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

## G. Weaver Hipps Elementary School

##  I, Dr. Deborah Nauss, 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, **G. Weaver Hipps 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 **G. Weaver Hipps 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:

1. families play an integral role in assisting their child’s learning;
2. families are encouraged to be actively involved in their child’s education at school;
3. 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
4. other activities are carried out, such as those described in Section 1116 of the ESSA.

**JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

**G. Weaver Hipps 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.

G. Weaver Hipps Elementary will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title 1 programs. All parents will be invited August through February to monthly SAC meetings. All parents will be surveyed through paper workshop comment forms and School Messenger feedback. 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 1 meetings. During a scheduled SAC 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 in the SAC Meeting Minutes. In order to provide additional support for parental involvement , transportation or flexible meeting times will be available. Documentation for all SAC and parent meetings to included: School Messenger, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title 1 Toolkit.

**ANNUAL TITLE I MEETING**

**G. Weaver Hipps 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).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title 1 Meeting | Administrators, teachers, parent involvement specialist and support personnel | September | · Proof of advertisement of the meeting· Agenda and minutes from the Title 1 meeting with the specific discussion on compact and expenditure of funds· Hard copy of the Title 1 Powerpoint presented to parents explaining what it means to be a Title 1 school· Sign-in sheets from Title 1 meeting· % of compacts returned and signed samples  |

**COMMUNICATIONS**

**G. Weaver Hipps Elementary** will take the following actions to provide families of participating children the following:

* Timely information about the Title I programs will be sent out in multiple languages through monthly newsletters, School Messenger, and the school marquee. In addition we create flyers in English/Spanish/Creole.
* 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:

 **G. Weaver Hipps Elementary will communicate with parents through school messenger, school newsletters, phone calls, home visits, letters, Annual Title 1 meeting, curriculum nights and SAC meetings. If parents are not satisfied with the school’s Title 1 program, concerns will be submitted to the District Title 1 office.**

**SCHOOL-PARENT COMPACT**

**G. Weaver Hipps 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.



**RESERVATION OF FUNDS**

**G. Weaver Hipps 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**

**G. Weaver Hipps 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:



## 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated impact On Student Achievement |
|  1 | Title 1 Annual Meeting/SAC/PTO | 7 | 80 | Provide information to parents on expectations and suggestions for helping their children. |
|  2 | Open House | 1 | 575 | Provide parents with information, expectations and suggestions for a successful school year. |
|  3 | Boo Hoo Breakfast | 1 | 25 | To facilitate positive relationships between parents, students, and our school to promote all around success. |
|  4 | Curriculum Night | 1 | 200 | Provide parents with information, expectations and suggestions for a successful school year. |
| 5  | Veteran’s Day Celebration | 1 | 60 | To facilitate relationships between parents, students, and our community to build understanding and appreciation for the sacrifices of our veterans. |
| 6  | Vocabulary Parade | 1 | 150 | To facilitate positive relationships between parents, students, and our school to promote all around. |
| 7 | Read Across America | 1 | 20 | To facilitate positive relationships between parents, students, and our community to promote all around success. |
| 8 | Volunteer Orientation | 1 | 14 | To promote a positive environment and encourage parent participation in our school. |
| 9 | Volunteer Appreciation Day | 1 | 20 | To promote a positive environment and encourage parent participation in our school. |
|  10  | Book Fair | 1 | 60 | To promote a family involvement in fostering a love of reading. |
|  11  | PTO Movie Night | 2 | 150 | To promote a positive environment and encourage parent participation in our school. |
| 12 | Kindergarten Orientation | 1 | TBD | Provide parents with information, expectations and suggestions for a successful school year. |
| 13 | End of Year Awards Ceremony K-5 | 1 | TBD | To facilitate positive relationships between parents, students, and our school to promote all around success. |
|    |   | 20 | 1354 |   |
|    |   | Total | Total |   |

