

2020-2021

# Parent & Family Engagement Plan

For: Flagler Palm Coast High School

(school name)

## INSTRUCTIONS

1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Upload to your Google folder by **April 1, 2020**
4. Complete the SIP section (found at the end) when your school SIP is completed.

# Evaluation of 2019-2020 School Year PFEP

## BUILDING CAPACITY

Content & Type of Activity	Number of Participants	Impact on Student Achievement (include data evidence information, if applicable)
Online resources via school website, twitter, email blasts, Monthly Electronic Newsletter, etc	2000+	<ul style="list-style-type: none"> <li>- 160 Title I surveys were completed</li> <li>- 204,107 hits on the school website</li> <li>- 3,376 followers on Twitter and 7,036 likes on facebook</li> </ul>
New Student Orientation	600+	<ul style="list-style-type: none"> <li>- Attendance was not taken, no sign in sheets. student GPA (freshmen 174 are below a 2.0 after semester1. This number is lower than previous years).</li> </ul>
Curriculum Night/Open House	876	<ul style="list-style-type: none"> <li>- 876 parents attended, Title 1 Compacts, Parent Survey Feedback</li> </ul>
Showcase	April 2020	COVID-19-Could not complete
Career Fair	April 2020	COVID-19-Could not complete
Mini-Bulldog Orientations (Once a month)	Never happened	This was changed to Bulldog Bash in the community. We held one and there were 50 families.
District Professional Development	77 teachers	<p>Teachers attended the following session:</p> <ol style="list-style-type: none"> <li>1. Poverty Simulation</li> <li>2. FDLRS ESE/MTSS strategies</li> <li>3. Learning Focused: Rigor</li> </ol> <p>Teachers completed lesson plans that included pieces of each part of the professional development</p>
<p>Trainings on MTSS~implementing Tier 2 and 3 strategies.</p> <p><i>Teachers analyzed data, identified standards of weakness, and develop tiered support strategies to address these areas.</i></p>	33 FSA/EOC core teachers	<p>Since PL we have seen:</p> <ul style="list-style-type: none"> <li>-101 sophomores below a 2.0 GPA increased their GPA</li> <li>-juniors below a 2.0 GPA increased their GPA</li> <li>-seniors below a 2.0 GPA increased their GPA</li> </ul> <p>MTSS intervention teachers have seen an</p>

		increase in work completion, small group work, and an increase in test scores for MTSS students.
Star Reading/Math Training	13	The data obtained was used to identify 55 students that needed to be put in the MTSS process and helped 9 students go to eligibility for an IEP.
Graduate 100/MTSS Meetings with Families	177 MTSS meetings 129 Graduate 100 meetings	<p><b>Class of 2020 Update:</b></p> <ul style="list-style-type: none"> <li>- Seniors under a 2.0 in August: <b><u>112</u></b></li> <li>- Seniors have increased GPA: <b><u>73</u></b></li> <li>- Seniors that have reached a 2.0 GPA: <b><u>23</u></b></li> <li>- Seniors at 1.8 or higher: <b><u>24</u></b></li> <li>- Current seniors below a 2.0 GPA: 66</li> </ul> <p><b>Class of 2021 Update:</b></p> <ul style="list-style-type: none"> <li>- Juniors under a 2.0 in August: <b><u>98</u></b></li> <li>- Juniors have increased GPA: <b><u>53</u></b></li> <li>- Juniors that have reached a 2.0 GPA: <b><u>15</u></b></li> <li>- Juniors at 1.8 or higher: <b><u>19</u></b></li> <li>-</li> <li>- Current Juniors below a 2.0 GPA: 83</li> </ul> <p><b>Class of 2022 Update:</b></p> <ul style="list-style-type: none"> <li>- Sophomores under a 2.0 in August: <b><u>169</u></b></li> <li>- Sophomores have increased GPA: <b><u>108</u></b></li> <li>- Sophomores that have reached a 2.0 GPA: <b><u>20</u></b></li> <li>- Sophomores at 1.8 or higher: <b><u>20</u></b></li> <li>- Current Sophomores below a 2.0 GPA: 149</li> </ul> <p><b>Class of 2023 Update</b></p> <ul style="list-style-type: none"> <li>- After 1 semester 174 freshmen are below a 2.0</li> </ul> <p><b>MTSS DATA</b></p> <p>3 Intervention teachers pushing into Math, English, and Biology classes. Year to date these teachers have provided 192 Tier 3 interventions and 164 Tier 2 interventions. Intervention teachers identified 55 students that had not</p>

