



Title I, Part A: Parent and Family Engagement Plan

School: Central School

I, Sean Twitty, 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 the appropriate state and federal staff. I further certify that all expenditures will be obligated only as appropriate to this project and will not be used for matching funds on this or any special project where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- 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 parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].



Signature of Principal or Designee

09/11/2020
Date signed

Mission Statement

Parental Involvement Mission Statement

Response:

Santa Rosa School District, in collaboration with the Title I Parent Advisory Council, seeks to create a climate in Central School where family engagement is a critical ingredient for children's success by creating opportunities for families to participate in helping parents understand their role in students' success, giving parents information they need, providing training and support for parents and teachers, and recognizing and rewarding exemplary parent involvement.

Engagement of Parents

Describe how the school will involve parents and families in an organized, ongoing, and timely matter in the planning, review, and improvement of Title I programs including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

Response:

Central School will include students (as appropriate), parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education. We will support this commitment by:

1. Conducting an annual meeting for parents. All parents will be invited and encouraged to attend. During this meeting, we will focus on explaining the requirements of Title I Program, the right of parents to be involved, Parent Compact, SPAR, Parent Involvement Plan, School Grade/AYP, and our School Climate Survey.
2. Offering a flexible number of meetings to accommodate the varying schedules of parents. Child care may be provided if applicable.
3. Establishing a parent involvement advisory committee (School Advisory Council) that includes faculty, staff, parents, business members, and community members. All parents are encouraged to attend/observe meetings. The Council is reflective of our school diversity. The School Advisory Council will provide input for our school, assess the effectiveness of the Parent Involvement Program, and make recommendations for positive changes regarding parent involvement. The Council shall serve in an advisory capacity to the school principal, to assist in the development of the educational program, and in the preparation and evaluation of the School Improvement Plan required pursuant to Section 230.23 (18), Florida Statutes.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to other federal programs such as Head Start, Home Instruction Programs for Preschool Youngsters, Voluntary Pre-Kindergarten, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116]

Response:

1. Pre-K to Kindergarten Transition - The Head Start Program provides parents with transition activities. Receiving kindergarten schools are provided with student information.
2. Getting Ready for Kindergarten - Parent workshop in which Kindergarten teacher explains KG report card, daily routines and schedules, and school expectations for students; once yearly in May; all prospective KG parents invited.
3. ESOL Resource teacher - Provides guidance to classroom teachers regarding ELL strategies for ESOL students and provides additional testing and classroom-based interventions.
4. K-12 Reading Coach - Provides site-based professional development for teachers and paraprofessionals in reading, writing, and comprehension skills; collaborates with teachers to implement strategies to achieve school-wide literacy goals; conducts book clubs with above grade level students as a means of enrichment and acceleration in reading.
5. AIS - The Academic Intervention Specialist provides interventions for struggling reading students and professional development for teachers to assist teachers with providing additional academic support.

Annual Parent Meeting:

Describe 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, the nature of the program, and a description of how the meeting will cover adequate yearly progress (AYP), SCHOOL choice, and the rights of parents.

Response:

1. Annual Title I meeting held by the principal in August/September with parent surveys given for feedback.
2. Student Handbook is distributed to parents and teachers in August. This contains our Title program information for parents, faculty, and staff.
3. Media (School App, school website, school Facebook page, school newsletter) and teacher newsletters are sent out to inform parents of our Open House which is where we hold our Title I meeting and distribute our Title I information.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how the school will provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement [Section 1116]

Response:

Central School provides morning and evening volunteer training sessions for parents, in addition to hosting meetings at off-campus sites, which may be more centrally located to outside stakeholders. When needed child care is provided by campus-based service organizations. Activities are planned to accommodate the average working parent so parents do not have to take time off of work to participate in events.

