

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

San Carlos Park Elementary Center for the Arts

I, Christy Kutz, 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;

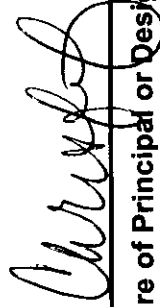
(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- **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

9-25-20

Date Signed

Parent and Family Engagement Plan

In support of strengthening student academic achievement, **San Carlos Park 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).

San Carlos Park 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

San Carlos Park 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.

San Carlos Elementary faculty, staff, parents and the community will be invited through newsletters, Parent Messenger, and email to have the opportunity to provide input and suggestions on parent involvement activities, times and dates and methods by which they participate as follows:

Monthly SAC followed by Parent Involvement meetings
Parent surveys
Newsletters requesting feedback by calling the office
Twitter
School website feedback request

Input from parents will be collected through surveys and quality tools like parking lots, 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/Title I quarterly meetings. During a scheduled meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement will be used. Ideas and input from parents will be documented. Using these methods, we will provide parents with information about Title I funding and programs, and provide stakeholders with opportunity for input and shared decision making into the development of the school and family engagement plan.

ANNUAL TITLE I MEETING

San Carlos 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).

In March of 2020, San Carlos Elementary will hold a Parent Engagement Planning meeting, providing parent communication through survey to inform parents of participating children about our 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.

Parents will be provided opportunity to ask questions and give input to the principal on this information through the end of March at which time this input will be incorporated in the development of the final plan. All parent involvement activities will have a sign in sheet and parents will have the opportunity to provide input as to the effectiveness of each.

The final plan will be provided to all stakeholders in August at the Annual Title I meeting. Proof of Advertisement of the meeting * Agenda and minutes from the Title I meeting with the specific discussion on compact and expenditure of funds * Hard copy of the Title I Power Point presented to parents explaining what it means to be a Title I school. * Sign-In Sheets from Title I Meeting * % of compacts returned and signed samples

COMMUNICATIONS

San Carlos 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:

The parent and family engagement policy will be distributed to families to enhance communication with families including information about how our school will provide information related to school and family programs. This communication will include the date, time and location in both English in Spanish using the following methods:

Monthly Newsletter and Calendar
Twitter
School Website
School Messenger Automated calls/email/text to every family
Virtual Annual Title 1 Meeting
Virtual Open House
Parent Involvement Google Classroom

SCHOOL-PARENT COMPACT

San Carlos Park 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.

In March of 2020, San Carlos Park Elementary, will gather input from parents, teachers and students which outline essential agreements between parents, teachers and students. This input will be gathered through scheduled meetings, surveys and workshop comment forms. This final document will be adopted as the School-Parent Compact, which will then be distributed during the first week of the 2020 school year for all stakeholders to sign. It will also be included in the parent/student handbook for daily reference.

RESERVATION OF FUNDS

San Carlos Park 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:

COORDINATION OF SERVICES

San Carlos 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:

Om March of 2020, San Carlos Elementary will gather input and present suggestions in the development of Parent and Family Engagem Activities throughout the year. During this time and though survey, a list of barriers and possible needs assessment for training, student a teacher resources, technology, staff and parent engagement will be generated along with a proposal of allocated budget to each area des to overcome this barrier. The final plan will be provided to all stakeholders.

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.

[illegible]

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	No transportation	Provide copies of presentation slides and feedback surveys, recorded meetings and messages posted to Google classroom
2	Work/Time	Flexibility in times events are offered, both and evening Provide copies of presentation slides and feedback surveys, recorded meetings and messages posted to Google classroom
3	Language	Parent involvement specialist and school social worker who is bi lingual will translate Uses of wisper mic during meetings
4	Lack of Child Care	Child care will be provided during the parent and family engagement event
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Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- Tier 1 –Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- Tier 2 –Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- Tier 3 –Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- Tier 4 –Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

NEW 2020-2021 Parental Involvement Activities

2020-2021 Building Capacity Activities

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116].

Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;

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 Title 1 Annual Meeting/ SAC/ PTO	Admin./Leadership/ Teachers	Parents will be given opportunity to provide input, learn about opportunities and become familiar with Title 1 resources	August	Tier 1	0
2	Virtual & By Appt. Open House Provide Communication Planners and Home school folders	Admin./Leadership/ Teachers	Parents will meet teachers and key staff, be informed about ways they can become involved with structure provided	August	Tier 1	4000
3	Volunteer Orientation	Admin./Leadership/ Teachers	Parents will meet teachers and key staff, be informed about ways they can become involved with structure provided	January (Tentative)	Tier 2	300
4	Uniform Giveaway and Community Resource Night	Admin./Leadership/ Teachers	Parents will stay connected to key staff and community resources to support their family unit	January (tentative)	Tier 2	1500
5	Book Fair Literacy Night and Family Festival	Admin./Leadership/ Teachers	Parents will continue to build a strong connection and relationships with the school community	February (Tentative)	Tier 1	3000
6	Kindergarten Pizza with the Teacher	Admin./Leadership/ Teachers	Parent will build strong relationships with the teachers/school community and gain additional researched based activities to do at home	Nov/Dec (Tentative)	Tier 1	1000
7	Family Literacy Breakfast with Santa	Admin./Leadership/ Teachers	Parent will build strong relationships with the teachers/school community and gain additional researched based activities to do at home	Jan (tentative)	Tier 1	6000
8	3 rd Grade FSA Night	Admin./Leadership/ Teachers	Parent will build strong relationships with the teachers/school community and gain additional researched based activities to do at home	Jan	Tier 1	500

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier
1	Innovative Technology Solutions for In class and Virtual Learning	Admin./Leadership/ Teachers	Parents and Students will have more opportunity to participate in virtual learning and engage students in opportunities when they are home sick or need to be off campus. Parents will have a better understanding of the types of activities that are done at school.	August February	3000/3000
2	Trauma Sensitive Schools	Admin./Leadership/ Teachers	Teachers will extend their knowledge on how best to support students who suffer from trauma and learn to recognize trauma and the impact on student learning	February	3000/3000
3	High Reliability Schools	Admin./Leadership/ Teachers	Teachers will learn practices which have the most impact on increasing student achievement, have	February	3000/3000
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