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

## **Tice Elementary**

## I, Cherise Trent, 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.

Cherise Trent September 23, 2020

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| **Signature of Principal or Designee** | Date Signed |

**Parent and Family Engagement Plan**

In support of strengthening student academic achievement, **Tice 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 **Tice 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**

**Tice 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.

Involve parents and family members in jointly developing a plan of support of improvement. Supporting programs that reach parents and family members at home, in the community.

Offer a flexible number of meetings, such as meetings in the morning or evening.

*Tice Elementary is committed to providing every opportunity for parents to be involved in the school. Tice Elementary will provide flexible dates and times for meetings and workshops when possible. We will conduct a survey of all parents to determine the dates, times, and subject matter for parental programs. Spanish and English translators will be available during all parent and family engagement opportunities including parent workshop training, PTA meetings, SAC meetings, and parent/teacher conferences.*

*Teachers schedule parent/teacher meetings at flexible times during school hours (i.e. 7am-3pm), throughout the year.*

*Our parent involvement center is open Monday-Friday, during school hours, for a variety of workshops and meetings, which are offered at various times to maximize participation. At our SAC meetings, which are held once a month, a translator is always available. The parent center will also have an information table where parents can pick up literature and informational flyers.*

**ANNUAL TITLE I MEETING**

**Tice 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).

Tice Elementary will provide flexible dates and times for meetings and workshops when possible. We will conduct a survey of all parents to determine the dates, times, and subject matter for parental programs. Spanish and English translators will be available during all parent and family engagement opportunities including parent workshop training, SAC meetings, and conferences. Our Annual Title I Meeting is held in August, parents are notified of the meeting in many ways such as School messenger Marquee and flyers in English and Spanish.

Teachers schedule parent/teacher meetings at flexible times during school hours 7am-3pm, throughout the year.

Our parent involvement center is open Monday-Friday, during school hours, for a variety of workshops and meetings, which are offered at various times to maximize participation. At our SAC meetings, which are held once a month, a translator is always available. The parent center will also have an information table where parents can pick up literature and informational flyers.

**COMMUNICATIONS**

**Tice 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:

At the annual Title I meeting in August, parents will be given information about Title I programs, the curriculum, various types of assessments used, student expectations, and student achievement data.

Parents will learn about the school-wide programs and how to be actively involved in the education of their children. They will also be involved in the development of the SIP and the PIP. In addition, we will hold a minimum of 8 SAC meetings a year to continuously provide necessary information to parents as well as ask for their input in decisions relating to the education of their children. All sign-in sheets, agendas, and other pertinent documentation will be maintained in the Title I CRATE. Parents who have concerns or complaints about the plan will be directed to the Title I district office. Transportation will be provided and translation in Spanish will be available.

**SCHOOL-PARENT COMPACT**

**Tice Elementary** will email a survey, in the home language, to the families of participating children to get input on the development of 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. The Compact was created as a team of staff and parents/guardians by seeking input during Title 1 meetings.

Our school offers programs and services to ensure that academic remediation, academic support and academic enrichment are offered in addition to a strong core instructional program taught by high quality motivated teachers aligned to classroom learning.

Ensuring regular two-way, meaning communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

Parent-Teacher conferences at least once annually to report on their children’s progress.

A parent-School compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academics.

**RESERVATION OF FUNDS**

**Tice Elementary** involved 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 by emailing the families an online survey and by providing feedback to administration.

Parents workshops are offered at various times throughout the school year. These are planned and presented by the parent involvement specialist and other staff members. These workshops provide specific training for parents in ways to support their child at home and given materials to use at home.

Educate teachers, specialized instructional support personnel and other school leaders and staff train parents to enhance the involvement of other parents unable to attend to maximize parental involvement participation.

Parents are informed of various activities and use their parental involvement funds to buy printed material, parenting room resources, food, postage, materials and supplies.

**COORDINATION OF SERVICES**

**Tice 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 teachers will conduct two (2) individual personal conferences and two (2) home visits each year with each student’s parent.

All programs and activities will be available to all parents. All invitations, flyers and School Messenger 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.

