

Title I Parent and Family Engagement Plan

I, Tiffany Mayhugh, 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

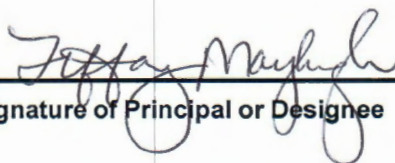
The LEA shall ensure that the LEA and each Title I school has a written PFEP that (a) was jointly developed and agreed upon with parents; (b) is updated periodically; and (c) is distributed to parents of Title I students and made available to the local community. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall include the components as described in section 1116. The LEA must ensure that Title I, Part A funds reserved are used to carry out the activities and strategies in the PFEP as outlined in section 1116(3(D)(i - v).

The LEA shall ensure that Title I schools convene an annual parent meeting; offer a flexible number of meetings; involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the programs; and provide parents with timely information about programs, a description of curriculum, forms of the academic assessment used to measure student progress, the expected proficiency students are expected to meet, opportunities to provide input on their child's education and ensure that parents are involved in the decisions regarding how the set-aside is allotted for parent and family engagement.

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

The LEA shall, provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject level in which the teacher has been assigned. Additionally, all LEAs are required to notify parents at the beginning of each school year (or at the time of enrollment of the student) of their right to know the professional qualifications of their student's classroom teachers and paraprofessionals.

ESEA Sections 1116(a)(2)(D), 1116(b), 1116(c), 1116(d), 1116(f), 1112(e)(3)(C), 1112(e)(4), 1116(a)(2)(B), 1116(h), 1112(e)(3), 1112 (e)(1)(B)(ii).


Signature of Principal or Designee

5/30/2019
Date Signed

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Mission Statement - Parent and family engagement Mission Statement (Optional) Response:

Mascotte Charter School will welcome and engage families by communicating information about Family Engagement opportunities through Class Dojo, our school's website, the local newspaper and notes sent home. School-based Family Engagement events such as Family Science Night, Family Literacy Night and conference nights, will provide parents with the information and materials necessary for them to share the responsibility for their child’s education.

Involvement of Parents and Families

Describe how the school will involve parents and families 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 parent and family engagement will be used. Response:

Mascotte Charter School engages 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 done 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 meetings the 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 parent and family 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.

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 Guidance Department. 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.

Title I Parent and Family Engagement Plan**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents about the school's Title I program, the nature of the Title I program, 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.

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Federal Programs Parent/Family Meeting	Principal, Literacy Coach, CRT	September 19, 2019, 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 to communicate the importance of Family Engagement.	Principal, Literacy Coach	Sept. 10-12	Input from participants will be documented and included in planning Family Engagement activities
3	The announcement will be posted on our school website, Class Dojo and notes in native language sent home with each student.	Principal, Teachers	Sept. 3-18	Sign-in sheets will be evidence of effectiveness
4	Advertise/publicize event through notes home in native language, website, and Class Dojo	Technology Coordinator	Sept. 3	Sign-in sheets will be evidence of effectiveness
5	Develop sign-in sheets	Literacy Coach	Sept. 18	Copies of sign-in sheets uploaded into compliance folders
6	Maintain documentation	Assistant Principal, Title 1 Coordinator	Sept. 2018- June 2019	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.

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Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening and different days of the week. The school may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement. 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 19 at 8:00 a.m. and then that evening at 5:30 p.m. Families will be notified through the website, student calendar, and using Class Dojo. 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 parent and family involvement activities that are designed to improve student academic achievement and school performance. Describe how the activities will support a partnership among the school, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Report Card Conference Nights	Leadership Team, Teachers	Conference nights are held at the end of the first and third grading periods to help parents, students and families understand how the student is progressing in his/her mastery of the Florida standards	Oct. 24th, 2019 and March 26, 2020	FSA Scores, Parent Surveys, agendas, and sign-in documentation. Copy of notes or copy of advertisement.
2	Family Literacy Nights	Literacy Coach, Parent Academy Lead	Families are invited to participate in modeled reading activities and receive materials to work with their child at home	Sept. 19, Jan. 10, April 23	Participation of families in each activity, increased reading achievement, parent/family surveys
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.	Nov. 1, 2019	Student and parent/families participation in our parade, increased reading achievement
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.	Nov. 22nd, 2019	Effectiveness will be determined through participation in the event, increased ELA achievement, and Family Engagement surveys
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. 6th 2019	Effectiveness will be determined through participation in the event, increased ELA achievement, and Family Engagement surveys