		previously had MTSS plans. Our MTSS Coordinator has conducted 177 TPST meetings.
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## BEST PRACTICES

INCLUDE A DESCRIPTION OF THE PARENT AND FAMILY ENGAGEMENT ACTIVITY OR STRATEGY IMPLEMENTED THE PREVIOUS YEAR THAT WAS MOST EFFECTIVE INCLUDING CONTENT/PURPOSE AND A DESCRIPTION OF THE ACTIVITY AND DATA TO SUPPORT, IF APPLICABLE.

Graduation 100/MTSS meetings with Families:

- MTSS meetings with parents for rising seniors and juniors.
- Review transcripts with parents and students and identify and create an academic success plan for students. This includes looking at Graduate 100 programs necessary for graduation.
- Reviewing attendance and behavior issues and working with parents, students and grad team to create an academic success plan for future goals.
- Determining resources necessary for student success, including mentors and academic tutoring programs.
- Data:

**Class of 2020 Update:**

- Seniors under a 2.0 in August: 112
- Seniors have increased GPA: 73
- Seniors that have reached a 2.0 GPA: 23
- Seniors at 1.8 or higher: 24
- Current seniors below a 2.0 GPA: 66

**Class of 2021 Update:**

- Juniors under a 2.0 in August: 98
- Juniors have increased GPA: 53
- Juniors that have reached a 2.0 GPA: 15
- Juniors at 1.8 or higher: 19
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- Current Juniors below a 2.0 GPA: 83

**Class of 2022 Update:**

- Sophomores under a 2.0 in August: 169
- Sophomores have increased GPA: 108
- Sophomores that have reached a 2.0 GPA: 20
- Sophomores at 1.8 or higher: 20
- Current Sophomores below a 2.0 GPA: 149

**Class of 2023 Update**

- After 1 semester 174 freshmen are below a 2.0

## DEFINITION OF FAMILY ENGAGEMENT

What is your school's definition of Family Engagement?

Creating an environment where families feel that their voice, ideas and partnership matters as it relates to the decisions made for improving student achievement.

## FAMILY ENGAGEMENT MISSION STATEMENT

- ☐ The parent and family engagement plan is a shared responsibility.
- ☐ The parent and family engagement plan will assist in providing high quality instruction for all learners.

The Flagler Palm Coast High School Mission is aligned with the Flagler School District's Mission statement to be the nation's premier learning organization. This will be accomplished by coming together as a team to implement strategies, interventions, and build relationships that help everyone remain Focused, come to school with a positive Purpose, and stay Committed each day.

Flagler Palm Coast High School's goal as it relates to parent involvement, is to create every possible opportunity for parents to become involved in their child's educational journey, as well as, providing the opportunity for parents to provide feedback that will assist in the decision making process as it relates to student learning gains and graduation rate.

## ENGAGEMENT OF PARENTS

Describe:

- ☐ how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I Parent and Family Engagement Plan, including involvement in decision making of how funds for Title I will be used.
- ☐ provide evidence of involving parents and families in planning, reviewing and improvement of Title I Parent & Family Engagement Plan, including involvement in decision making of how funds for Title I will be used. This can be meeting agenda and notes as well as parent sign-in sheets.