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| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Annual Title 1 Meeting | 1 | 120 | Provide information to parents on expectations and suggestions for helping their children. |
| 2 | Open House | 1 | 395 | Parents are provided with expectations for a successful school year. |
| 3 | Donuts with Dad | 1 | 65 | Before school hours, provided an educational video and a speaker on how parents can support students at home with academics. Also, provide parents with educational handouts. |
| 4 | Hispanic Heritage Night | 1 | 290 | Promote the Arts and Culture with a school-wide art contest. |
| 5 | Family Literacy Night | 1 | 50 | Promote reading students read to parents, siblings, friends write about the experience |
| 6 | Family Prevention Night | 1 | 45 | To provide parents with effective tools about different kinds of safety. |
| 7 | Science Day | 1 | 5 | Students workshop |
|  |  | **Total: 7** | **Total:970** |  |

**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)].

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| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Core Connections Writing: Teachers will be trained on the school-wide writing plan | 3 | 35 | Teachers learned methods to increase student writing across content areas using evidence from multiple sources. |
| 2 | School Messenger training: Teachers will be trained on the use of School Messenger to send messages to parents to increase involvement in school activities, events, and student progress | 2 | 40 | An increase of parent involvement and communication with teachers will improve student achievement. |
| 3 | Handwriting without Tears: writing fluency program to support the school-wide writing plan | 2 | 40 | Teachers learned methods to increase writing fluency to increase writing achievement across content areas |
| 4 | High Yield Strategies: evidence-based strategies to increase student engagement and achievement | 6 | 40 | Teachers learned high yields instructional strategies (higher order thinking, writing to raise achievement, numbered heads together, text dependent questioning, and distributed summarizing) to increase student engagement and achievement |
|  |  | Total: 13 | Total: 155 |  |

**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].

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| **#** | **Barrier (Including the specific subgroup)- Be specific** | **Steps you put in place to overcome barriers - Be specific** |
| 1 | Transportation | Title 1 vans are available for transportation for parent involvement events |
| 2 | Work schedule | Parent involvement events are offered at flexible times |
| 3 | Language Barrier | Information is available for translation through school messenger, by translation by ESOL paras and the bilingual parent involvement staff |

**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;

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| **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 | Administration, Parents, Teachers | Provides information about Title 1, school processes & procedures, safety, how to help students and know where to get help in the school. | September | **Tier 1 –Strong Evidence**  Sign-in sheets, flyers, agenda, handouts, workshop comments  <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2973328/> | $50 |
| 2 | Parent-Teacher Conference | Administration, Parents, Teachers | Two-way communication between parent and teacher regarding student’s academic and social/emotional progress; compact; academic progress | October | **Tier 1 –Strong Evidence**  Sign-in sheets, flyers, signed and dated compact  <https://eric.ed.gov/?id=EJ585644> | $50 |
| 3 | Hispanic Heritage Night | Teachers, Administrators, Parents, Translators, Parent Involvement Specialist, Other Staff | Provide parents with a showcase of student work related to culture, art, music, clothing, and food found in Hispanic cultures around the world. Share information about programs offered at school. | October | **Tier 1- Strong Evidence**  Flyers, Newsletters, Power Point, Student Work, School Messenger  <http://mcos.ca/wp-content/uploads/2013/09/Creating-Deeper-Cultural-Learning-Experiences-for-Teachers-and-Students.pdf> | $100 |
| 4 | SAC Meetings | Administration, Parents, Certified and Support Staff, Other Staff, community and business partners | Provide information to parents including school goals related to Attendance, Behavior, & Classroom Success, curriculum, and how to get involved in the school. | Monthly  Sept – June | **Tier 1 –Strong Evidence**  Sign-in sheets, flyers, agenda/minutes School Messenger, handouts, marquee  <https://files.eric.ed.gov/fulltext/EJ785726.pdf> | $200 |
| 5 | Head Start Meeting | Head Start Teachers, Parents | Provides information to parents on how they can help their children be successful in school. | August | **Tier 2 –Moderate Evidence**  Sign-in sheets, Flyers, agenda, handouts workshop comments  <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4807601/> | Free of charge |
| 6 | Kindergarten Orientation | Parent Involvement Specialist, Kindergarten Teachers, Administrators, Parents, Students | Provides parents with information regarding KG expectations. Also, provide parents with an overview of Tice policies and procedures as well as strategies and techniques to equip their incoming KG students for success. | August | **Tier 1-Strong Evidence**  Sign-in sheets, flyers, agenda, Power point presentation;  Handouts workshop comments  <https://journals.sagepub.com/doi/10.1177/2332858416655766> | $50 |
| 7 | Parent-Teacher Conference | Administration, Parents, Teachers | Two-way communication between parent and teacher regarding student’s academic and social/emotional progress | January | **Tier 1 –Strong Evidence**  Sign-in sheets, flyers, signed and dated compact  <https://eric.ed.gov/?id=EJ585644> | $50 |
| 8 | Open House | Administration, Support Staff, Teachers, Parents, Students | Provide parents with opportunities to meet teachers, learn about grade level expectations, curriculum, safety, processes & procedures; opportunities for questions & addressing needs | August | **Tier 1- Strong Evidence**  Flyers, Zoom Log In, Presentations, Flyers; photographs  <https://www.nais.org/learn/independent-ideas/september-2017/beyond-the-open-house-how-schools-make-parent-engagement-fun-and-effective/> | $0 |
|  |  |  |  |  |  |  |
| 9 | Literacy Night | Teachers, Admin, Support Staff | Students select books to keep at home in order to increase access to literacy in the home. Strategies for increasing reading skills will be shared with families. | November | **Tier 1- Strong Evidence**  Flyers, Newsletters, Brochures, Photographs; school messenger  <https://www2.ed.gov/pubs/parents/calltocommit/chap1.html> | $50 |
| 10 | Multicultural Art Projects | Teachers, Admin, Support Staff | Students will create multicultural art projects & will share them with their families virtually; Student learning will be shared with families and will demonstrate the importance of diversity and respect | February | **Tier 1- Strong Evidence**  Flyers, Newsletters, Brochures, Photographs; school messenger  <https://www.nameorg.org/learn/what_is_the_potential_of_multi.php> | $100 |
| 11 | Cooking with the Administrators | Principal/Assistant Principal | Students, families, and staff will join together via Zoom to measure items in order to prepare a meal. Math strategies will be taught and recipes shared. Families will have the opportunity to cook with the principal/assistant principal and eat together as a family. Math strategies will be shared throughout the event. | April | **Tier 1- Strong Evidence**  Flyers, Newsletters, Brochures, Photographs; school messenger  <https://www.pathstoliteracy.org/blog/teaching-literacy-and-math-skills-through-cooking> | $100 |

