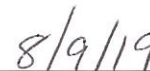


I, ELIZABETH TETREAULT, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; 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].

**Signature of Principal**

Date Signed

Mission Statement (Optional)

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:

TREASURE COAST ELEMENTARY WILL INVOLVE PARENTS IN AN ORGANIZED, ONGOING AND TIMELY MANNER TO PLAN, MONITOR AND REVIEW THE SCHOOL IMPROVEMENT PLAN AND USE OF TITLE I FUNDS. PARENTS WILL BE CENTRAL TO OUR DECISIONS REGARDING THE USE OF FUNDS FOR PARENT INVOLVEMENT THROUGH:

- **TITLE I ANNUAL MEETING**
- **SCHOOL ADVISORY COUNCIL**
- **SCHOOL SURVEYS**
- **PTA**
- **GRADE LEVEL PARENT INFORMATION NIGHTS**
- **USE OF MARQUEE**
- **USE OF SCHOOL WEBSITE**
- **USE OF SCHOOL CALENDAR**
- **USE OF NEWSLETTER**
- **USE OF SCHOOL MESSENGER**
- **FACEBOOK**
- **TWITTER**

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:

Treasure Coast Elementary will involve parents in the planning, review and improvement of Title I programs through parent survey results, School Advisory Council Meetings, and our Title I Parent Information Meeting.

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,

School District of Indian River County

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 the staff. Funds are used to support attendance at local and state conferences and to pay for consultants related to strategies to support student achievement and facilitate effective family engagement opportunities.
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 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 2018. The TLA initiated a "Moonshot Moment Book Drop Off/Book Mobile" program to supply students who attend Title I schools with appropriate books to support parents and students at home. The TLA assists parents in preparing their children to be "Ready for Kindergarten" and offers extended learning opportunities throughout the district.
8	Education Foundation	The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities. Through the generosity of community partners, such as Impact 100, Bank of America, The Community Foundation, The John's Island Community Service League, The John's Island Foundation, Motorola, AT & T, Toyota of Vero Beach, School District Education Foundation Matching Grant Program (from the Florida Legislature), Indian River Lawyer's Auxiliary and a

School District of Indian River County

		Business Partnership with Piper Aircraft, they have been able to help the Indian River School District achieve BIG Dreams. Some projects include: Step into Kindergarten, Sneaker Exchange, School Supplies.
9	21 ST CENTURY	After school tutoring and enrichment program designed to support the students in grades 1-5 with after school extended learning opportunities pertaining to science and literacy and aligned with the school improvement plan.
10	CASTLE	This community program helps to prevent child abuse and neglect by teaching positive, safe parenting skills.

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].

Number of Activities	Activity	Person Responsible	Timeline	Evidence of Effectiveness
1	Enlist Parents to join PTA	Liz Tetreault, Tabby Esposito, PTA President	AUGUST 2019	MEMBERSHIP ROSTERS
2	Enlist Parents to join SAC	Liz Tetreault, Tabby Esposito, Gina Venditti	AUGUST 2019	SAC MEMBERSHIP
3	Newsletter	Liz Tetreault	QUARTERLY	Copy of Newsletter
4	Weekly Informational Messages	Liz Tetreault Tabby Esposito	Weekly	Website & Social Media
5	Social Media /Inform Parents	Liz Tetreault Tabby Esposito Barbara Negreira-Harrell	Weekly	Posts
6	Informational Flyers	Barbara Negreira-Harrell	MONTHLY	Copy of Flyers

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:

PTA and SAC Meetings occur at times that allow the greatest opportunity for parents to attend. SAC Meetings are held monthly at 3:45 and PTA Meetings will be held in a blended schedule of mornings and evenings based on parent feedback.

Parent conference meetings are offered any time between 7:30 a.m. and 8:00 pm during the district held conference weeks in September and February. Teachers are also available by appointment before and/or after school.

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

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

Parents are invited to come participate in scheduled school wide and class events as well.

Building Capacity

School District of Indian River County

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

Number of Activities	Activity	Person Responsible	Timeline	Evidence of Effectiveness
1	Title I Annual Meeting	Liz Tetreault Tabby Esposito Karen Malits Krista Sadlers	August	Survey, Attendance
2	Orientation	Liz Tetreault Tabby Esposito	August	Attendance
3	SAC	Liz Tetreault Tabetha Esposito & Gina Venditti	Ongoing	School Improvement Goals Met Attendance
4	PTA	Barbara Negreira-Harrell	Ongoing	Attendance Calendar of Events
5	Parent Teacher Conferences	Provide academic and social information pertaining student development	October February	Student Achievement
6	Semester Activities Calendar	Liz Tetreault Tabby Esposito Krista Sadlers	Semester	Increase numbers of parents attending events
7	Curriculum Night	Jessica Rutherford Ashley Kohlstedt Gina Trilla	Winter	ELA data Family attendance
8	FSA Night	Jessica Rutherford Ashley Kohlstedt	Fall	Local Science and Math data Family attendance
9	Muli-Cultural Night	Coletta Murray	Spring	Increased student engagement Increased student performance on local and state assessments

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.