Building Capacity

Describe how the school will implement activities building the capacity for meaningful parent/family involvement, relationships with the community to improve student achievement, materials and trainings to assist parents/families to work with their children, and any other reasonable support for parent/family engagement activities [ESEA Section 1116]

Response:

Central School hosts multiple events throughout the school year that provide meaningful and engaging activities for parents and students to participate together and learn together. Activities include but are not limited to the following:

1. STEAM Family Night - Classroom teachers, parents and families participate in STEAM activities that include Florida Standards in Math and Science. This is usually held in February or November depending on the availability of the Science Center services.
2. Celebrate Literacy Family Night - Reading Coach, AIS, RLT, teachers, and families participate in activities that reinforce reading and writing through STEAM, word games, art, and standards-based activities in January.
3. Colonial Day - AIS, Teachers, Administration, Reading Coach, parents and students participate in activities that reinforce reading and writing through historical events in November

Staff Training

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families in:

1. The value and utility of contributions of parents/families;
2. How to reach out to, communicate with, and work with parents/families as equal partners;
3. Implementing and coordinating parent/family programs and in building ties between parents/families and the school. [ESEA Section 1116]

Response:

1. Capturing Kids Hearts - training given to new employees to improve the ability of teachers to work effectively with students and parents in September.
2. Volunteer Training - Training is for teaching volunteers and faculty different approaches to working in the classroom with students and with activities that increase student engagement and achievement.
3. Designated Parent Resource Center, located in the Guidance office, is available to parents and guardians to check-out educational materials. Computers in the media center area available for parent use at any time during the school day to access school grades and information regarding school activities. These items are shared with the faculty and staff so they can offer/encourage/provide these resources when speaking with parents during conferences, etc.

Communication

Describe how the school will:

1. provide timely information about the Title I programs;
2. describe and explain the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain;
3. if requested by parents provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);
4. submit parents/families' comments if the schoolwide plan is not satisfactory to them. [ESSEA Section 1116]

Response:

Central School provides information to students and families in their home languages via print and via interpreter if needed. School App Express is available for free download to all parents with available translation in multiple languages, ensuring all push notifications are received in real time and in the parents' native languages. School App Express also syncs all school-based social media and websites that house information pertinent school operations.

Parent satisfaction data is monitored on our School Climate Surveys.

School Messenger call outs are used to distribute information/notifications involving students and parents.

Test score interpretation documents are sent home with students with the district progress monitoring test score reports, and FSA scores include a parent explanation, too.

Administration and teacher contact information is kept on the school webpage and school app for parents to make contact with the school with any concerns and/or questions.

Accessibility

Describe how the school will:

1. provide full opportunities for participation in parent/family engagement activities for all parents/families;
2. share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages the parents can understand.

Response:

School App Express and synced social media (website, Facebook, Twitter, newsletters, teacher dojo) are methods of information dissemination and provided in home languages. For face-to-face communication, interpreters are provided. Teacher newsletters are sent home in elementary daily folders and can be translated for any student that needs that. For face-to-face communication, interpreters are provided. We also have an ESOL instructor assigned to the school and a Spanish speaking teacher who communicates with parents as needed.

Barriers

Describe the barriers that hindered parent participation in the previous school year. What steps will the school take during the upcoming school year to overcome the barriers (with attention paid to families who are disabled, have limited English proficiency, and parents/families of migratory children. [ESEA Section 116]

Response:

Parents of Economically Disadvantaged Students and Students with Disabilities – are under-represented at parent involvement activities, so school will send personal invitations to encourage participation.

Parents of students who fall below proficiency (lower quartile)- are under-represented at parent involvement activities, so school will send personal invitations to encourage participation.

Parents who fall within economically disadvantaged subgroup- are under-represented at parent involvement activities due to lack of transportation, so school will place pertinent information shared at parent activities onto school-based social media for at-home viewing or reference.

Parents of ESOL students- are under-represented at parent involvement activities due to language barriers, so school provides a bi-lingual staff member to act as translator during meetings and events.