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count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
6	Science Fair Night- Science Fair Night- Science Fair projects for 4th and 5th grades all displayed with the winners named.	Science Teacher	Science themed activities included a live snake exhibit, making homemade butter and a science gadget display. Making science fun and interesting will increase our students' interest in science.	Jan. 2020	Continued participation in science nights and science related activities.
7	Reading Fair Family Night	Media Specialist	Reading Fair projects for 3rd, 4th, and 5th grade students are displayed and students are excited for their parents to see them.	Feb. 2020	Increased Accelerated Reader usage
8	Mascotte Open House	Leadership Team	Teachers meet with parents of incoming kindergarten students to share information about standards, expectations, and curriculum. First through fifth grade teachers hold sessions to inform families about summer learning activities and curriculum expectation for the next school year.	April 25, 2020	Informed kindergarten families, lower rates of learning loss due to participating in summer learning.
9	Mascotte Teach-in Volunteers share their experiences, jobs, hobbies with students.	Leadership Team,	Building background knowledge will increase student achievement	Nov. 20, 2019	Participation of volunteers, student engagement,

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 the importance of cultivating Family Engagement	August 28, 2019	Increased teacher participation in cultivating family engagement and increased use of the parent resources we offer

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2	School Volunteer Training for staff	Principal	Students and families will understand the importance of education	Aug. 9 2019	Our school will have more volunteers to work with our teachers and students

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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 school wide 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 Class Dojo, which is used by our teachers for daily communication with parents. 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 section of the Media Center. Letters will be sent home quarterly to families with information about the progress students make on school-wide assessments such as STAR Reading, STAR Math and Istation Reading.

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Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the 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 available on our website 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. All of our parents are encourage to use Class Dojo to communicate directly with their child's teacher. Teachers send messages concerning student behavior, homework, class reminders etc. daily. Class Dojo has a translation option that helps our parents communicate and questions or concerns. Translators are provided for all conferences and parent nights. 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 area of our media center where the parents have the ability to make comments by survey or message. Meetings are held at multiple times whenever possible

Discretionary Activities - Discretionary School Level Parent and family engagement Policy
 Components: Check if the school does not plan to implement discretionary parent and family engagement 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)]	Training parents as leaders- Provide public input cards during Charter Board/SAC meetings and encourage parents to communicate regarding training and school-based decisions to allow them to become active participants in the educational process.	Principal, Assistant Principal,	Improve the ability of families to participate in school decision making.	All year during monthly Charter Board/SAC Meetings
2	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 Family Engagement participation of non-English speaking families within our school	2019-2020 during monthly PTO meetings

Title I Parent and Family Engagement Plan**Accessibility**

3	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,	Parent Conference Night- Conferences can be scheduled from 3:00-7:00 on those evenings. Teachers often stay after school hours to meet with parents. Annual Title 1 meeting is held once in the morning and once in the evening. Any parent can request this information at any time.	Leadership Team, classroom teachers	Inform families about student achievement.	2019-2020 school year
4	Adopting and implementing model approaches to improving family engagement	Academic Performances- Students will perform plays, skits, and musicals with an academic focus. Family Literacy Nights- Families are invited to participate in modeled literacy activities	Principal, Assistant Principal, Team leads	Provide a family focus on academic achievement.	2019-2020 school year
5	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 interact through informational displays and school based STEM activities and summer learning loss information.	Leadership team, all teachers	Increased science achievement and reduced summer learning loss.	April 25, 2020

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Please make sure to upload in Good Image the following documents as evidence:

- Flyer/Invitation for family and parent input
- Meeting Agenda
- Meeting minutes – showing input in the development of your PFEP and compact.
- Meeting sign-in sheet
- Copy of Family-School Compact

Evaluation of the previous year's Parent and Family Engagement 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.

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count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Conference Nights	2	560	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	41	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	693	We gave new books to all students who participated and read with their parents thus increasing literacy levels.
4	Annual Title 1 Parent Meeting	1	15	This will increase parents' understanding of the Title 1 program and their rights as well as responsibilities as parents.
5	Vocabulary Parade	1	72	Increased literacy due to vocabulary focus and word consciousness.
6	Mascotte Showcase	1	156	Teachers met with parents of incoming kindergarten students to share information about standards, expectations, and curriculum. First through fifth grade teachers held sessions to inform families about summer learning activities and curriculum expectation for the next school year.
7	Parent Academies- Presentations on helping students with their homework, developing a growth mindset, technology programs at home and summer reading were presented by Mrs. Montero during these after school meetings.	4	52	Improved reading achievement due to parents practicing strategies to increase reading comprehension
8	Science Fair Night- Science Fair projects for 3rd, 4th and 5th grades all displayed with the winners named. Science themed activities included a live snake exhibit, making homemade butter and a science gadget display.	1	370	Improved science achievement due to increased participation of families in science learning
9	Reading Fair- Reading Fair projects for 3rd, 4th, and 5th grade students were displayed and parents learned how to access their student's AR record at home.	1	41	Improved independent reading through Accelerated Reader usage

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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 [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 will result in increased academic achievement.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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. Class Dojo has a translation feature that parents use to communicate with teachers.
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 Family Science Nights where parents and children participate in hands-on learning 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 such as surveys for providing input about family engagement and activities
4	Low participation in family learning activities such as Literacy Fair and Parent Academy	We provided bilingual presentations and child friendly activities for little ones as well as take-home materials to participants.

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Best Practices (Optional)

Describe the parent and family engagement 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