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]

Number of Activities	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	School – Family Partnership	Liz Tetreault Tabby Esposito	Increased home-school connection	September	PD Roster, State and Local Test scores
2	Growth Mindset	Leadership Team	Increased academic achievement along with student and staff self-efficacy	Ongoing	Increased scores on local and state assessments
3	Cultural Competencies	Liz Tetreault Tabetha Esposito	By cultivating respect for all cultures and differences, teachers will utilize literature & resources reflecting diverse populations thereby increasing student engagement	Ongoing	PD roster, Increased local and state test scores Reduction of ODR's Increased Attendance

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 child(ren). [ESEA Section 1116].

Response: Supplemental parent resources, including children's literature, math manipulatives and flashcards etc.

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:

Newsletter
Agendas
Teacher e-mails
Marquee
School Messenger (one per week)
Family Nights (ELA, STEM, Social Media, Multi-Cultural)
Conferences with school administrators
Facebook
Twitter

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 Involvement Plan is discussed and distributed during the Annual Title I Meeting and other parent informational meetings at Treasure Coast Elementary School. Parents are notified of the availability of the PIP via School Messenger, parent meetings and school newsletter. Parents requesting the PIP in Spanish will receive that support. The plans are distributed and made available in hard copy, on the district and school 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. All Title I schools have bilingual staff who serve as interpreters to ensure all parents are fully able to participate in parent meetings and activities. The district's Title I Parent Specialist, Title Social Workers, and Project Specialists are also bilingual and facilitate communication between home and school.

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

The district also works collaboratively with the Exceptional Student Education Dept. to ensure that parents may fully benefit from the parent involvement activities.

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

School District of Indian River County

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

Attach Evidence of Input from Parents

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

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.

TREASURE COAST ELEMENTARY
SCHOOL - PARENT COMPACT AGREEMENT

2019 2020

The staff at our Title I school constantly strives to provide a safe, pleasant learning environment for every student. We request that you sign the following Compact Agreement to show your commitment to support your child's education.

1. TREASURE COAST ELEMENTARY SCHOOL will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:** implement core curriculum, enrichment, and intervention programs that are research proven to be delivered by highly qualified, effective teachers.
- **Hold parent-teacher conferences with bilingual staff during which this compact will be discussed as it relates to the individual child's achievement.** Two conferences will be held: September and February.
- **Provide parents with frequent reports on their children's progress.** Teacher will provide reports as follows: progress reports at mid grading periods four times a year, report cards four times a year, and more extensive and frequent reports for designated students.
- **Provide parents reasonable access to staff with bilingual support.** The staff will be available for consultation with parents as follows: Teachers, resource teachers, and administrators are available to meet with parents during regular scheduled conferences and additional conferences during the school day as requested by parents.
- **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:** school activities calendar is distributed by semester, volunteer sign up list is offered during orientation, and observations may be scheduled through the teacher or administrator throughout the school year.

STUDENT'S TEACHER NAME: _____ October _____ February _____

Teacher Signature: _____ Grade _____

2. PARENTS will support our children's learning in the following ways:

- *Participating, as appropriate, in decisions relating to my children's education*
- *Working at home with my child including reading at home*
- *Encouraging good study habits; providing a suitable place for completing homework assignments*
- *Attending teacher conferences to help keep aware of my child's progress*
- *Attending workshops /trainings to assist me in being better able to support my child*
- *Serving, to the extent possible, on policy advisory groups at school, district and state levels*

PARENT/GUARDIAN NAME: _____ October _____ February _____

Parent signature: _____

3. STUDENT RESPONSIBILITIES:

I will:

- *Set aside time for reading and completing homework assignments*
- *Return materials on time; give to my parent or responsible adult any notices from school every day*
- *Behave well and abide by all classroom rules; be prepared each day*
- *Respect my school, myself, and others; promote good citizenship by being a positive role model*

STUDENT'S NAME: _____ September _____ February _____

Student Signature: _____

School District of Indian River County

2018 2019

El personal en nuestra escuela de Título I se esfuerza constantemente para proporcionar un ambiente de aprendizaje placentero y seguro para todos los estudiantes. Le pedimos que firme el siguiente Acuerdo para mostrar su compromiso para apoyar la educación de su hijo (a)

