

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

Skyline Elementary

I, Laura Trombetti, 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, **Skyline 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 **Skyline 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

Skyline 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.

- Administration and translator (if necessary) are available throughout each school day to facilitate meetings with parents and teachers.
- The school will accommodate parents by having SAC meetings right after school and also in the early evenings to accommodate different work schedules. Babysitting services can be provided for the meetings and/or meetings are held in the media center to allow students to read and for supervision.
- Feedback from the parent survey about convenient times and ample notice will be used to schedule events and meetings. According to input obtained, the after-school time is most convenient. Social Media events will be created as per request.
- Surveys will be offered in a virtual format to illicit more feedback.

ANNUAL TITLE I MEETING

Skyline 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).

- The Annual Title I Meeting will occur before Curriculum Night. It will be held on the same night (but separate from) Curriculum Night since it is already a well-attended event. All families will be invited and will be informed about parent involvement opportunities, the PFEP, the SIP, and expenditures. They will be given the opportunity to provide feedback. Announcements, agendas, and minutes will be submitted. An Open House flipbook was created to allow for virtual attendance. A page in the flipbook was devoted to Title I so that teachers will review the Title I Annual Powerpoint. The survey in all 3 language was created on a Google Form and will also be posted on the flipbook. [Section 1116].

COMMUNICATIONS

Skyline 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:

Skyline Elementary will communicate with families by using: School Messenger, social media events / announcements, Peach Jar, school newsletters, students' agendas, the school news, and e-mail. This will be done in a timely manner so that parents could arrange for transportation and/or child care if necessary or reach out for assistance. Parent conferences are held at a minimum of twice per year to individualize communication. Translators will be available and communication is available in multiple languages.

SCHOOL-PARENT COMPACT

Skyline 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.

Skyline Elementary developed the School-Parent Compact through input at a SAC Meeting. All families were invited to this meeting. They were shown the current compact and asked for suggestions about how to personalize it according to Skyline's needs. Parents suggested adding comments about kindness and seeking a trusted adult for help if needed.

RESERVATION OF FUNDS

Skyline 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:

Skyline Elementary pays for a Parent Involvement Specialist with Title I Funds. She coordinates volunteers, works on background checks, and assists with parent contacts for attendance. [Sections 1116)].

COORDINATION OF SERVICES

Skyline 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:

Our Parent Involvement Specialist will contact businesses to provide donations for Parent and Family Engagement events. Our Headstart program makes home visits twice per year, at minimum, to discuss student progress and resources available for support. Our PK ESE classrooms coordinate the Young Athletes Program (YAP), and invites families and neighboring schools to participate.

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	Open House (8/8/19)	1	630	Introduce students and families to teachers, inform parents and families of family involvement opportunities
2	Curriculum Nights (8/27/19 – PK, ESE; 8/28/19 – K-2; 8/29/19 – 3-5)	3	365	Introduce families to grade-level specific curriculum information, annual Title I meeting, review Title I requirements, inform parents about upcoming family involvement opportunities
3	Writing Bootcamp (10/2/19)	1	16	Introduce 4 th grade families to expectations with writing and help them prepare for the Writing FSA
4	Parents Against Bullying Night (10/16/19)	1	5	Inform parents of ways they could intervene and support their children with bullying, review district resources regarding bullying
5	Kindergarten Open House (1/14/20)	1	19	Introduce possible incoming Kindergarten students' families to the opportunities available at our school.
6	FSA Parent Night (1/20/20)	1	158	Introduce 3 rd , 4 th , and 5 th grade families to the FSA and expose them to questions specific to their child's grade-level
7	STEAM Night (3/26/20)	0	0	Cancelled due to COVID-19
8	Bingo for Books (4/16/20)	0	0	Cancelled due to COVID-19
9	SAC Meetings (9/25/19, 12/6/19, 1/29/20)	3	26, 10, 6	Provide information about involvement opportunities, review barriers, review expenditures, review previous involvement opportunities to improve.
		Total: 11	Total: 1,235	

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	Kagan Training (Orlando)	1	8	
2	Top Score (8/6/19)	1	10	Introduce teachers who are new to Skyline or new to a grade-level to our writing curriculum.
3	I-Ready (8/9/19, 10/9/19, 10/21/19, 11/13/19)	4	80	Introduce teachers who are new to Skyline to our reading/math resources, introduce teachers to new LAFS books, review Q1 data, review resources available in Math Toolbox,
4	Volunteer Training	1	85	Train teachers on increasing volunteerism in their classroom and the process for clearing volunteers. Train teachers on volunteer protocols.
5	Bully Prevention	1	8	Train one teacher per grade-level on the resources available at the district level and at the school level to improve bullying
6	Technology Trainings for Teachers and Families	3	140 + webinars	Train teachers on using Launchpad, Google Classroom from a device at home so that they could assist their students. Upload these videos on social media and Google Classroom for parents to view as they need.
		Total: 8	Total: 195	

