

10	Embracing Students Attendance	Administration	Supporting attendance of students	Monthly	Monthly
11	FSA Writes Assessments	Testing Coordinator & Admin	Accurate assessment of students' academic level	Quarter 3	Quarter 3
12	FSA Assessments	Testing Coordinator & Admin	Accurate assessment of students' academic level	Quarter 3	Quarter 3

1.

					=googleScholar&v=2.1&it=r&linkaccess=ab&issn=10864385&p=AONE&sw=w	

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	Pre- School Nuts and Bolts	Administration	Researched based tips for classroom expectations	Pre School	Stakeholder surveys
2	Faculty Training on Relationship Building	Vendor	Building communications among students and teachers	Pre- School	Faculty survey
3	Faculty Training on Mental Health	Administration & Collaborative Teachers	Building teacher awareness of needs of students	On- going	Faculty survey
4	Faculty Training on Cambridge program	Vendor	Increase faculty awareness of the Cambridge program	Pre School	Faculty survey
5	Faculty Training on Google Classroom & AVID	Administration & Collaborative Teachers	Building communication with parents regarding classwork and homework	First Quarter	Faculty survey
6	New Teacher Welcome Training	Team: Admin, Collaborative teachers, Clinical Teachers & Year one APPLES Teachers	Teacher preparation to work with students and parents	Pre- school	New teacher survey
7	APPLES Training		On going support to work with all stakeholders	Bi-Monthly	Quarterly survey
8	Classroom Instruction	Administration	Embracing teachers' ability to maximize instruction time	Monthly	Monthly
9	Restorative Practices	Administration	Supporting alternative ways towards justice	Monthly	Monthly

8	Math Night	Math Dept	Parent overview on math requirements and how they can support students at the high school level	Quarter 2	Tier 1 Klanderman, D., Webster, M., Maxwell, M.S., & Robbert S. K. (2013). Creating Problems and Their Solutions: Service-Learning Through Trinity Mathematics Triathlons, Math Nights, and Math Centers. Pages 563-571 Accepted author version posted online. https://www.tandfonline.com/doi/abs/10.1080/10511970.2013.764366	\$449
9	AVID/Cambridge Night	Cambridge Team	Parent overview on the Cambridge program	Quarter 4	Tier 1 Bernhardt, P. E. (2013). The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students. <i>School Community Journal</i> , v23 n1 p203-222.	\$200
10	Cultural Day	Social Studies Department, Admin	Support History standards	Quarter 4	Tier 1 Wegmann, K.M. & Bowen, G. L (2010) Strengthening connections between schools and diverse families: a cultural capital perspective https://go.gale.com/ps/anonymous?id=GALE%7CA259750110&sid	\$500

					Oplatka, I. (2007). The Place of the "Open House" in the School-Choice Process: Insights From Canadian Parents, Children, and Teachers, Research Article https://doi.org/10.1177/0042085906296561	
6	Class Graduation Informational	Administration & Counselors	Create awareness of class expectation for each graduating class	One grade per quarter	Tier 1 Petrilli, M., Griffith, D., & Brandon, L. High Stakes for High Schoolers: State Accountability in the Age of ESSA, Part II. <i>Thomas B. Fordham Institute</i> https://eric.ed.gov/?id=ED579520	\$400
7	FSA Scavenger Hunt	AVID/Admin/ Academic Success Committee, Department Heads of Tested subjects	Requested activity from parents to support their students' social emotional wellbeing	Quarter 4	Tier 1 FSA Testing Information-Whitney Lake Elementary https://www.google.com/search?q=FSA+INFORMATION+FOR+PARENTS&rlz=1C1GCEA_enUS890US894&oq=FSA+INFORMATION+FOR+PARENTS&aqs=chrome..69i57.11863j0j8&sourceid=chrome&ie=UTF-8	\$400

