## SCHOOL Title I, Part A Parent and Family Engagement Plan (PFEP)

I, Stephen Evans, principal of Suncoast School for Innovative Studies, 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

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
* Involve the parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
* Jointly develop/revise with parents/families the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community;
* Involve parents/families, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school wide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective parent/family engagement, and to revise, if necessary, the school’s parent and family engagement plan;
* Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. [ESEA Section 1116].

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

**Mission Statement**

*(Include: How parent and family engagement plan is shared responsibility. How parent and family engagement will assist in providing high quality instruction for all learners.)*

**Response: The overall mission statement reads: Suncoast School for Innovative Studies strives to celebrate and recognize each individual child so that all students will achieve their full intellectual and social potential. Family commitment to the learning process, as well as the use of multi-groupings and multi-modality teaching, will help develop in each child a love of learning, the ability to engage in critical thinking and a mastery of comprehensive academics. Families and the larger community will be partners in the achievement of the students. Specifically, parents are considered partners in this educational process and every effort will be made to elicit their interest and support in helping their child become all that they can be.**

**Involvement of Parents**

Describe how the school will involve parents and families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for Title I will be used.

**Response: The School Advisory Council (SAC) is the school committee responsible for developing, implementing, and evaluating school programs. The committee is composed of mostly non-employees, including parents and/or relatives, with diverse backgrounds. The meetings are open to all staff members, family members, and/or relatives. While parents have not formally done a needs survey, we have gained input from them in a variety of ways, including conferences, teacher feedback, parent use of funds to support programs that will enhance the academics of all students at SSIS. Parents are encouraged to be involved. During our parent orientations and formal Title I meetings, parents were given a copy of the Title I brochure. Information is sent home in agenda book, email, text and voice call.**

**Coordination and Integration with Other Federal Programs**

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home.

[ESEA Section 1116]

**Response:**

|  |  |  |
| --- | --- | --- |
| **Count** | **Program** | **Coordination** |
| 1 | i-Ready Program | Correlates with the Florida State Assessments and FSA |
| 2 | Science Fair | How parents can help guide the projects |
| 3 | FSA Practice | Part of the SSIS sessions as well as FSA nights where parents are shown how to access practice activities for Math and Reading. We will also be providing after school tutoring and homework assistance three times a week. |
| 4 | i-Ready Informational | Parent information night to explain the programs and test results which are taken three times a year as a beginning of the year assessment, mid-year assessment, and an end of the year assessment. |
| 5 | ESOL Night | Parent information on ESOL program and the services offered through Program. |

**Annual Parent Meeting**

of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, and the rights of parents.

**Response:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Create Invitations/Advertise | Stephen Evans/Alicia Melendy/Office Managers | August 2018 | Website, Flyers, Print outs |
| 2 | Develop Sign-in Sheets/Maintain Documentation | Vanessa Garcia | August-September 2018 | Sign-in Sheets/Title I Documentation (audit box) |
| 3 | Plan, Welcome to Title I, Grades VPK-2 | Stephen Evans/Alicia Melendy | August 07, 2018 | Parent Night Set Up, Website, Flyers printed out |
| 4 | Plan, Welcome to Title I, Grades 3-5 | Stephen Evans/Alicia Melendy | August07, 2018 | Parent Night Set Up, Website, Flyers printed out |
| 5 | Plan, Welcome to Title I, Grades 6-8 | Stephen Evans/Alicia Melendy | August 07, 2018 | Parent Night Set Up, Website, Flyers printed out |
| 6 | Title I Annual Parent Meeting/Elementary Campus | Carolyn Major-Harper | September 12, 2018 | Sign-in sheets  |
| 7 | Title I Annual Parent Meeting/Middle School Campus | Carolyn Major-Harper | September 12, 201 | Sign-in sheets |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, child care, or home visits, as such services are related to parent and family engagement.

[ESEA Section 1116]

**Response: As part of our on-going program, the building level Title I coordinator(s) and teachers will meet with parents to initially discuss our goals for each student and to give periodic updates on the progress being made. These meetings can occur at the convenience of our parents and parents will also be given suggestions as to how they can help support their student. Newly implemented in 2018-2019 via Gradebook, parents have ongoing, real time, student performance information. Meetings are held multiple times a year. Child care is provide at meetings.**

|  |
| --- |
|  |

**Building Capacity**

* Will build the capacity for strong parent/family engagement;
* Will build relationships with the community to improve student achievement;
* Provide materials and trainings to assist parents/families to work with their child(ren);
* Provide other reasonable support for parent/family engagement activities.

[ESEA Section 1116]

**Response:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | **Reading Practice for Parents to Use** | **All Teachers** | **FSA available to practice reading skills SIP goals** | **Throughout the school year** | **Reading logs and FSA reports** |
| **2** | **Parent Conferences** | **All Teachers** | **Share i-Ready data** | **Throughout the school year** | **Conference records, Parent Survey, Improved scores** |
| **3** | **Family Fun Events** | **Staff of SSIS** | **Include parents in school activities** | **Throughout the school year** | **Sign-in sheets, Parent Survey, Pictures of participants** |
| **4** | **Science Fair** | **Linda Kneeland/James Moore/Celeste Schroeder** | **Explore Science in depth/SIP goals** | **Spring 2019** | **Pictures of exhibits/student reports** |
| **5** | **Parent Resource Center** | **Title I Staff** | **Resources/Books/****Computer access** | **Throughout the school year** | **Sign-in sheets/Parent surveys** |

**Staff Development**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families in the following areas:

* How to reach out to, communicate with, and work with parents/families as equal partners;
* The value and utility of contributions of parents;
* How to implement and coordinate parent programs; and
* Build ties between parents and schools.