*In 2020-2021, members of our community, the School Advisory Council, and parent/guardian representatives will review and work with our school to continually improve Title I services. All members of the SAC will have input on how Title 1 funds will be utilized. Members of the school community were voted in as members of the committee and represent the demographic make-up of Flagler Palm Coast High School. Agendas include collaborative discussion on providing continuing support for student success. Parental input will be documented through minutes kept at all meetings. Additionally, parent collaborative growth opportunities are scheduled quarterly to address such issues as college*

applications, financial aid, study skills for home, and available social services for families.

In addition, Flagler Palm Coast High School will release the PFEP presentation along with a survey via the school website. This will allow us to gain feedback from parents unable to attend the SAC meeting.

## COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe:

- ☐ how the school will coordinate and integrate parent and family engagement programs and activities regarding Foster, FIT, ESOL and Unaccompanied Homeless Youth.
- ☐ how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

Program	Coordination
SAC and ESOL Parent Night	Flagler Palm Coast High School Administration, SAC, Title 1 Parent Liaison
New Student Orientation	Dialogue with parents of school programs and expectations
Fall Open House	Parents will visit their students' teachers and will schedule parent/teacher conferences if needed.
Showcase	Parents will learn about the opportunities available to their students at FPC CTE programs, flagships, athletics and clubs.

## ANNUAL PARENT MEETING and COMMUNICATION

Describe:

- ☐ how families will be informed of the nature of the Title I program and how the school will provide families timely information about the Title I program
- ☐ the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program
- ☐ how families will be provided a description and explanation of
  - ☐ curriculum used at the school
  - ☐ forms of academic assessment used to measure student progress
  - ☐ achievement levels of the Florida State Standards
- ☐ how the meeting will cover school choice, input of parents on and the rights of parents at the

annual meeting

- ☐ if parents request, how the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)
- ☐ how the school will handle parents/families comments if the school-wide plan is not satisfactory to the parent/family. [ESEA Section 1116]

Activity/Tasks	Person(s) Responsible	Timeline
SAC meetings will be utilized to present Title 1 resources and programs. Parents will be informed that FPC has a school-wide Title 1 program. Adequate Yearly Progress, school choice, and the rights of parents will also be covered. If this plan is found to be unsatisfactory, we will utilize social media and online resources to distribute the information to all parents.	Thomas Russell	September 2020
New Student Orientation. If this activity is found to be unsatisfactory, we will create a video presentation that will be pushed out over social media.	Thomas Russell	August 2020
Zoom recorded messages to all families. This will be published out on our website and sent via text and/or email to every family. If this is found to be unsatisfactory, we will utilize the school automated call system (Sky alert) to get out information.	Toussiant Roberson	August 2020

## FLEXIBLE PARENT MEETINGS

Describe:

- ☐ how the school offers a flexible number of meetings, such as meetings in the morning or evening.
- ☐ if the school provides transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116] using Title I funds.

FPC will continue to hold New Student Orientation, Bulldog Bashes, Flagship Showcase, and open house for parents to meet with teachers. In addition, our graduation coaches, MTSS coordinator and intervention teachers will meet with parents outside of school hours as needed. Stipends and school transportation will be provided to the staff that meets with families outside of school hours. These events will be scheduled at different times so as to meet the needs of our parents and to accommodate

the various schedules of our families.

## BUILDING PARENT & FAMILY CAPACITY

Describe:

- ☐ *evidence-based* activities that will build the capacity for meaningful parent/family engagement
- ☐ any other *evidence-based* activities, such as, but not limited to a Family Reading & Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]
- ☐ *evidence-based* activities that will build relationships with the community to improve student achievement
- ☐ any *evidence-based* materials, resources and/or trainings provided to assist parents/families to work with their child(ren)
- ☐ other reasonable support for *evidence-based* parent/family engagement activities.

