## Title I, Part A 2020-2021 Parent and Family Engagement Plan for

## The Buckingham School

## I, \_Dr. Vicki Lotti GohagenMosley\_, 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

**Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**Certifications** The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child’s classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications. The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher’s qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**School Parent and Family Engagement Policy**

The school will jointly develop with, and 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.

**Policy Involvement**

The school will 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. The school will also offer virtual meetings throughout the school year to involve more parents and also to help with COVID.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will 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.

The school will provide parents of participating children with:

* a timely information about programs under this part;
* 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
* 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, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

**Shared Responsibilities for High Student Academic Achievement**

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;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

* **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; These will also be offered virtually through the computer.
* frequent reports to parents on their children's progress;
* reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
* 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.

**Accessibility**

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and 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.

|  |  |
| --- | --- |
| **Signature of Principal or Designee** | Date Signed |

**Parent and Family Engagement Plan**

In support of strengthening student academic achievement, **The Buckingham School,** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school’s expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school’s plan submitted to the local educational agency (LEA).

**The Buckingham School** agrees to implement the following requirements as outlined by Section 1116:

* Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
* Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
* Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
* If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
* Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. families play an integral role in assisting their child’s learning;
2. families are encouraged to be actively involved in their child’s education at school;
3. families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. other activities are carried out, such as those described in Section 1116 of the ESSA.

**The Buckingham School** will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I programs. All parents will be invited through the school newsletter, invitations, parent link, and personal phone calls to attend the SAC/Title I meetings. The procedures for selecting this group will include the input of parents, staff members and the SAC committee. Input from parents will be collected through surveys and quality tools like parking lots, affinity surveys and open discussions. These communications will be flexible in format such as online, in person or on paper; allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to create a plan. The plan will be created and reviewed during SAC/Title I quarterly meetings. During a scheduled SAC meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement will be used. Ideas and input from parents will be documented in the SAC Meeting Minutes. In order to provide additional support for parental involvement transportation or flexible meeting times will be available. Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title I Toolkit.

**JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

**The Buckingham School** will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

**ANNUAL TITLE I MEETING**

**The Buckingham School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school’s Title I program, the nature of the Title I program, the families’ requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

The Buckingham School will conduct an Annual Title 1 Meeting separate from the School Advisory Council. The meeting will be held at the end of the previous school year if time permits or early in the school year that the plan will take place. Parents will be invited to attend the Annual Title 1 Meeting and a PowerPoint will be developed to share with the parents and gather parent input. Parents will be given opportunities to discuss the plan and approve the plan. The school parent compact will also be discussed and approved at that time. Parents will be invited through parent School Messenger to attend the meeting with notice to include time to prepare. Proof of Advertisement of the meeting \* Agenda and minutes from the Title I meeting with the specific discussion on compact and expenditure of funds \* Hard copy of the Title I Power Point presented to parents explaining what it means to be a Title I school. \* Sign-In Sheets from Title I Meeting. The school will offer virtual meetings so more parents can be involved and will invite through the parent notification system.

**COMMUNICATIONS**

**The Buckingham School** will take the following actions to provide families of participating children the following:

* Timely information about the Title I programs
* Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
* Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

**The Buckingham School** will provide flexible dates and times for meetings and workshops when possible. We will conduct a survey of all parents to determine the dates, times and subject matter for parental programs. Spanish and English translators will be available during all parent and family engagement opportunities including parent workshop trainings, PTO meetings, SAC meetings, and conferences. Parents will be offered a virtual option throughout the school year to involve more parents by invite through the computer.  
  
Teachers schedule parent/teacher meetings at flexible times during the day, throughout the year and also with virtual options. All individual education plan meetings with parents are flexible and parents are able to call and reschedule a time that would be more appropriate for them.

**SCHOOL-PARENT COMPACT**

**Buckingham School will** take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state’s high standards.

The School Parent Compact will be developed jointly with parents either at the end of the year if time permits or at the beginning of the new school year. Notice will be sent out to parents and this will go out with the Annual Title 1 Meeting. Parents will be invited to provide input and feedback into the School Parent Compact. The parents will approve the School Parent Compact at that time for the new school year. Parents will be provided the School Parent Compact in their native language. Parents who elect to be home connect, will be sent an electronic version. Parents will be encouraged to complete and participate with both the virtual and face to face.

**RESERVATION OF FUNDS**

**The Buckingham School** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Parents will be invited to a meeting both virtually and face to face if the district permits due to COVID to discuss the funds and how they will be used and to provide input on the spending of the funds. The Buckingham School will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I programs. All parents will be invited through the school newsletter, invitations, parent link, and personal phone calls to attend the SAC/Title I meetings. The procedures for selecting this group will include the input of parents, staff members and the SAC committee. Input from parents will be collected through surveys and quality tools like parking lots, affinity surveys and open discussions. These communications will be flexible in format such as online, in person or on paper; allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to create a plan. The plan will be created and reviewed during SAC/Title I quarterly meetings. During a scheduled SAC meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement will be used. Ideas and input from parents will be documented in the SAC Meeting Minutes. In order to provide additional support for parental involvement transportation or flexible meeting times will be available. Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title I Toolkit.