					Pages 43-62 Published online: 14 Jan 2008 https://www.tandfonline.com/doi/abs/10.1080/13603120601174311	
3	College Nights	Administration & Counselors	Create awareness of available institutions and their career paths	First & third quarter	Tier 2 Lee, D. (2017) Increasing College Access: A Look At College Readiness From The Experiences Of Foster Youth. Indiana University, ProQuest Dissertations Publishing	\$400
4	FAFSA Nights	Administration & Counselors	Parents completing the FAFSA application with required support	First and second quarter	Tier 1 Faride, Daku 2017: Factors Influencing the Timing of FASFA Application and the Impact of Late Filing on Student Finances https://vtechworks.lib.vt.edu/handle/10919/81073	\$400
5	Back to School & Student Assignment Open House	Administration & Counselors	Enrollment and course selection into high school.	Semester 1 & Semester 2	Tier 1	\$400

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	Annual Title 1 Meeting: Virtual	Administration & Staff	Provide information to parents about the Title1 program, about expectations and how they can support their children at home.	Quarter 1	Tier 2 Whittaker, M & Hoover-Dempsey, K. (2013) School Influences on Parents' Role Beliefs. The Elementary School Journal 114, no. 1 (September 2013): 73-99. https://www.tandfonline.com/doi/abs/10.1080/13603120601174311 1	\$400
2	SAC Meetings: Virtual	Administration/ SAC President	Parents participate in school decision-making for increased student achievement.	Quarterly	Tier 2 Creating better schools through democratic school leadership* <u>Diosdado M. San Antonio</u>	\$350

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.

6	Classroom Instruction Training	7	96	Improve students learning in the classroom
7	Model Reading Classroom Visit	1	4	Teacher observation of classroom & the ability to replicate for students at Island Coast
8				
9				
10				
		24 Total:	497 Total:	

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	Language barriers between teachers and the parents/guardians	Communications are sent home to reflect the languages spoken by students and their families: English, Spanish & Creole
2	Missing reliable contact information for students	School staff constantly seek numbers from students and communicate the information to the information specialist to update students' record. Parents encouraged to communicate with the school any change in their family demographics.
3	Time for school activities coinciding with parents work time.	Flexible meeting times used to support parents schedule.
4	Parents unable to assist students due their lack of education	After school tutoring offered to students for core academics on evening which buses are available to students for transportation.
5	Lack of consistent residence	The school social worker does a check in with students to enable these students' wellbeing are being met.
6	Immigration status of parents	Encourage our ESOL staff to communicate with parents by phone in the respective language. Provide adequate for students in the learning environment through the ESOL para-professionals.
7	Lack of childcare for younger siblings	Consider childcare to parents while in attendance at meetings at Island Coast meetings.
8	Parents holding numerous jobs hence not available despite flexible meeting times	Flexible meeting times utilized and social worker used for home visits.

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11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
		Total: 14	Total: 1732	

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	New Teachers Monthly Trainings	12	15	Bi-weekly meetings to support new teachers embracing their effectiveness working with students.
2	Faculty Training on Kagan Structures	1	97	Expose teachers to strategies enabling their ability to improve their classroom structures
3	Faculty Training on Google Classrooms	1	95	Increased use of technology in the classroom
4	Mental Health Training	1	95	Improve students social emotional needs
5	STAR Testing Training	1	95	Students more prepared for their assessments for progress monitoring

Describe/list how the school will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.

Island Coast Admin will collaborate and communicate in the newsletter the need for business partners. Admin will host a business partnership meeting to communicate the need to coordinate business and community support. Through this support, Island Coast will invite at least one business to the school each quarter to share their resources with the school. The overseeing administrator will also determine how Island Coast may reciprocate to benefit the business partnership.

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	Title 1 Annual Meeting	1	13	Parent input and awareness
2	Back to School Open House	1	1000	Students orientation to their academic environment
3	SAC/PTO Meetings	5	39	Improvement of parent support for students' academics
4	College Nights	2	450	Seniors college sign up
5	FAFSA Scholarship Night	2	30	FAFSA Scholarship applications submitted
6	Student Assignment Choice Open House	1	200	Early school registration and academic selection
7	AVID Open House Freshmen Registration	1	Not done	Scheduled quarter 4
8	FSA Scavenger Hunt	1	Not done	Scheduled quarter 4
9				

RESERVATION OF FUNDS

Island Coast 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:

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116)].

