

MASCOTTE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Tiffany Mayhugh-Rego, 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

- 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 9101(32), ESEA;
- 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 [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- 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 parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, 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 [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- 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 not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; 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 [Section (h)(6)(A)].

	09-07-18
Signature of Principal or Designee	Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Mascotte Charter School will welcome and involve engage families and communicate information about Family Engagement opportunities through the Parent Academy, the Mascotte Charter School app, Class Dojo, and flyers sent home. School-based Family Engagement events such as science nights and conference nights, will provide parents with the information or materials necessary for them to share the responsibility for their child's education.

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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Mascotte Charter School involves engage parents/families in all aspects of its Title I programs. The Mascotte Charter Board in accordance with Florida School Law performs all the duties previously encompassed by School Advisory Council. The school leadership team has the responsibility of collecting parent input to be used in developing, implementing, and evaluating the school level Family Engagement plan. In addition, parents are given the opportunity to review the plan and offer their input prior to approval through Stakeholder surveys several times during the school year seeking their input on activities, training, and materials they need to help their child. Results of parent surveys are reviewed by the Charter Board and Leadership Team to determine needed changes. During the Charter Board meeting the P.I.P. P.F.E.P. and/or S.I.P. are evaluated with the input from parents concerning how the family engagement funds will be used.

Coordination and Integration

Describe how the school will coordinate and integrate parental engagement 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: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	VPK	The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents/families, VPK teachers, and the kindergarten teachers to discuss the specific learning needs of students, joint parent/family meetings to discuss transitioning, etc.
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I will be discussed with families during the development of the students IEP.
3	Title 1, Part C	Migrant students are identified and served by Title 1 district personnel and the Curriculum Resource Teacher. The district migrant liaison coordinates transportation to and from school, meetings for parents, and arranges in home tutoring for the students. The district liaison meets quarterly with school personnel about student progression and concerns.
4	Title IX	Families in transition are identified and served by Title 1 district personnel and the school counselors. The district homeless liaison meets quarterly with school personnel about student progression and concerns.
5	Title III	The students are identified for English Language Learners subgroup by individualized testing of IDEA Proficiency Test (K-2) and (3-5) are administered the Language Assessment Scale within the first 20 days of student enrollment. The Title III Program Specialist coordinates with the school to ensure ELL parents have the information to attend meetings and events. The information pushed out through our Mascotte Charter School app is available in multiple languages and is free to all parents.

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 (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, 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 [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Federal Programs Parent/family Meeting	Principal, Literacy Coach, CRT	September 13, 2018, 8:00 a.m. 5:30 p.m.	Title I documentation will submitted electronically to the District Title 1 Office on periodic basis as required. Documentation will be shared with LEA Title I office for monitoring purposes.
2	Develop agenda, handouts, and/or presentation materials that address the required components	Principal, Literacy Coach	Sept. 4-7	Create agenda, handouts, and/or presentation materials that address the required components
3	Develop and disseminate invitations	Principal, Teachers	Sept. 3	The announcement will be posted on school website, school app and flyers.
4	Advertise/publicize event	Technology Coordinator	Sept. 3	Flyer, website and app with date of dissemination
5	Develop sign-in sheets	Literacy Coach	Sept. 13	Copies of sign-in sheets uploaded into folders
6	Maintain documentation	Assistant Principal	Sept. 2018- June 2019	Survey Title I documentation will submitted electronically to the District Title 1 Office on periodic basis as required. Documentation will be shared with LEA Title I office for monitoring purposes.

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 [Section 1118(c)(2)].

Response: The leadership and staff of Mascotte Charter School believe in the importance of family engagement and therefore have put measures in place to offer parent/family meetings on a flexible schedule. Our Federal Programs meeting for parents/families of participating students will be offered on the morning of September 13 at 8:00 a.m. and then that evening at 5:30 p.m. in conjunction with our Parent academy. Families will be notified through the website, student calendar, and using the Mascotte Charter School app. The family resource center will be open daily for families to check out educational materials for their students. Childcare is available when necessary and home visits are made to homes of families that have transportation issues. Mascotte Charter School offers meetings and events on various days and times to accommodate schedules of parents. Families have the opportunity to choose the time they can attend the school's two Report Card Conference Nights.