**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 | Leader In Me | 2 | 120 | Training for teachers on how to manage student led conferences and provide help with student portfolios. |
| 2 | Donor’s Choose PD | 1 | 60 | Donations from Parents, businesses, community partners, and/or non-profit organizations |
| 3 | De-Escalation & Strategies | 1 | 60 | Strategies to help classroom teachers and provide teachers with strategies to share with families as well. |
| 40 |  SIOP Strategies(Sheltered Instruction Observation Protocol) | 3 | 180 | Strategies to communicate and work with bilingual students in the classroom and provide strategies for parents to work with students at home to best meet the needs of students. |
| 5 |  Imagine Learning | 1 | 60 | Digital language, literacy, and math program used by our K-5 students so teach language and literacy to students |
|  |  | 8 | 480 |  |
|  |  | Total: | Total:  |  |

**2019-2020 Barriers Summary**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

|  |  |  |
| --- | --- | --- |
| **#** | **Barrier (Including the Specific Subgroup) - Be Specific** | **Steps the School put in place to overcome barriers - Be Specific** |
| 1 | Language | Parent involvement Paraprofessional and other staff members will translate |
| 2 | Work/time | Flexible times for events will be offered |
| 3 | Communication and Notification through varies means: electronically, voice, and written | Parent Involvement Paraprofessional who will translate through means of phone calls, School Messenger, written communication and School Marquee |