Island Coast High School will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I programs. Parents will be surveyed using the Parent Input Form, in the designated language through the use of School Messenger. Additionally, parents will be invited through school newsletters, school messenger communications, marquee publications and flyers to attend the Title I meetings. The procedures for selecting this group will include the input of parents, staff members Title 1 meeting. Input from parents will be collected through surveys, 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 meetings. During a scheduled Annual Title 1 meeting, the result from the survey will be shared with parents by the presiding staff as to how the Title 1 funds will be spent, and how the 1% set aside for Parent Involvement will be used. If there is additional input regarding the subject from parents, it will be documented in the minutes.

In order to provide additional support for parental involvement transportation or flexible meeting times will be available. Documentation for the Title 1 meeting and parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets and workshop comments, These documents will be maintained in the Title I Toolkit.

COORDINATION OF SERVICES

Island Coast 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:

- 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.

Describe/List how the parent and family engagement policy will be distributed to families and how the school is going to communicate with families including information about how the school will provide information related to school and family programs, meetings, and other activities to families in a format, to the extent practicable, and in a language that families can understand (multiple languages).

The parent and family engagement policy will be distributed to families via School Messenger, students' backpack and posted on the school's website. Activities such as: programs, meetings and school events will be communicated to Island Coast High families using the same means listed in the previous sentence as well as the marquee. These communications will be done in three languages: Spanish, Creole and English. Results from the survey will be used to determine meeting flexibility for parents.

SCHOOL-PARENT COMPACT

Island Coast 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.

Describe/List the process the schools will follow to jointly develop with families a School-Parent Compact and how the Compact will be disseminated.

The drafted compact will be disseminated to all families via School Messenger for review. All parents will have the opportunity review the compact. The drafted compact will be presented to SAC for approval in quarter 1. The approved compact will be posted on the school's website. Parents will receive their copy in the opening of school packet.

Additionally, a signed copy of the compact will be stored in the front office in the PFEP binder for the current year.

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, budget, curriculum used at each grade level, assessment used at each grade level, school grade, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity (comment form provided) [Section 1116].

Your annual Title I Meeting **MUST** be separate from any other event including SAC, Open House, Curriculum Night, etc.... A suggestion would be to hold on the same night but at different times. For example: SAC 5:30-6:00 and Annual Title I Meeting 6:00-7:00. Separate documentation for announcements, agendas, meeting minutes and sign in sheets titled "Annual Title I Meeting" must be submitted for compliance.

Island Coast will communicate the Annual Title 1 meeting to all stakeholders during summer break and again in pre-school. Documentation for this meeting will be uploaded to the crate and also stored in the Title 1 crate held at the school site. The meeting will be held in quarter 1 with emphasis on the following items:

- Purpose of PFEP in draft form
- Title I PFEP including budget (set aside for PI)
- Compact
- Curriculum being used at each grade level at Island Coast
- Forms of assessments for our students
- District/State assessment guidelines

Throughout the year, SAC meetings will be held to continuously inform parents of items in the plan. Meeting times to be flexible in settings, days and times and communicated in the respective languages based on the times documented in the surveys.

The principal and the administrator supervising Title 1 will be responsible for the implementation and maintenance of the plan.

COMMUNICATIONS

Island Coast High School will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs

JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

Island Coast 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.

Describe/list how families will be involved in the development of the school parent and family engagement policy and how families will be involved in the planning, review, and improvement of parent and family engagement programs including decisions on how funds for parental involvement will be used.

To involve families of Island Coast students in the development of the school parent and family engagement policy, 2021 Parent and Family Engagement Plan Input survey will be sent out to via School Messenger during quarter 4 of the 2019 2020 school year. Returned surveys will be analyzed and used in the development of the PFEP plan.

A draft parent and family engagement plan will be presented at the Annual Title 1 meeting to be held in August. Any additional suggestion made at the Annual Title 1 meeting by parents will be included in the plan. Approval for the plan will be sought in the same meeting.

ANNUAL TITLE I MEETING

Island Coast 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).

Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Island Coast 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).

Island Coast 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:
 - (A) families play an integral role in assisting their child's learning;
 - (B) families are encouraged to be actively involved in their child's education at school;
 - (C) 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
 - (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

- 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

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;

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

Island Coast High School

I, Dr. Michelle Cort-Mora, 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.