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

## SOUTH FORT MYERS HIGH SCHOOL

##  I, Edward Mathews, 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 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;
* 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.

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

**Parent and Family Engagement Plan**

In support of strengthening student academic achievement, **South Fort Myers High 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 **South Fort Myers High 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.

**JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

**South Fort Myers High 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.

**SFMHS** will involve parents in an organized and timely manner with regards to the planning, review, and improvement of the Title I programs. Surveys for the Title I PFEP were sent out to all current families through Survey Monkey via School Messenger. Surveys were provided in three languages All parents will be invited through the school newsletter, School Messenger, social media, and/or school website 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 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 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, flexible meeting times will be available. Documentation for parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets, and/or workshop comments will be maintained in the Title I Crate.

**ANNUAL TITLE I MEETING**

**South Fort Myers High 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).

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Leadership Title I team meeting | Principal and Title I team | June | Meeting sign-in sheets |
| 2 | Publicize  | Title I team | July & August | Outdoor marquee, social media, school website, Messenger. |
| 3 | Title I meeting (virtual) | Administrators, Parent involvement specialist | September 21, 2020 | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation. Will be held via Zoom.\* Hard copy of the Title I Power Point presented to parents explaining what it means to be a Title I school. |

**COMMUNICATIONS**

**South Fort Myers High 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 parent and families will receive any and all involvement information via many sources which may include our school website, quarterly newsletter, SFMHS Twitter page, SFMHS Facebook page, School Messenger, flyers, postcards, Student News, SFMHS Instagram, Parent Focus Accounts and local news stations.
* Open house orientation will be held on either a Saturday or during a weekday evening prior to the beginning of the school year to provide flexibility for parents and students to attend. Due to safety concerns, open house will be held via drive thru style on two days, one in the morning and one in the afternoon.
* Translators will be available during events.
* Parent workshops and meetings/conferences will be held at various times.
* Families will be provided information about curriculum, assessments, and other State expectations during Open House and during additional parent workshops.
* A program of studies will be on the school website for parents to ask questions and provide input on their child’s course schedule requests. All families and stakeholders are invited to join SAC which will opportunities to formulate suggestions and to participate in school decisions.
* Families’ comments or concerns with the school’s Title 1 program will be submitted to the District Title 1 office.

**SCHOOL-PARENT COMPACT**

**South Fort Myers High 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.

* School, staff, parents and teachers will work together to create a School-Parent Compact. This will outline how parents, school staff and students will share the responsibility for improving student achievement, and the means by which South Fort Myers High School and parents will build and develop a partnership to help children achieve the state’s high academic standards. Contact person: Taylor Locke @ 239-561-0060
* School-Parent Compact will be reviewed each year during SAC for updates, changes, and feedback
* South Fort Myers High School has a list of volunteers and encouragers that come to the school to volunteer and support our students. This list is comprised of both parents and community members.

**RESERVATION OF FUNDS**

**South Fort Myers High 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:

**SFMHS** will involve parents in an organized and timely manner with regards to the planning, review, and improvement of the Title I programs. Surveys for the Title I PFEP were sent out to all current families through Survey Monkey via School Messenger. Surveys were provided in three languages. All parents will be invited through the school newsletter, School Messenger, social media, and/or school website to attend the SAC/Title I meetings. Input from parents will be collected through 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 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 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, emails will include information for stakeholders who cannot make the meeting for their input. Documentation for meetings to include: flyers, agendas, handouts, minutes, sign-in sheets, and/or workshop comments will be maintained in the Title I Crate.

**COORDINATION OF SERVICES**

**South Fort Myers High 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:

\* Provide communication sent home to families in both English, Spanish, and Creole for ESOL/ELL (Title III).
\* Events will be advertised on the school website and School Messenger in English, Spanish, & Creole when applicable.

\*Peachjar announcements and social media.

\*Use of full-time social worker to work with families on increasing student attendance and reach out to mental health services.

\*Constant communication with many business partners such as the Twins, numerous career-tech programs, B&I, Ford,etc.

\* Business partners donate food for some functions to accommodate our busy families.

\* Virtual meetings and parent nights via Zoom and/or Google Meets.