**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 | Title 1 Annual Meeting | Administration/Teachers | Provide information to parents about the Title 1 program, about expectations and how they can support their children at home. | August 2020 | Flyers, Agenda, handouts, sign-in sheets, workshop comments formsTier: 4 | n/a |
| 2 | Open House | Administration/Teachers/ Parent Involvement | Meet the teacher | August | Flyers, Agenda, handouts, sign-in sheets, workshop comments formsTier: 4 | n/a |
| 3 | SAC/PTO Meetings | Administration/Teachers | Parents participate in school decision making for increased student achievement. | Monthly | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms and meeting minutesTier: 4 | n/a |
| 4 | Student Led Conferences | Teachers | Research based tips for increasing parent involvement and improving student achievement. To educate parents on what the students are achieving academically, as well as to inform parents of student academic needs. | Quarter 2Quarter 4 | Flyers, Agenda, handouts, sign-in sheets, workshop comments formsTier: 3 | n/a |
| 5 | Donuts with Dad | Administration, Teachers, parent involvement | Provides opportunities for parents to learn effective ways to communicate with their children. | Quarter 1 | Flyers, Agenda, handouts, sign-in sheets, workshop comments formsTier: 2 | n/a |
| 6 | Muffins with Mom | Administration, Teachers, parent involvement | Provides opportunities for parents to learn effective ways to communicate with their children. | Quarter 1 | Flyers, Agenda, handouts, sign-in sheets, workshop comments formsTier: 2 | n/a |
| 7 | Curriculum Night | Administration, Teachers, parent involvement | Teachers explain the grade level and classroom expectations, who samples of work that will be done, and give an overview of the year to come. | Quarter 1 | Flyers, Agenda, handouts, sign-in sheets, workshop comments formsTier: 2 | n/a |
| 8 | Leader in Me events | Administration, Teachers, parent involvement | Events scheduled to showcase the 7 Habits and inform parents of the leadership skills/opportunities for their children. | August - May | Flyers, Agenda, handouts, sign-in sheets, workshop comments formsTier: 4 | n/a |
| 9 | Kindergarten Orientation | Administration/Teachers/ Parent Involvement | Educate and inform parents on expectations for Kindergarten.  | May | Flyers, Agenda, handouts, sign-in sheets, workshop comments formsTier: 2 | n/a |
| 10 | Veteran’s Day Celebration | Administration/Teachers/ Parent Involvement | Educate and inform parents and students the importance of observance of Veteran’s Day | November | Flyers, Agenda, handouts, sign-in sheets, workshop comments formsTier: 2 | n/a |
| 11 | Thanksgiving Parent Luncheon | Administration/Teachers/ Parent Involvement | Provides opportunities for parents to learn effective ways to communicate with their children  | November | Flyers, Agenda, School Messenger, School Marquee,, sign-in sheets, workshop comments formsTier: 1 | n/a |
| 12 | Christmas Parent Luncheon | Administration/Teachers/ Parent Involvement | Provides opportunities for parents to learn effective ways to communicate with their children  | December | Flyers, Agenda, School Messenger, School Marquee,, sign-in sheets, workshop comments formsTier: 1 | n/a |
| 13 | Spaghetti Dinner & Are You Smarter Than a \_\_\_\_? | Administration/Teachers/ Parent Involvement/Community Partners | Provides opportunities for parents to learn effective ways to communicate with their children. | January | Flyers, School Messenger, sign-in sheets, workshop comments formsTier: 1 | n/a |
| 14 | Vocabulary Parade | Administration/Teachers/ Parent Involvement | Provides opportunities for parents to learn effective ways to communicate with their children. | February | Flyers, School Messenger, sign-in sheets, workshop comments formsTier: 2 | $400 |
| 15 | Read Across America | Administration/Teachers/ Parent/Community Involvement | Provides opportunities for parents to learn effective ways to communicate with their children. | March | Invitation, Phone Calls to Community & Business Partners to be Guest ReadersTier: 2 | $600 |
| 15 | Volunteer Orientation | Administration/Teachers/Parent/Community Involvement | Provides opportunities for volunteers to learn effective ways to work with our students | September | Phone CallsTier: 2 | n/a |
| 16 | Volunteer Appreciation Day | Administration/Teachers/Parent/Community Involvement | Provides opportunities for volunteers to learn effective ways to work with our students | February | Invitation and Phone CallsTier: 2 | n/a |
| 17 | Book Fair | Administration, Teachers, parent involvement | Provides opportunities for students and parents to purchase books to inspire and foster the love for reading | Fall/Spring | Flyers/School Messenger/School MarqueeTier: 1 | n/a |
| 18 | PTO Movie Night | Administration, Teachers, parent involvement | Provides opportunities for parents to bond with their students in a family oriented setting  | Fall/Spring | Flyers/School Messenger/School MarqueeTier: 2 | n/a |
| 19 | End of Year Awards Ceremony K-5 | Administration, Teachers, parent involvement | Provides opportunities for parents to celebrate their student’s academic achievements | May | Flyers/School Messenger/School MarqueeTier: 2 | $500 |
| 20 | Boo Hoo, Woo Hoo Incoming Kindergarten Parent Breakfast | Administration, Leadership Members, Parents, Parent Involvement Specialist | Provide opportunities about what a Kindergarten academic day entails | August 10, 2020 | Postcard/School Messenger/School MarqueeTier: 1 | $0 |
| 21 | Fall Festival  | Administration, Teachers, parent involvement | Provides opportunities for parents to bond with their students in a family oriented setting  | November 13, 2020 | Flyers/School Messenger/School MarqueeTier: 3 | $0 |
| 22 | “Show Me Your Genius” Exhibition | Administration, Teachers, parent involvement | Provides opportunities for parents to celebrate their talents & skills | April 22 & 23 | Flyers/School Messenger/School MarqueeTier: 2 | $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 | Training for Classroom Websites/School Messenger/Google Classroom | Leadership | Increased communication with parents regarding student achievement and how to help their child in school. | Quarter 1 | Increased number of parents responding to messenger callsTier:2 |
| 2 | Training for Leader In Me specifically designed for Increased Parent Involvement and Student-Led Conferences | Administration/ teachers | Providing teachers with the resources and tolls to instruct students on how to showcase their leadership skills and lead a student led conference | Quarter 1 & Quarter 3 | Increased number of parents attending conference eventTier:2 |
| 3 | Parent Involvement PD | Administration/ teachers | Research based tips for increasing parent involvement and improving student achievement. | Quarterly | Increased number of parents attending offered trainingsTier: 2 |
| 4 |  |  |  |  |  |