**COORDINATION OF SERVICES**

**The Buckingham School** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

The Buckingham School will coordinate with other businesses, parent resource centers, and various organizations that support families and education by the school representative attending ongoing meetings throughout the school year with the district office. The representative will bring back information to the school and provide parents with information and trainings. School personnel will set up informational and relevant trainings for parents. Parents will also have virtual options to participate in all areas and be involved with the school.

## Evaluation of the 2019-2020 Parental Involvement Activities

**2019-2020 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 1116)]. Include participation data on the Title I annual meeting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Literacy Across the Subjects (reading) | 1 | 75 | Parents were able to gather information on Literacy for start of the school year. |
| 2 | Cultural Literacy Fair | 1 | 18 | Literacy impact – various activities |
| 3 | Fall in Love with Math | 1 | 8 | Math impact – various activities |
| 4 | Plant the Seeds of Reading | 1 | 1 | Literacy impact – various activities |
| 5 | Reading with Dori | 1 | 6 | Literacy impact – Zoom – Reading to your child |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| 16 |  |  |  |  |
| 17 |  |  |  |  |
| 18 |  |  |  |  |
| 19 |  |  |  |  |
| 20 |  |  |  |  |
|  |  | **Total: 05** | **Total: 108** |  |

**2019-2020 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 1116)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Involving Parents: PFEP | 1 | 14 | Research shows involving parents has a strong impact – Family engagement/involvement |
| 2 | Assessment Data Florida Standards Alternate Assessment Results | 1 | 14 | Knowing where students are performing help teachers directly impact student learning |
| 3 | Tools in the School | 1 | 09 | Knowing how to utilize research based materials for student directly impacts learning |
| 4 | Instruction new materials/supplements PLC | 1 | 13 | Research based materials focus – best practices and demonstrations for learning. Direct impact for students. |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
|  |  | Total: 04 | Total: 50 |  |

**2019-2020 Barriers Summary**

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 1116].

|  |  |  |
| --- | --- | --- |
| **#** | **Barrier (Including the specific subgroup)- Be specific** | **Steps you put in place to overcome barriers - Be specific** |
| 1 | Working Parents | Provide flexible times and work with parents to individualize with them for understanding. |
| 2 | Language | Provide translator for parent involvement activities. Do not use “academic” language rather use language that parents can understand not jargon from the schools-  Provide notices of activities in both English and Spanish |
| 3 | Parents have other commitments | Send home a survey for best times for parents to attend events |
| 4 | Parents have children in other schools with same time conflict | Offer various times or work with the parent to “catch” them up on the event that was presented, provide activity paperwork to the home. |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

**Evidence-Based Interventions/Strategies**

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

•**Tier 1 –Strong Evidence**: supported by one or more well-designed and well-implemented randomized control experimental studies.

•**Tier 2 –Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies.

•**Tier 3 –Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

•**Tier 4 –Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

**NEW 2020-2021 Parental Involvement Activities**

**2020-2021 Building Capacity Activities**

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 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 [Section 1116)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

**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;

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier (see previous page)** | **Cost Associated with Activity** |
| 1 | Parent Teacher Conferences/virtual | Principal/Staff | Student increase in academics | Quarter 1 | Strong Evidence | Zero |
| 2 | Fall in Love with Reading/virtual options | Principal/Staff | Demonstration mathematics activities | Quarter 2 | Moderate Evidence | Zero |
| 3 | Parent Teacher Conferences/virtual option | Principal/Staff | Student increase in academics | Quarter 3 | Strong Evidence | Zero |
| 4 | Science/Health Fair (math)/virtual option | Principal/Staff | Student increase in academics | Quarter 4 | Strong Evidence | Zero |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |
| 17 |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |
| 19 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |

**2020-2021 Staff Training Activities**   
  
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)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier** |
| 1 | PLC Unique Curriculum: Helping parents understand | Principal | Communication improvements | Quarter 1 | Strong Evidence |
| 2 | PLC Student Needs and Scores/Lesson Planning through Unique | Principal | Examining Scores and determine needs of students | Quarter 2 | Strong Evidence |
| 3 | PLC Curriculum Study | Principal | Progress Monitoring and continuity | Quarter 3 | Strong Evidence |
| 4 | PLC Questions | Principal | Using the 4 questions of the PLC to keep students on track | Quarter 4 | Strong Evidence |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 9 |  |  |  |  |  |
| 10 |  |  |  |  |  |