

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

J. Colin English Elementary

I, Joe Williams III, 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.



Signature of Principal or Designee



Date Signed

Parent and Family Engagement Plan

In support of strengthening student academic achievement, **J. Colin English Elementary**, 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 **J. Colin English Elementary** 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.

JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

J. Colin English Elementary 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.

J. Colin English Elementary values the support and involvement of parents. We understand the importance of building meaningful relationships and working collaboratively and strategically as advocates and decision-makers. We are committed to strengthening the ties between home and school, reaching out to our children and families, establishing high-quality communication between parents and teachers, and working as equal partners to provide a high-quality learning environment where all children reach their highest potential.

In an effort to engage parents in student learning and increase parental participation, we invite parents to take part in the planning and development of the School-Parent Compact and the Parent Involvement Plan. Parents are invited to participate through personal invitations, flyers, newsletters, and Parentlink. To meet the needs of parent schedules, J. Colin English will offer flexible meeting times on various days to gain input in the decision-making process.

Our Annual Title I meeting, used to inform parents about the services provided by Title I programs, including their right to be involved in the decision-making process, is held at the onset of the school year.

All parents are strongly encouraged to join the SAC committee and provide input to decide how the 1% Parent Involvement funds will be used.

All decisions will be documented in meeting minutes. Documentation for all parent meetings to include: flyers, agendas, handouts, minutes, and sign-in sheets will be maintained in the Title I Crate.

ANNUAL TITLE I MEETING

J. Colin English Elementary 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).

Annual Title I/Parent Involvement/SAC Meeting

Person Responsible: Principal, Assistant Principal, Teachers, Parent Involvement Specialist

Timeline: September

Evidence of Effectiveness: Agenda, Minutes, Sign-in sheets.

Communication: Flyers, School Messenger, Newsletter, Marquee, handouts

Purpose: To share Title I requirements

COMMUNICATIONS

J. Colin English Elementary 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:

During the Annual Title I/Open house meeting, all parents are invited to meet with the administration. The administration prepares a Powerpoint presentation with handouts to present information about the school mission, vision, goals, and expectations for the coming year. The administration discusses the Title I program including ELS information, curriculum expectations, and district and standardized assessments. If standardized test data is available, the administration discusses successes, trends, and where the opportunities are for improvement. Parents are encouraged to volunteer at J. Colin English and to attend all School Advisory Council meetings. During this time, the administration reminds parents of the importance of being active at the school and asks parents to consider becoming involved in the decision-making process as a SAC member. In addition to the above, parents are asked for input on the School Compact and Parent Involvement Plan. At the end of the presentation, parents and students are invited to visit classrooms to meet teachers. Teachers also provide parents with information designed in flyer form to help students have a successful educational experience. Parents will be informed by classroom teachers how their students will be assessed in the classroom throughout the year as well as the necessary requirements needed to be successful on the STAR/STAR Early Lit and Florida Standards Assessment. These will be mentioned in the documents and/or flyers that teachers create to give to parents. Parents will also be informed as to how and when to contact teachers if they have any concerns. If parents have comments about the schools Title I plan, those comments will be given to the Title I office. Parents are strongly encouraged to set up first quarter conferences with teachers to ensure student success and are free to request conferences with the school counselor and the administration

SCHOOL-PARENT COMPACT

J. Colin English Elementary 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.

J. Colin English Elementary will work with families to develop a School-Parent Compact. A survey will be sent out to families who cannot attend the meeting for input. Parents will be asked to review the School- Parent Compact and provide any feedback or suggest changes. Once the School-Parent Compact is updated with all stakeholder's input then it will be sent home with every student.

RESERVATION OF FUNDS

J. Colin English Elementary 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:

All parents will be sent an electronic survey to provide input from parents, how the 1% Parent Involvement funds will be used.

COORDINATION OF SERVICES

J. Colin English Elementary 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:

Head Start parents will receive flyers and newsletters and be invited to participate in all parental involvement activities at J. Colin English. Additionally, Head Start students will participate in two parent conferences and two home visits to ensure that parents are included in the educational and decision-making process. As an added component to our Early Childhood program, we will also host Parent University.

All programs and activities will be available to all parents. All invitations, flyers, and Parent Link messages are translated into Spanish.

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	Annual Title I Meeting	1	18	Parents were provided resources and given information related to school expectations and how they can partner with the school to help increase student achievement levels.
2	Open House/Meet Your Teacher Day	1	350	Parents were provided with student's assigned class room teacher and bus information
3	PIE Meetings: FSA Training; SAT 10 Training	1	12	Parents were provided research based-resources/strategies to increase student academic achievement.
4	Curriculum Nights	1	15	Parents were provided grade level specific information related to curriculum, standardized testing, expectations, and getting involved
5	Family Math Night	1	18	Parents participated in Math activities that increase student achievement in Math.
6	Head Start Parent University	2		Parents were provided resources and given information related to school expectations and how they can partner with the school to help increase student achievement levels.
7	SAC Meetings	10	32	Parents were provided information to parents that include expectations, standardized testing, curriculum, and how to get involved in the school.
8	English Classes	10	10	Parent Involvement Specialist organized English classes to our parents with limited or no English skills. This will give them the tools to help their children with school work
9	Multicultural Day	1	0	Parents participated in standards-based activities on various continents that promote global awareness