Content and Type of Activity	Person(s) Responsible & Timeline	Anticipated Impact on Student Achievement	Evidenced-based documentation & tier	Measure of Effectiveness on Academic Achievement
Online resources via school website, twitter, email blasts, Monthly Electronic Newsletter, etc	Administration On-Going	These activities will lead to increased parental involvement in their students' education. As a result, student academic achievement, attendance, behavior, and motivation will improve.	Parent-Teacher Relationships <a href="https://www.readingrockets.org/article/building-parent-teacher-relationships">https://www.readingrockets.org/article/building-parent-teacher-relationships</a> (American Federation of Teachers) Tier 1	Comparing favorable feedback in all three areas of the Title 1 Parent Survey (Looking for increases between Fall/Spring 20-21)
Freshman Orientation	Administration August 2020	As a result of this event incoming students will have higher GPAs and the graduation rate will improve.	Parent-Teacher Relationships <a href="https://www.readingrockets.org/articl">https://www.readingrockets.org/articl</a>	Parent participation, 200student GPA.

			<a href="#">e/building-parent-teacher-relationships</a> (American Federation of Teachers) Tier 1	
Curriculum Night/Open House	Administration September 2020	Increased parent involvement will lead to improved grades, behavior, and motivation.	A New Generation of Evidence: The Family is critical to Student Achievement <a href="https://files.eric.ed.gov/fulltext/ED375968.pdf">https://files.eric.ed.gov/fulltext/ED375968.pdf</a> (Henderson & Berla) Tier 1	Parent sign-in sheets, Title 1 Compacts, Parent Survey Feedback
Showcase	Activities Director/Administration April 2021	Parents will learn about the opportunities available for their students at FPC-flagships, athletics, clubs. This will lead to increased participation in athletics and clubs as well as a larger enrollment in Flagship programs. These increases will lead to improvements in GPA, motivation, the School grade, and behavior.	A New Generation of Evidence: The Family is critical to Student Achievement <a href="https://files.eric.ed.gov/fulltext/ED375968.pdf">https://files.eric.ed.gov/fulltext/ED375968.pdf</a> (Henderson & Berla) Tier 1	Parent sign-in sheets, Community Partnerships, Student GPA, Passing ICE Scores
Career Fair	Business Teacher/Administration April 2021	Community members will share career opportunities in Flagler County. This event will help students and parents identify career opportunities that are available locally. Thus,	Parent Teacher Relationships <a href="https://www.readingrockets.org/article/building-">https://www.readingrockets.org/article/building-</a>	Student sign-in sheets, student surveys, Community Building

		helping increase motivation and focus on academics and career planning.	<a href="#">parent-teacher-relationships</a> (American Federation of Teachers) Tier 1	
Bulldog Bash- Two scheduled community events designed to provide families with access to resources for assisting students, information on school courses, school activities, Flagship programs, student services (FIT, UY, etc) and CTE Programs	Administration /Once per Semester	This event will lead to improved attendance, behavior and academic performance by providing parents and students with access to resources designed to help the whole student.	Full-Service Community School <a href="http://www.ascd.org/publications/newsletters/policy_priorities/summer08/num54/full/Full-Service_Community_Schools.aspx">http://www.ascd.org/publications/newsletters/policy_priorities/summer08/num54/full/Full-Service_Community_Schools.aspx</a> (Laura Varlas) Tier 1	Increases in the number of participants from the 1st Bash to the Last, increases in the use of school resources and participation in extracurricular activities. Higher enrollment in flagship and CTE programs, as well as improved attendance and academic performance
Graduation 100/MTSS Meetings - Scheduled meetings with students in the bottom quartile to discuss grades, graduation requirements, attendance, tutoring opportunities and summer school	Kiera Roe June 2020-June 2021	Increase the numbers of students graduating and on track for graduation	Early Warning Intervention and Monitoring System <a href="https://www.air.org/resource/video-series-early-warning-intervention-and-monitoring-system-ewims">https://www.air.org/resource/video-series-early-warning-intervention-and-monitoring-system-ewims</a> (American Institute for Research) Tier 1	Data from early warning indicators will be used to determine the effectiveness of the interventions.