**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)].

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| **Activity** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier** |
| 1 | iReady and implications on home online learning; strategies for working with various school models; differentiation & intervention | Administration | Increase student achievement in ELA and math | August-  March | **Tier1 Strong Evidence** <http://hdsb.org/_cache/files/2/6/26a954db-4087-42cc-9637-e4128d1e5db4/DBFFDB9849EDB6664A173642DA8600AB.iready-at-home-guide-new-users-2020-v5.pdf>**idence** |
| 2 | Math | District Math Leadership (Nick) & Admin | Increase student achievement in math; implementing high yield instructional strategies | November and January | **Tier 1 –Strong Evidence**  <https://www.mnasa.org/cms/lib/MN07001305/Centricity/Domain/144/oconnorMarzano_High_Yield_Instructional_Strategies.pdf> |
| 3 | Phonics | Administration and leadership team | Increase student oral language development across content areas; increase the ability to read for all students by developing Phonemic awareness | October November December | **Tier 1 –Strong Evidence**  <https://go.gale.com/ps/anonymous?id=GALE%7CA97550092&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=00340561&p=AONE&sw=w> |
| 4 | Thinking Maps | Administration and leadership team | Increase student achievement in all content areas; Higher Order Thinking Skill | October  January | **Tier 1- Strong Evidence**  <http://www.ascd.org/publications/educational-leadership/dec95/vol53/num04/Thinking-Maps@-Seeing-Is-Understanding.aspx> |
| 5 | Kagan Structures | Leadership Team | Increase Student Engagement in all contents- leading to increase in academic achievement | September- June (Monthly) | **Tier 1 – Strong evidence**  <http://www.betterevidence.org/issue-17/cooperative-learning-structures/> |
| 6 | PBIS (Phase II): school-wide positive behavior system; a multi-tiered approach to social, emotional and behavior support | PBIS Team | Improve social, emotional and academic outcomes for all students and equip all students with needed social and emotional skills | Monthly, ongoing | **Tier 1 –Strong Evidence**  <https://www.pbis.org/resource-type/evaluation-briefs> |

[TA1]This information should be collected for each parent event as evidence for the Title 1 crate