## 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.

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| **Activity**  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Title 1 Annual Meeting | 1 | 8 | Provided information to families about the Title I Program, expectations, and how they can best support their children. |
| 2 | Open House | 1 | 600 | Parents and students are able to get schedules, see their classes, become comfortable in their environment, obtain bus routes, and get answers to questions about the school year. |
| 3 | High School 101 | 1 | 90 | Explained the high school experience to inform families how they can best assist their new high school student. |
| 4 | SAC meetings | 5 | 10 | Families contributed ideas and solutions to increase their children’s achievement |
| 5 | ESOL Night | 0 | 0 | Did not take place as the District held an ESOL Night that are students were invited to attend. |
| 6 | Scholarships/ Financial Aid parent night | 0 | 0 | Combined with Senior Success Night so parents had the opportunity to get the information at one time. |
| 7 | School Choice Open House | 1 | 350 | Potential incoming freshmen and new students were provided the opportunity to tour the school, meet school personnel, and learn about the school culture and academic programs to help them be successful during and after high school. |
| 8 | Incoming Ninth Grade Orientation | 0 | 0 | Cancelled for April due to mandatory school closings (COVID 19)-currently working on a new plan for registration virtually |
| 9 | FAFSA Assistance | 6 | 45 | Parents and students were able to work directly with their counselors and district personnel during the school day to help them complete their FAFSA which is imperative in getting the most funds for post-secondary education. |
| 10 | FSA Success Night | 0 | 0 | Cancelled for March due to mandatory school closings (COVID-19). All state assessments cancelled for the year per FLDOE. |
| 11 | Senior Success Night | 1 | 102 | Senior families reviewed requirements for graduation, learned about scholarships, FAFSA, and other financial aid opportunities. |
| 12 | School Newsletter | 4 | Varies | Research-based articles for families to support their child’s academic progress and parent involvement. |
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|  |  | Total: 20 | Total: 1205 |  |

**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)].

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| **Activity**  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | BARR-Building Assets, Reducing Risks | 2 | 60 | Training on understanding the “whole child” and how parent engagement is an important factor in student success. |
| 2 | Title I | 1 | 120 | During Pre-school week, ensuring staff understands the importance of family communication. |
| 3 | Focus | 2 | 100 | Increased communication with families regarding student academic progress. Re-trained on attendance, grades and communication during the transition to virtual learning. |
| 4 | Google Classroom | 2 | 100 | Increased student/parent communication. Retrained staff on additional features during the transition to virtual learning. |
| 5 | Messenger | 1 | 40 | Increased communication to families in multiple forms (email, phone, text) all at once in multiple languages. |
| 6 | School Website | 1 | 40 | Increased communication and up to date info. Process of getting things on the webpage and how to stay up to date. |
| 7 | APPLES: Communicating with Parents | 1 | 12 | Additional help to our new teachers to ensure they understand and can reach out to families. |
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|  |  | Total: 10 | Total: 472 |  |

**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].

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| **#** | **Barrier (Including the specific subgroup)- Be specific**  | **Steps you put in place to overcome barriers - Be specific**  |
| 1 | Intrinsic Motivation | Provide food, continue to send flyers and mailers, qualified teachers/staff presenting curriculum and tips for support |
| 2 | Language Barrier | Provide invites in other languages, translators at events. |
| 3 | COVID-19 pandemic | Trained staff on virtual learning |
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**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;