## BUILDING STAFF DEVELOPMENT for PARENT & FAMILY

## ENGAGEMENT

Describe:

- ☐ the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, to include
  - ☐ the value and utility of contributions of parents/families. [ESEA Section 1116]
  - ☐ how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
  - ☐ the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Content and Type of Activity	Person(s) Responsible & Timeline	Anticipated Impact on Student Achievement	Evidenced-based documentation	Measure of Effectiveness on Academic Achievement
Poverty Simulation	Kerri Sands August 2020	Over 70 teachers will participate. This should impact their entire caseload of students.	Poverty Simulation <a href="http://neatoday.org/2018/09/11/poverty-simulation-raises-awareness-for-educators/">http://neatoday.org/2018/09/11/poverty-simulation-raises-awareness-for-educators/</a> (Kira Barrett) Tier 1	Teachers will complete follow up on how they will incorporate what they have learned into their lessons.
FDLRS special needs professional development	Kerri Sands August 2020	Over 70 teachers will participate. This should impact their entire caseload of students.	Accommodations, and modifications <a href="https://www.smartkidswithit.org/getting-help/the-abcs-of-ieps/iep-planning-accommodations-modifications/">https://www.smartkidswithit.org/getting-help/the-abcs-of-ieps/iep-planning-accommodations-modifications/</a> (Eve Kessler,	Teachers will complete followup showing how they will implement these strategies into their lessons.

			Esq. with Michele Schneider, MS) Tier 1	
MTSS Data Chats for core teachers	Kiera Roe	All FSA/EOC teachers will participate. This should impact students in core classes. Approximately 33 teachers.	Intensive Intervention <a href="https://intensiveintervention.org/intensive-intervention">https://intensiveintervention.org/intensive-intervention</a> (National Center on Intensive Intervention) Tier 1	Teachers will use data from progress monitoring, common assessments and attendance as evidence to whether or not their interventions are working.
Edulastic training for progress monitoring of bottom quartile students	Maria Godino-Faircloth	All students in intensive algebra and geometry classes.	Intensive Intervention <a href="https://intensiveintervention.org/intensive-intervention">https://intensiveintervention.org/intensive-intervention</a> (National Center on Intensive Intervention) Tier 1	This will be the tool used for progress monitoring to determine interventions needed for students in intensive classes.

## FAMILY SURVEY

Using your 2019-2021 Title I family survey results, choose a topic (**Barriers to Engagement, Family Support, Learning Behaviors** or **Family Engagement**) to address this coming school year.

### Family Engagement

#### TOPIC: Family Engagement

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Measure of Effectiveness
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Bulldog Bash	Administration	Two scheduled community events designed to provide families with access to resources for assisting students, information on school courses, school activities, Flagship programs, student services (FIT, UY, etc) and CTE Programs	2 times throughout the year	Increases in the number of participants from the 1st Bash to the Last, increases in the use of school resources and participation in extracurricular activities. Higher enrollment in flagship and CTE programs, as well as improved attendance and academic performance.

## ACCESSIBILITY

Describe:

- ☐ how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
- ☐ how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that parents/families can understand.
- ☐ *“to the extent practicable, how the school shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.” [ESEA Section 1116]*

Title III resources will be utilized in conjunction with Title I to ensure all parents have access to information. Interpreters are available for a variety of dialects and for the hearing impaired. Transact services are contracted to provide translations of written materials and notifications. Various school personnel are trained in the use of Transact. Documents are readily available

in various languages including Russian, Haitian-Creole, and Spanish. The school is fully handicap accessible to ensure all parents have full access to classrooms and teacher meetings. Student Services, including one graduation coach and the administrator over PBIS, will work with attendance, discipline, guidance and MIS to track student's progress among all students who are struggling and parents are contacted and involved in helping students to get back on track to success. In addition, home/community visits will be available for those parents who are not able to attend meetings or activities on our campus.