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 [Section 1118(e)]. 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 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Mascotte Charter School builds the capacity of parents and families to support their child's education through offering; Parent/family Conference Nights, Eagle Family Picnic (every child receives a book), Grandparents Reading Day, Family Science Nights, and a school-wide Vocabulary Parade. MCS is now a state certified Growth Mindset model school so we will hold Parent Academies to explain and teach parents how to use the strategies and language for developing a growth mindset at home with their students. We communicate information about the Title 1 program and the rights of parents to be involved in decision making concerning the impact of Title 1 funds during the Annual Title 1 Parent meeting. Our Eagle Picnic and Science Nights involve community members through volunteerism, donations, and new partnerships in learning.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	*Parent Conference Nights	Leadership Team, Teachers	This activity will affect student achievement by helping parents/families understand how to help their child with assignments and know of what their child's grade level expectations will be. This will in turn improve grades, and test scores.	Oct. 25th, 2018& March 28th 2019	FSA Scores, Parent Surveys, agendas, and sign-in documentation. <u>Copy of Flyer or copy of advertisement.</u>
2	Annual Title 1 Parent Meeting	Leadership Team	Increased understanding and participation for Title 1 initiatives	Sept. 13, 2018	Increased Participation in PFE activities; <u>Sign in Sheets, Agenda, Flyer or copy of advertisement</u>
3	Vocabulary Parade	Literacy Coach	Parents/families and students will improve vocabulary skills through choosing a word to represent and working together to create a poster or costume that represents the meaning.	Oct 26th, 2018	Student and parent/families participation in our parade, <u>sign in sheets, flyer</u>
4	Eagle Family Picnic	Leadership Team	Increased parent/family participation in ELA due to each child receiving a book and reading it with their family.	November 16th 2018	Copies of sign-in, <u>Flyer</u> sheets increased ELA achievement
5	Kindergarten Grandparents' Reading Day	CRT and Lit. Coach	Increased family literacy due to each child receiving a free book and reading it with their grandparent.	Sept. 7th, 2018	Copies of sign-in, sheets, <u>flyer</u> . increased family participation
6	Family Science Nights	Science Teacher	Increased science achievement due to	February 2019	Students will demonstrate

			parent/families interaction with science standards		increased science achievement. <u>Copy of flyer, sign in sheets</u>
7	Growth Mindset Parent/family Night	Leadership Team	Instructing families on the benefits of Growth Mindset thinking and language will increase student confidence and achievement, we will discuss how FSA results affect our school and how our students are performing on state assessments	September, October 2018, January 2019	Increased positive parent/family communication, increased goal setting and academic achievement. <u>Copy of agenda, sign in sheets, flyer.</u>
8	Mascotte Showcase	Teachers and staff	Teachers met with parents/families of incoming kindergarten students and students new to our school to share information about standards, expectations, and curriculum.	May 10, 2019	Students will enter kindergarten ready to learn and master the curriculum. <u>Copy of flyer, agenda and sign in sheets</u>
9	Student Performances	Music Teacher	Students participating in chorus, music ensembles, and grade level performances have improved attendance and attitudes about school. This translates to improved family engagement in school activities and positive comments about our school culture.	TBA	Improved student attendance and achievement. <u>copy of flyer, sign in sheets</u>

Staff Training

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Family Engagement Teacher Workshop	Principal	Improved Teacher Understanding of Family Engagement	Sept. 26th 2018	Increased Family engagement, agendas, and sign-ins <u>Hand outs</u>

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Our Family Resource Center will be open all school year for materials check out and parent support. The Media Specialist will ask all visitors to the center to sign in. In addition, the Media Specialist will keep records of the resources checked out from the center.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- 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 [Section 1118(c)(4)(B)];
- 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[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) 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 [Section 1118(c)(5)].

Response: During the Annual Federal Programs meeting in September, Mascotte Charter School will hold a general meeting where information will be presented about Title I programs and budgets, the school-wide curriculum and our extended learning programs. Families will learn about the school-wide program, how to schedule parent-teacher conferences, and about opportunities for participation in decisions related to the education of their child. Families will be given directions on how to access the digital Student/Parent handbook, the school website, and the MCS app which include more detailed information on these topics and a copy of the FEP. A translator will be available to help parents who do not speak English. A hand-out summarizing the discussions held during the meeting will be provided in native languages for families on request. Information for future reference will be located in Family Resource Center.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). 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 [Section 1118(e)(5) and 1118(f)].