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| **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 | Open House | Administration | Do to COVID concerns, open house will be done via “drive thru” style. Parents and students will have the option of attending a morning or an afternoon drive thru. Clearly defined stations will be on their route to gain information on their student’s curriculum, schedule, opening day procedures, bus information for safe arrival, chromebook and textbook checkout to ensure they are ready for their first day. Parents will be given an FAQ sheet and have the opportunity to ask questions. This will allow for students to have as much information as possible for an easy transition with our new normal of education. | August 26th (morning) and 28th (afternoon) | Announcement, agenda, handouts, sign in sheet &/or minutes, evaluationTier 2: <https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement> | YesMaterials~$100 |
| 2 | Annual Title I Meeting | Title I Coordinator | Provide information to families about the Title 1 program, about expectations, and how they can support their children at home. This meeting will be done virtually through Zoom. | September 21 | Announcement, agenda, handouts, sign in sheet &/or minutes, evaluationTier 1: <https://www.brighthubeducation.com/teaching-methods-tips/11105-basics-of-title-1-funds/> | no |
| 3 | High School 101 | AP over 9th grade | Families will have the opportunity to learn the ins and outs of high school life to assist their child in a successful transition to high school. Parents will be given tips on this transition, and how to best help their child. Students will be given tools to manage time, deal with stress, and understand what is needed to graduate. Due to safety concerns, this will be via Zoom however, the information will still be meaningful and will hopefully reach more families. | Q1-September 21 | Announcement, agenda, handouts, sign in sheet &/or minutes, evaluationTier 1: <https://www.jstor.org/stable/44075331?seq=2#metadata_info_tab_contents> | YesMailers, postage, translators, staff, supplies~$400 |
| 4 | Senior Night | AP over 12th grade | Families will have the opportunity to meet with administration and counselors via Zoom to ensure they understand the core curriculum needed for graduation, what they still need to graduate, how to prepare for exams, and learn about post-secondary options/financial aid. Parents will be given tools to assist their child with time management, curriculum, and what to do if they need additional help. Parents and students will have the opportunity to go into breakout virtual sessions on each aspect of the graduation process. So if a parent or student needs more info on testing requirements that still need to be met, they will have a more small group feel to voice their needs. | Q2-End of November | Announcement, agenda, handouts, sign in sheet &/or minutes, evaluationTier 2: <http://www.sedl.org/connections/resources/rb/rb3-Secondary.pdf> | YesMailers, postage, staff~$250 |
| 5 | Choice Open House | Admin | Provides opportunities for potential new students & families to learn about the school culture and academic programs available to them. AVID and AP Capstone programs will present on their curriculum and each academic department will have a hands-on activity to engage the participants while explaining the course sequences and options that are available for all students. SAC will be present to involve and recruit parents for the upcoming school year and assist with the principal sign up for personal tours and information about the school. Depending on the state of schools in the beginning of the new year, this may be done virtually. | Q3-January/February | Announcement, agenda, handouts, sign in sheet &/or minutes, evaluationTier 2: <https://files.eric.ed.gov/fulltext/ED501073.pdf> | no |
| 6 | Curriculum Night | APC | Parents will have the opportunity to meet with administration, counselors and teachers in regards to curriculum and scheduling. Parents will receive information on credits, GPA, testing requirements, and various academic programs. Parents will gain knowledge on the course sequences and what classes will be in the best interest of their child’s academic future. Depending on the state of schools in the beginning of the new year, this may be done virtually. | Q4-April | Announcement, agenda, handouts, sign in sheet &/or minutes, evaluationTier 1: <https://ctschoolchange.org/app/uploads/Hanover-Effective-Family-and-Community-Engagement-Strategies-LEAD-Connecticut.pdf> | YesMailers, postage, translators, staff, materials~$300 |
| 8 | SAC | SAC Chair | Families participate in school decision making for increased student achievement. Each quarterly meeting will have an academic core curriculum focus and all parents will be invited through mailers and school messenger. SAC meetings will be held via zoom until further notice. | Quarterly | Announcement, agenda, handouts, sign in sheet &/or minutes, evaluationTier 2: <https://www.readingrockets.org/article/getting-parents-involved-schools> | YesAcademic core teacher presenting curriculum, mailers~$300 |
| 9 | School Newsletter/Social Media | Administration | Researched based articles and tips for parent involvement will be in the newsletter each quarter and social media including the school website which will be updated weekly on parent involvement activities, news, tips, and other information. | Ongoing | School website, social media, and newsletter artifactsTier 3: <https://childcareta.acf.hhs.gov/sites/default/files/public/using-social-media-engage-families_cc-final-508_0.pdf> | no |
| 10 | Parent-teacher conferences | Counselors | One-on-one information for parents regarding their student’s academic and behavior progress in classes by their teachers and counselor. When possible, conferences will be held via zoom or google meets. | Ongoing | Personal phone call invite, handouts, Castle notes, follow up if neededTier 2: <https://globalfrp.org/content/download/402/3731/file/GFRPTipSheet_ParentTeacherConference.pdf> | no |
| 11 | Admin-parent conferences | Admin | One-on-one information to parents with admin. | Ongoing | Personal phone call invite, handouts, Castle notes, follow up if neededTier 2: <https://globalfrp.org/content/download/402/3731/file/GFRPTipSheet_ParentTeacherConference.pdf> | no |
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**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)].

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| **Activity** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier** |
| 1 | BARR-Building Assets, Reducing Risk | Admin | Virtual training on understanding the “whole child” and how parent engagement is an important factor in student success. | August then ongoing | Sign-in, handoutsTier 1: <https://barrcenter.org/> |
| 2 | Kognito Mental Health: At Risk and Trauma | Social Worker | Virtual training on mental health services and effective ways to communicate with parents and students. | August then ongoing | Sign-in, handoutsTier 1:[https://Florida.Kognito.com](https://florida.kognito.com) |
| 3 | Focus | PCT | Increased communication with parents/guardians for online and real time update grade reporting, attendance, and parent communication (new). | August followed by 1-on-1 help | Sign-in, parent useTier 3: <https://www.commonsense.org/education/articles/6-tech-tools-that-boost-teacher-parent-communication> |
| 4 | Google Classroom | PCT | Increased communication with teacher/student/parent on class activities, resources, and homework | Quarterly | Sign-in, presentation, Google Classroom examplesTier 1: <https://edu.google.com/latest-news/future-of-the-classroom/?modal_active=none><https://www.researchgate.net/publication/327363815_Building_Interactive_Communication_with_Google_Classroom> |
| 5 | Messenger | PCT | More efficient and effective communication with parents and families that allows for easy language translations. | September | messenger reports of usageTier 2: <https://www.waterford.org/education/two-way-communication-parent-engagement/> |
| 6 | APPLES: Communicating with Parents | AP over APPLES | Resources for new teachers in the school to build relationships with parents and families using tools such as messenger, castle, parent conferences, and timely notification. | October | Sign-in, agenda, presentation, handoutsTier 1: <https://www.teacher.org/daily/communicating-with-families/> |
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