### DISCRETIONARY ACTIVITIES (optional)

- ❑ Describe any activities that are not required, but will be paid through Title I, Part A Funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
Graduation 100/MTSS Meetings	Scheduled meetings with students in the bottom quartile to discuss grades, graduation requirements, attendance, tutoring opportunities and summer school	Kiera Roe	Increase the numbers of students graduating and on track for graduation	June 2020- June 2021
Apex	Students that have been placed in an alternate setting will enter a transition program upon return. This transition program will include the APEX program, mentoring and intensive interventions.	Kiera Roe	This will impact approximately 25 MTSS students a semester.	August 2020- June 2021
Edulastic	Edulastic will be used to progress monitor math students in the	Keira Roe	This will impact all MTSS students in algebra and/or	August 2020- June 2021

Comment [1]: +yorket@flaglerschools.com I put this above in family engagement. Should it be there or down here in discretionary activities?  
\_Assigned to Tammy Yorke\_

Comment [2R1]: Discretionary because they are 1:1 mtgs. and not parent events.

Comment [3R1]: Got it! Thanks!

	MTSS process.		geometry as well as general education students so we can use data to compare progress. We will need 1000 individual licenses.	
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## BARRIERS

Describe:

- ☐ the barriers that hindered participation by parents during the 2019-2020 school year.
- ☐ the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Parent availability because of work schedules and other circumstances	Scheduled Meetings after school hours and various times throughout the day and weeks at the school, in the community and in homes.	Administration, guidance, interventionists	08/2020-05/2021

Attach evidence of parental input on this PFEP.

Attach your school compact and evidence of parental input on your school's compact.

## PFEP Assurances

- ❑ **Assurance 11a, Parent Consultation:** Schools will ensure that consistent with 1116, they will conduct outreach to all parents and family members for meaningful consultation for planning and implementation of programs, activities, and procedures using family engagement funds.
- ❑ **Assurance 11b, School Parent and Family Engagement Policy:** Schools will ensure that as outlined in Section 1116(b)(1-4), they will
  - ❑ distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be

made available to the local community and updated periodically to meet the changing needs of parents and the school.

- ❑ may amend that policy, if necessary, to meet the requirements of this subsection.
- ❑ If the plan under section 1112 is not satisfactory to the parents of participating children, the school shall submit any parent comments with their PFEP

- ❑ **Assurance 11c, Policy Involvement:** Schools will, as outlined in Section 1116(c)(1-5)
  - ❑ Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
  - ❑ Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
  - ❑ 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 policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
  - ❑ Provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) 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, and respond to any such suggestions as soon as practicably possible.
  - ❑ If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan to the LEA.
- ❑ **Assurance 11d, Shared Responsibilities for High Student Academic Achievement:** As outline in section 1116(d)(1-2), the school will jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates

to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- ❑ **Assurance 11e, Building Capacity for Involvement:** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, the school under this part will meet the requirements outlined in section 1116(e)(1-14).
- ❑ **Assurance 11f, Accessibility:** Schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- ❑ **Assurance 11g, Family Engagement in Education Programs:** In a state operating a program under part E of Title IV, the school that receives assistance under this part shall inform parents and organizations of the existence of the program.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date Signed

2020-2021



SCHOOL IMPROVEMENT PLAN GOALS

Comment [4]: Do you want us to do this before we have the SIP written for next year?

Comment [5R4]: After or in conjunction with your SIP please.

Complete this section AFTER your school has completed your SIP.

GOALS	How will this goal be communicated to families?	How will you assist families in supporting this goal?

**2019-2020  
REVIEW  
SCHOOL IMPROVEMENT PLAN GOAL**

<b>GOALS: 19-20 SIP</b>	<b>OUTCOMES &amp; IMPACT ON STUDENT ACHIEVEMENT</b>