Response: School communication is sent home in the preferred language of the families if translation services are possible. Each teacher has a record of the parents' preferred language. A monthly school calendar is sent home with all dates and times of events listed in English and Spanish. The school website contains postings for all events that occur at school as well as information about curriculum. Our new Mascotte Charter School app is available in several languages and pushes out notifications and reminders for all of our meetings and events. Translators are provided for all conferences and parent nights. The electronic marquee is constantly updated with weekly school events. Parents with disabilities will be provided accommodations on a case by case basis so they can participate. Parents of migrant students receive information through our guidance department if the methods listed above are not effective. All school level plans can be located in the parent resource room of MCS where the parents have the ability to make comments by survey or message.

Discretionary Activities

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:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	Training parents as leaders-Provide public input cards and encourage parents to communicate regarding training and school-based decisions to allow them to become active participants in the educational process.	Assistant Principal,	Improve the ability of families to participate in school decision making.	Fall 2018
3	Training parents/families to enhance the engagement of other families [Section 1118(e)(9)];	PTO will recruit bilingual parents to serve on the leadership committee.	PTO President	Increase the FE within our school	Fall 2018
4	Maximizing family engagement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school [Section 1118(e)(10)];	Parent Conference Night-Conferences can be scheduled from 3:00-7:00 on those evenings.	Leadership Team	Inform families about student achievement.	Fall and Spring Report Card conferences
5	Adopting and implementing model approaches to improving family engagement [Section 1118(e)(11)]; and	Academic Performances-Students will perform plays, skits, and musicals with an academic focus. Parent Academy-Families will receive information about how to support the development of a Growth Mindset and the importance of a rigorous curriculum	Music teacher and classroom teachers. Principal, Assistant Principal, Team leads	Provide a family focus on academic achievement.	2018-2019
6	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities [Section 1118(e)(13)].	Mascotte Showcase-Parents, students, and community members will tour the school together to see classroom displays.	C.R.T., Literacy Coach, & classroom teachers.	Awareness and appreciation of curriculum and to increase student background knowledge.	May 2019

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

Upload 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 1118(d)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Upload 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 1118(d)].

Upload evidence of parent input in the development of the compact.

[Uploaded Document](#)

Evaluation of the previous year's Parental 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 [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Conference Nights	2	653	Parents will be informed of their child's progress and academic achievement. Parents are informed about the grade level expectations and understand our grading system resulting in improved grades and achievement levels.
2	Kindergarten Grandparents' Day	1	32	Grandparents of kindergarten students were invited to come and meet their student in the cafeteria to enjoy cookies and choose a book to read together and keep.
3	Eagle Family Picnic	1	607	We gave new books to all students who participated and read with their parents thus increasing literacy levels.
4	Science Family Nights	1	249	This activity increases students' motivation and participation in science related activities.
5	Annual Title 1 Parent Meeting	1	6	This will increase parents' understanding of the Title 1 program and their rights as well as responsibilities as parents.
6	Vocabulary Parade	1	65	Increased literacy due to vocabulary focus and word consciousness.
7	Mascotte Showcase	1	63	Teachers met with parents of incoming kindergarten students to share information about standards, expectations, and curriculum.
9	1st, 2nd Kinder Performances	1	214	Students involved in the arts are motivated to come to school and learn.

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 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Family Engagement Teacher Workshop	1	53	Improved communication between teachers and parents/families about student progress.
2	FSL, Staff Orientation for Family_Resource Room	1	53	Improved use of parent/family resource materials and parents working with students on skills.

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 disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Language/Limited English- Many of our parents/families do not attend our SAC or other parent meetings due to language barriers.	Send communications home in native language when possible and provide translators for meetings and conferences.
2	Economically Disadvantaged- Our parents work full time and are unable to help students with homework or take them to the library.	Give free books to families during Eagle Picnic and provide opportunities for reading and math support through technology. Provide science knowledge for families through our Orlando Science Center Nights where parents and children participate in hands-on experiments together.
3	Parents/families unable to attend scheduled meetings or events due to schedule conflicts	Schedule multiple times for meetings to take place and provide additional methods for providing input about family engagement and activities
4	Communication to be delivered to the families	Communication for families is offered through various methods including our comprehensive and informative website, our Mascotte Charter School app which translates information into many different languages, paper copies of notes translated if necessary to the student's home language, and providing translators during meetings and conferences to aid communication about student progress

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
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