supplies.
9	Chum Bucket	Providing food backpacks for individual students, school supplies, toiletries, scholarships for field trips, athletics, and various activities. The services are for underprivileged children at no financial cost to their families,
10	Youth Guidance	Enriches the lives of Indian River County youth through mentoring relationships that inspire trust, self-esteem and positive future by providing after school activities, homework help, and exercise and sports activities.

**Annual Parent Meeting**

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, the nature of the Title I program (school wide or targeted assistance), adequately yearly progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [ESEA Section 1116].

<b>Number of</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
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**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

Activities				
1	Enlist parents for Parent Involvement Team at SAC meeting	Todd Racine, Michele Holmes	August and ongoing	list of parent names
2	Plan meeting with Title I Leadership team and SAC	Todd Racine, Michele Holmes Karen Malits, Krista Sadlers	August	agenda, sign-in sheet
3	Information on website	Michele Holmes	August	screenshot of website
4	Info home on School Messenger	Todd Racine	August	School Messenger printout
5	Info home on Social Media	Michele Holmes	August	Screenshot
6	Flyers	Todd Racine	August	flyer
7	Morning Announcements	Todd Racine	August	recording

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [ESEA Section 1116].

**Response:**

Sebastian River Middle School will offer parent meetings at different times during the day and evening. Our goal is to host a number of meetings at different times in order to meet the needs of our families.

PTSA meetings are held on the 4th Monday of every month at 5:00 p.m. SAC meetings will be held on Tuesdays, at 3:30 p.m. Teachers are available before and after school to meet with parents. During district conference weeks, meetings are scheduled between 3:30 p.m. - 7:30 p.m. on Wednesday and teachers schedule appointments before and after school during conference week. Also, teachers regularly reach out to parents via FOCUS, e-mail, and phone calls to discuss various student needs.

Food and childcare may be offered for parent training and information nights.

Parents are invited to come for special activities during the school day.

Title I program staff work with parents and teachers to coordinate and provide the flexibility in the scheduling of conferences (child care, home visits, etc.).

**Building Capacity**

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 [ESEA 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 [ESEA Section 1116]. Include information on how the school will provide other reasonable

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

<b>Number of Activities</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
1	District Title I Annual Meeting	Karen Malits, Krista Sadlers, School Administrators	August	Open communication with parents
2	Parent Nights	Todd Racine/PTSA	Ongoing	More parents involved in school, increased student success
3	Science Fair	Roberto Crespo and Patty Schultz	December	Academic improvement of students
4	Summer Program Principal's Challenge	Brad Wright	July	Improved academic performance
5	Performing Arts Night	Todd Racine	Ongoing	Increased student engagement as measured by classroom walkthroughs
6	Parents Improving Education Program (PIE)	Feed the Lambs, Sebastian River staff	Ongoing	Mentoring for parents to provide support to work at home with students
7	Parent Academies/	Todd Racine	Ongoing	More parents involved in school, increased student success,
8	Academic Nights	Math, ELA, Science, Social Studies Department	October-February	Academic improvement of students

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**Staff Development**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents /families, in the value and utility of contributions of parents/families.

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in how to reach out to, communicate with, and work with families as equal partners.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs and in building ties between parent/ families and the school. [ESEA Section 1116]

<b>Number of Activities</b>	<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
1	Cultural Awareness	Principal, Student Success Coach	Increased student engagement as a result of an introduction of instructional strategies for a diverse culture, targeting of subgroups to meet the needs of students	Throughout the school year	PD roster, increased academic scores, attendance in International Club, Achievers in Action
3	Consultation with teachers	School Counselors	Training to provide strategies for working with parents	Throughout the school year	Increased parent participation
4	Collaborative Planning PD	Melissa Kurrus and Dr. Melody Wright	Strategies for teachers to prioritize, organize and complete tasks and increase rigor for literacy	Weekly	Improved lesson plans for higher academic achievement
6	Monthly Professional Development	Todd Racine, Melissa Kurrus, Dr. Melody Wright	Provide strategies to work with parents, focus on accommodations for students with IEP's, additional focus on Marzano high-impact strategies	Monthly	Academic improvement of students, increase in parents attending events
7	FINS- Florida Inclusion Network	Michele Holmes	Geared toward gen-ed and ESE push-in teachers the PD will include strategies for co-teaching and accommodations	Ongoing	Improved lesson plans for higher academic achievement, improved classroom behavior

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**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to



**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

encourage and support parents in more fully participating in the education of their child(ren ).  
[ESEA Section 1116].

**Response:**

Fund a Parent Advocate to connect Hispanic families to the school events.

Develop a family resource night with technology to encourage use of FOCUS and provided a library of resources.

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**Communication**

Describe how the school will provide parents of participating children the following [ESEA Section 1116]:

- Timely information about the Title I programs [ESEA Section 1116];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [ESEA Section 1116];
- 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 [ESEA Section 1116]; and
- If the school wide program plan under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [ESEA Section 1116].

**Response:**

**Sebastian River Middle School will provide parents with timely information via:**

\*School Messenger in English and Spanish

\*Personal calls home

\*Emails home

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

- \*Informational flyers
- \*School website and calendar
- \*District website
- \*Orientation night
- \*Title I Annual Meeting
- \*SAC meetings
- \*PTSA meetings
- \*Conferences with teachers
- \*Conferences with administrators
- \*School newsletter, mailed home to families 6x per year
- \*Family nights
- \*School marquee
- \*Twitter
- \*Facebook

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**Accessibility**

Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. Include how the school 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 [ESEA Section 1116].

**Response:** The Parent and Family Engagement Plan (PFEP) is discussed and distributed during the Annual Title I Meeting and other parent informational meetings to parents of Sebastian River Middle students. Parents are notified of the availability of the PFEP via School Messenger, parent meetings and school newsletter. Parents requesting the Plan in Spanish will receive that support. The Parent and Family Engagement Plans are distributed and made available via hard copy and on the district and school's website. The SDIRC website has the capability to toggle between English and other languages.

All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages.

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Director of Federal Programs and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.

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**Discretionary Activities (Optional)**

Discretionary School Level Parental Involvement Policy Components. Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

☒ Not Applicable

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count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
	<b>THIS SECTION IS OPTIONAL</b>				

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**Attach Evidence of Input from Parents**

**ATTACH evidence of parent input in the development of the plan. (see SAC agendas)**

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**Attach Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

**ATTACH Parent-School Compact. (see SAC agendas)**

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**Attach Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

**ATTACH evidence of parent input in the development of the compact. (see SAC agendas)**

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**Evaluation of the previous year's Parent Involvement Plan****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 [ESEA Section 1116]. Include participation data on the Title I annual meeting.

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**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 [ESEA Section 1116].

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**Barriers**

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

**2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)**

disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background an migratory children) [ESEA Section 1116].

**Reflection on last year’s plan:**

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**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional).

count	Content/Purpose	Description of the Activity
1	<b>THIS SECTION IS OPTIONAL</b>  <b>IF COMPLETED, ADD ROWS AS NEEDED</b>	