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	Work, not enough time (all parents, economically disadvantaged)	Review tentative PFEP events at the January SAC Meeting to eliminate and adjust Give advanced notice for events Put each event as an invitation on Facebook so that families are reminded. Suggestion was made to have each grade-level host an event Vary the time of events to accommodate to working families and single parents
2	Forgetting about the event	Put each event as an invitation on Facebook so that families are reminded. Give advanced notice Frequent reminders on school news, School Messenger, Peach Jar
3	Too many events to choose from	Review tentative PFEP events at the January SAC Meeting to eliminate and adjust Give advanced notice Put each event as an invitation on Facebook so that families are reminded. Frequent reminders on school news, School Messenger, Peach Jar Suggestion was made to have each grade-level host an event
4	Family Commitments	Give advanced notice for events Put each event as an invitation on Facebook so that families are reminded. Offer food
5	Technology	Offer webinars/screencasts for families to view on how to access technology resources at home

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	Open House	Teachers	Teachers will have a virtual and a drive-through Open House. Kindergarten will have a face to face Open House, but a virtual option will still be available.	August	Tier 3 – Promising Evidence	\$0
2	Kindergarten Jumpstart	Teachers / Primary Specialist	Kindergarten and self-contained ESE will have an option for students who elected Face to Face. Parents will practice drop-off and pick-up.	August	Tier 3 – Promising Evidence	\$0
2	Curriculum Night/Title I Meeting	Teachers / AP	Provide information to parents about curriculum, grade-level standards, expectations, and involvement opportunities. Provide information to parents regarding Title I standards and what our Title I plan was for the year.	August	Tier 2 – Moderate Evidence	\$0
3	Student Conferences	Teachers	Inform parents about their child's achievement and review ways they could help and become involved. Parents will be invited to Zoom conference.	October	Tier 3 – Promising Evidence	\$0
4	Kindergarten Open House	Kindergarten GLC	Introduce incoming Kindergarten families to the opportunities available at Skyline. Virtual option will be available. This will be conducted via Zoom with a virtual school tour.	Dec./Jan.	Tier 3 – Promising Evidence	\$0
4	Holiday Craft/Writing Night	4 th Grade GLC	Introduce 4 th grade families to the writing curriculum in order to prepare for the written portion of the FSA. This will be offered via Zoom.	December	Tier 4 – Demonstrates a Rationale	\$0
5	FSA Parent Night	3-5 Academic Coach	Review FSA preparation opportunities for families. This will be conducted on Zoom and breakout rooms will be offered for each grade-level.	February	Tier 3 – Promising Evidence	\$0
6	STEAM Night	Science Teacher	Provide make and take activities for families to do at home with their child related to Science, Technology, Engineering, Art, and Math/Music. This will be offered through Zoom using breakout sessions and small bags	March	Tier 2 – Moderate Evidence	\$0

			will be created so that students could perform the activities at home.			
7	Bingo for Books, FSA Info Night for 2 nd Grade	K-2 Academic Coach, 2 nd Grade GLC	K-2 teachers provided ways to practice sight words and sounds for parents to do at home with their child. This will be offered via Zoom.	April	Tier 3 – Promising Evidence	\$0
8	SAC Meetings	AP	Provide information about involvement opportunities, review barriers, review expenditures, review previous involvement opportunities to improve. These will be offered via Zoom.	Quarterly	Tier 3 – Promising Evidence	\$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	Virtual Get Your Teach On	Principal	Increase in engagement, rigorous activities, differentiated instruction (Virtual GYTO and GYLO)	2020-2021 School Year	Tier 1 – Strong Evidence
2	Virtual I-Ready - ELA	Academic Coaches	Differentiated instruction, data-based interventions, targeted enrichment	2020-2021 School Year	Tier 1 – Strong Evidence
3	Virtual I-Ready – Math	Academic Coaches	Differentiated instruction, data-based interventions, targeted enrichment	2020-2021 School Year	Tier 1 – Strong Evidence
4	New Teacher Orientation	AP	Onboarding all teachers new to Skyline including tour, classroom procedures, technology, and curriculum.	August	Tier 1 – Strong Evidence
5	PBIS	Dean/AP	Build a common language, review restorative practices, decrease referrals, new process for positive referrals and student recognitions. This will be conducted virtually.	August	Tier 1 – Strong Evidence
6	Volunteer Training for staff	AP	Virtually increase volunteerism in the virtual classroom	September	Tier 2 – Moderate Evidence
7	Technology	AP/Technology Specialist	Teachers will receive training on FOCUS (discipline, student notes, positive referrals), Castle, Google Sites, Google Apps. All trainings will be held virtually.	2020-2021 School Year	Tier 1 – Strong Evidence