[ESEA Section 1116]

**Response:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | **Module 1- Importance of Parent Involvement** | **Building Level Title I Coordinator/Executive Director** | **Working with Parents** | **Faculty Meeting, Nov. 2018** | **Power Point/Completed Sign-in Sheets** |
| **2** | **Module 2- Communications and Working with Parents** | **Building Level Title I Coordinator/Executive Director** | **How to reach out and communicate with parents** | **Faculty Meeting, Dec. 2018** | **Power Point/Completed Sign-In Sheets** |
| **3** | **Module 3- Implementation and Coordination of Parental Involvement Programs** | **Building Level Title I Coordinator/Executive Director** | **How to implement parent programs** | **Faculty Meeting, Jan. 2018** | **Power Point/Completed Sign-In Sheets** |
| **4** | **Module 4- Buliding Ties between home and school** | **Building Level Title I Coordinator/Executive Director** | **How to build ties between parents and the school** | **Faculty Meeting, Jan. 2018** | **Power Point/Completed Sign-In Sheets** |

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children.

[ESEA Section 1116]

**Response: During the school year:**

1. **We have Parent Resource Centers on both of our campuses and both house Title I information.**
2. **During regular monthly parent meetings, parents will be encouraged to share ideas that they have found to be successful in working with their students. As a special note, our Title I monthly meetings are held in conjunction with our board meetings to gain more parent involvement.**
3. **In conferences, the teachers will share information about the students’ unique learning styles and show parents how they can use this to motivate and reach their students. We will also continue to share web-based, learning materials that can help their children in both reading and math.**
4. **The PAL’s volunteer program has been established and parents are encouraged to volunteer. Training is provided by our PALs representative.**
5. **Parent Empowerment Workshops will work on improving family involvement as well as provide community resources to the parents. These workshops will be posted on our website.**

**Communication**

Describe how the school will provide the following to parents and families of participating children:

* Timely information about the Title I programs;
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain;
* If requested by parents/families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
* If the schoolwide program plan is not satisfactory to the parents/families of participating children, the school will include submit the parents/families’ comments with the plan that will be made available to the local education agency.

[ESEA Section 1116]

**Response: At the Title I Open House, the Title I program will be explained so parents will understand how their student will benefit from participation. The assessment and monitoring process will be explained which will reflect FSA and i-Ready information as well as additional assessments that were deemed necessary (ie, PPVT, MI). Parents will be given the opportunity to participate in the decision making process for their student. The district’s brochure will be available to parents, if needed, at all meetings. The Parent-Staff-Student Contract as well as the “Parents-Right-to-Know will be explained. As the year progresses, conferences and other timely contacts will enable parents to stay current with the progress of their student and how they can support this process. They will also have an opportunity to share additional information with the school. A sign-in sheet and other forms of documentation of these contacts will be maintained. In addition, information will be updated and included on the website and in the monthly newsletters that will be prepared by students. I-Ready data sent home to be returned and signed. School Improvement planned to be approved in the fall SAC Meeting.**

**Accessibility**

1. Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (including parents/families with limited English proficiency, disabilities, and migratory children).

**Response: All efforts are being made to provide information to all parents including those with Limited English Proficiency. Flyers of all events will be translated so parents will understand what will be happening. Our bilingual specialists, on both campuses, will be available to translate for parent(s) as well. Parents are encouraged to volunteer. A survey of parents eliciting areas of need will be circulated in order to establish need as well as supply. The volunteer coordinator will facilitate this process. Teachers will use data and recommendation letters from i-Ready to give suggestions of strategies that parents can use at home to help their student.**

1. Describe how the school plans to share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent feasible, in a language parents/families can understand.

**Response: The Title I Coordinator will also have contact with the parents and offer information as well as suggestions on what parents can do to help their student(s). Information will be translated in English and Spanish.**

**Discretionary Activities** (optional)

Describe any activities that are not required, but will be paid for through Title I, Part A funding, such as home visits, transportation for meetings, activities related to parent/family engagement, etc.

**Response: The Social worker makes home visits to student and parent to enhance student academic achievement in all academic areas. High School volunteers for 1st grade classes provide reading program to increase and encourage reading. I-Ready tutoring before and after school throughout the year.**

**Barriers**

1. Describe any barriers that hindered participation by parents during the previous school year.

**Response: Our barriers include: language, work schedule, and input/communication.**

1. Describe the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children).

**Response: For the language barriers, SSIS will provide translators at both the elementary and middle school campuses. As for the work schedule, we will hold meetings when the majority of our parents are able to attend. And, for the input/communication, we will continue to survey our parents in order to locate issues.**

**PLEASE NOTE THE FOLLOWING DOCUMENTS ARE TO BE UPLOADED**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents/families for all children served under this part, a parent-school compact that outlines how parents/families, the entire school staff, and students will share the responsibility for improved student academic achievement.

[ESEA Section 1116]

**Upload Evidence of Input from Parents/Families**

Upload evidence of parent/family input in the development of the parent and family engagement plan. Include the meeting agenda, the meeting minutes and the sign-in sheet.

|  |
| --- |
|  |
|  |

**Upload Parent-School Compact**

Upload an electronic version of the Parent-School Compact for 2018-19.

|  |
| --- |
|  |

**Upload Evidence of Parent/Family Input in Development of Parent-School Compact**

Upload evidence of parent/family input in the development of the compact. Include the meeting agenda, the meeting minutes and the sign-in sheet.