1. LA ESCUELA PRIMARIA DE TREASURE COAST:

- Ofrecerá un programa de estudios e instrucción de alta calidad en un ambiente de apoyo y aprendizaje efectivo que motive a los estudiantes a cumplir con los estándares de aprendizaje del Estado como sigue: Implementar el núcleo del plan de estudios, de enriquecimiento y programas de intervención que son de efectividad comprobada y enseñados por maestros efectivos y altamente calificados.
- Tendrá conferencias de padres y maestros con personal bilingüe y en las cuales se discutirá este acuerdo estar relacionado con el progreso individual del niño (a). Habrá dos conferencias: septiembre y febrero.
- Le proporcionará a los padres reportes frecuentes del progreso de sus hijos. El maestro (a) proporcionará reportes de la siguiente manera: reportes de progreso a la mitad de los periodos de calificaciones cuatro veces al año, boletas de calificación cuatro veces al año y reportes más frecuentes y extensos para estudiantes designados.
- Le proporcionará a los padres acceso razonable a personal bilingüe de apoyo. El personal estará disponible para consultar con los padres de la siguiente manera: Los maestros, maestros de recursos y administradores estarán disponibles para reunirse con los padres durante conferencias programadas y conferencias adicionales como lo soliciten los padres durante el día de clases.
- Le dará oportunidad a los padres para que sean voluntarios y participen y observen actividades en el salón de clases del niño (a) de la siguiente manera: cada semestre se distribuirá el calendario de actividades, durante el día de orientación se ofrecerá la lista para firmar como voluntario y se podrán programar observaciones con los maestros o administradores en el transcurso del periodo escolar.

MAESTRO (A) DEL ESTUDIANTE: _____ octubre _____ febrero _____

Firma del Maestro (a): _____ Grado _____

2. LOS PADRES apoyaremos el aprendizaje de nuestros hijos de la siguiente manera:

- Participando, como sea apropiado, en decisiones relacionadas con la educación de mi hijo (a)
- Trabajando con mi hijo (a) en mi casa incluyendo la lectura en el hogar
- Motivando buenos hábitos de estudio; proporcionando un lugar apropiado para hacer la tarea
- Asistiendo a conferencias con los maestros para mantenerme informado del progreso de mi hijo (a)
- Asistiendo a talleres prácticos/entrenamiento para que me ayuden a prepararme para apoyar mejor a mi hijo (a)
- Servir, en la medida de lo posible, en grupos consultivos de política en la escuela, distrito y estado

NOMBRE DEL PADRE/GUADIAN: _____ octubre _____ febrero _____

Firma del Padre/Guardián: _____

3. RESPONSABILIDADES DEL ESTUDIANTE:

Yo:

- *Hare tiempo para leer y terminar la tarea*
- *Regresare los materiales a tiempo, le entregare a mis padres o adulto responsable todos los avisos de la escuela todos los días*
- *Me portare bien y obedeceré todas las reglas del salón de clases; estaré preparado todos los días*
- *Respetare a mi escuela, me respetare a mi y a los demás; promoveré el buen civismo siendo un buen ejemplo*

NOMBRE DEL ESTUDIANTE: _____ octubre _____ febrero _____

Firma del Estudiante: _____

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.

School Advisory Council Agenda

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	School Family Partnerships	3	200	ELA: improved overall proficiency on FSA Math: improved overall proficiency on FSA Science: improved overall proficiency on FSA
2	21st Century	6	40	ELA: improved overall proficiency on FSA Math: improved overall proficiency on FSA Science: improved overall proficiency on FSA

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].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	School Family Partnerships	3	200	ELA: improved overall proficiency on FSA Math: improved overall proficiency on FSA Science: improved overall proficiency on FSA
2	21st Century	6	40	ELA: improved overall proficiency on FSA Math: improved overall proficiency on FSA Science: improved overall proficiency on FSA

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 an migratory children) [ESEA Section 1116].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Limited number of parents on school wide committees.	Provide flexible schedule of events, both daytime and evenings to accommodate all families.
2	Insuring advance notice of events and purpose.	Record and send weekly messages with school wide information to families. Provide monthly schedule of events to be sent home with students, post on school website and social media. Provide quarterly newsletters to be sent home with students, post on school website and social media.

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	Interactive Family Nights (Math, ELA & Science)	Parents and students participated in Math, ELA and STEM activities throughout the school year. These family engagement nights provided training for parents by teachers to support students at home through the use of interactive instructional games and activities.