10	5th Grade Exhibition	1	40	Parents were provided pertinent information such as: preparing their children for middle school and FSA.
11	Student-Led Conferences	1	25	Students lead their parents through a conference regarding goals, progress, and areas for improvement.
		Total: 31	Total: 529	

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	Training for parent communication: Faculty, office staff, custodial staff, para-professionals	1	12	Providing faculty and staff with strategies to increase parental communication and knowledge in how to work effectively with all parents.
2	Bullying	1	35	Providing faculty and staff with strategies to increase knowledge of bullying and how to recognize problem behaviors and victims of Bullying. The knowledge learn will be implemented in the classroom to help create a bully free environment where students can learn.
3	APPLES- New Teacher Training	10	4	Providing new teaching staff with strategies to increase student achievement, protect students, and foster communications between all parties involved in decision making
		Total: 12	Total: 51	

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	The time of events and meetings doesn't always meet the needs of our parents.	J. Colin expanded and enhanced parent information by expanding the resources available for parents and expanded the hours of operation to include preschool and evening hours. This will be an ongoing activity and be promoted through flyers, the newsletter and through the use of Parent Link. J. Colin English will continue to be a family friendly school that welcomes family participation
2	Many of our parents are affected by their inability to communicate in English.	J. Colin will provide translators and utilize Talk System to ensure that parents understand what is being said.
3	Parents lack the understanding of how to help their children be successful.	We had VIP breakfast, Family Math Night, Family Science Night, Newsletters....all that will target strategies parents can use to become more involved in their child's education.

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	Virtual Head Start Parent University	Early Childhood Learning Specialist, Teachers	Parents will be provided resources and given information related to school expectations and how they can partner with the school to help increase student achievement levels.	2020-2021 School Year	Flyers, School Messenger, Agenda, Handouts, Meeting Minutes, sign-in sheets, workshop comment forms Tier 1	0

2	Virtual SAC Meetings	Administration	Provide information to parents that include expectations, standardized testing, curriculum, and how to get involved in the school.	2020-2021 School Year	Flyers, School Messenger, Agenda, Handouts, Meeting Minutes, sign-in sheets, workshop comment forms Tier 2	0
3	Virtual Open House/Meet Your Teacher Day	Administration, Teachers	Parents will be provided with student's assigned classroom teacher and bus information.	August	Flyers, School Messenger, Agenda, Handouts, Meeting Minutes, sign-in sheets, workshop comment forms Tier 3	0
5	Virtual Curriculum Night	Administration, Teachers	Parents will be provided grade level specific information related to curriculum, standardized testing, expectations, and getting involved.	August	Flyers, School Messenger, Website, Agenda, Handouts, Meeting Minutes, sign-in sheets, workshop comment forms Tier 1	0
6	Virtual Annual Title I Mtg	Administration, Teachers	Parents will be provided resources and given information related to school expectations and how they can partner with the school to help increase student achievement levels.	September	Flyers, School Messenger, Agenda, Handouts, Meeting Minutes, sign-in sheets, workshop comment forms Tier 1	0
7	Virtual Family Math Night	Administration, Teachers, Parent Involvement Specialist, Imaginarium	Parents will participate in Math activities that increase student achievement in Math.	October	Flyers, School Messenger, Agenda, Handouts, Meeting Minutes, sign-in sheets, workshop comment forms Tier 1	0

9	Virtual 5th Grade Exhibition	5th Grade Teachers	Parents are provided pertinent information such as: preparing their children for middle school and FCAT.	December	Flyers, Agenda, Handouts, Meeting Minutes, sign-in sheets, workshop comment forms Tier 3	0
10	FSA Training	Administration, Parent Involvement Specialist, Teachers	Parents will be provided research based-resources/strategies to increase student academic achievement.	February	Flyers, Agenda, Handouts, Meeting Minutes, sign-in sheets, workshop comment forms Tier 2	0
11	Multi-Cultural Day	Administration, Teachers, Parent Inv Specialist	Parents will participate in standards-based activities on various continents that promote global awareness	May	Flyers, Agenda, Handouts, Meeting Minutes, sign-in sheets, workshop comment forms Tier 4	0

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	School Messenger Training	Technology Specialist	Train teachers on how to effectively use School Messenger to communicate expectations, grades, attendance and other important information related to student achievement.	August	Teacher log of messages sent to parents. Tier 2
2	Parent- Teacher Conference	Admin	Teachers will practice the process of parent- teacher conferences following a protocol to establish trust, communication, and develop a plan of action for the student.	September	Communication log through Castle. Tier 2
3	Student Led Conferences	Admin	Teachers will practice the process of student- led conferences following a protocol.	October	Communication log through Castle. Tier 2