

Title I, Part A 2020-2021 Parent and Family Engagement Plan for Ray V Pottorf Elementary

I, _____Brandy Macchia_____, 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, **Ray V Pottorf**, 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 **Ray V Pottorf** 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

Ray V Pottorf 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.

Ray Pottorf Elementary School administration will conduct an Annual Title I meeting with faculty, parents, and community partners to jointly develop and distribute a written plan that describes how the Parent and Family Engagement requirements will be implemented. Presentations will deliver the Title I federal program and discuss with parents how the Parent and Family Engagement funds will be used. Parent input will be solicited and presentation offered in parent's native language when available. In addition to the Parent and Family Engagement, we will meet with parents to review and revise the current School/Parent/Student Compact. The School Compact will outline how parents, school staff, and students will share the responsibility for improving student achievement by working together to build school, community and parent involvement toward student achievement. We have a shared 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. We will continue to provide policy in a language parents can understand, and review and update annually through SAC meetings, parent nights, newsletters, and Annual Title I meeting. All documentation, such as agendas, sign-in sheets, and handouts will be maintained in the Title I Crate. Compacts detail the responsible efforts put forth by parents, teachers, and staff to support children's learning by participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

ANNUAL TITLE I MEETING

Ray V Pottorf will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

The Annual Meeting is held to inform parents about

- Title I services and budget
- Parent/School Compact
- School Curriculum and Assessments
- School Grade
- Upcoming school-wide events
- Rights of parents and guardians

Parents will approve the compact as a voluntary agreement to promote a home-school connection. Presentation offered informs stakeholders in attendance of information regarding school performance, educational events and interventions in place, parental rights, and Title 1 services provided. Separate

COMMUNICATIONS

Ray V Pottorf 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:

In the fall, parents of RVP students will be invited to join the staff at the annual Title I Meeting and Curriculum Workshop. Information explaining Title I and the programs that are funded through Title I will be presented at this time. Data from the previous school year and the School Improvement Plan will also be presented. During the school year, any new information regarding Title I will be sent home in the monthly newsletters and discussed at SAC meetings.

The curriculum at Ray Pottorf Elementary will be shared with parents in a variety of ways. Teachers will share their academic plans during the Open House/Curriculum night at the beginning of the school year. The school's monthly newsletter will highlight the academic goals for each grade level. Information on students' progress will be sent home in written form on a regular basis, as well as verbally communicated during student led conferences. Parent conferences are available at staggered times both morning and evenings. Information will be presented in English, Spanish and Creole, and other native languages where applicable.

If a parent is not satisfied with the school's parent involvement plan, the school will submit the parents' comments on the plan directly to the District Title I office.

SCHOOL-PARENT COMPACT

Ray V Pottorf 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.

Ray Pottorf will work with parents and staff to jointly develop a School Compact that established the responsibilities of the faculty, parents and students when establishing a collaborative partnership to ensure all students are successful learners. All stakeholders will have opportunity to formulate suggestions and participate, as appropriate, in the written form. The compact will be voted on by all stakeholders and put into production for delivery at the school Open House or Curriculum Night.

RESERVATION OF FUNDS

Ray V Pottorf 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:

In the fall, parents of RVP students will be invited to join the staff at the annual Title I Meeting. Information explaining Title I and the programs that are funded through Title I will be presented at this time. Data from the previous school year and the School Improvement Plan will also be presented for review. During the school year, any new information regarding Title I will be sent home in the monthly newsletters and discussed at SAC meetings. Parents were sent surveys in the spring for additional information collection to ensure their input for the best times and opportunities offered for family engagement.

COORDINATION OF SERVICES

Ray V Pottorf 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:

Through the use of Title III funding, Ray Pottorf will purchase Native Language Dictionaries and make them available to ESOL students and families. The connection between language development and academic support with homework will increase student achievement. We will host quarterly academically focused curriculum nights targeting reading, math, and science and at home activities and supports that parents can implement outside of school. Make and take materials will be presented by the teacher with examples of home extensions.

Evaluation of the 2019-2020 Parental Involvement Activities

2019-2020 Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116)]. Include participation data on the Title I annual meeting.

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	Meet the teacher		971	Parents and students explore classroom setting, review curriculum materials, establish relationship with teacher expectations.
2	Curriculum Night		312	Parents and students review curriculum materials, receive instruction for home use, deliver handouts, review teacher expectations.
3	Student Led Conferences Q2		463	Students present data based on classroom assessments, review goals with parents and establish plans for future success, receive free book
4	Student Led Conferences Q3		675	Students present data based on classroom assessments, review goals with parents and establish plans for future success, receive free book
5	Literacy Night		96	Families participate in make and take literacy activities to be used at home, students receive free book, presentation of book reports
6	Title 1 Annual Meeting		25	Provide information to parents about the Title 1 program, expectations, and how they can support their child at home
7	Volunteer Training		43	Provide information to parents and community members on how to assist students with academics
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		Total:	Total: 2585	

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	Volunteer training		15	Provide information on how to assist students with academics with use of a volunteer
2	Monthly research-based articles Parent and Family Engagement provided in Staff Notes		65	Provide information to parents on expectations and how parents can help their children
3	Presentation at faculty meetings Parent and Family Engagement initiatives		65	Improve the ability of staff to work effectively with parents
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		Total:	Total: 145	

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	Transportation	Use of Title 1 van to pick up parents without transportation
2	Limited Creole translator	Onboarding of support personnel fluent in Creole
3	Limited child care	Offered free child care by staff during the event so parents can be present and focused
4	Working parents during the week	Offered events on the weekend for parent participation
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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	Drive Thru-Meet the Teacher	Administration, Teachers	Provide information to parents on expectations and how parents can help their children	August	Tier 4	No cost due with solicitation of donations
2	Title I Annual Meeting- Zoom	Administration, Teachers	Provide information to parents about the Title 1 program, about expectations and how they can support their children at home.	September	Tier 1	No cost
3	Curriculum Open House- Zoom	Administration, Teachers	Provide information to parents on expectations and how parents can help their children. Each grade level will plan a 1- hour Zoom to go over curriculum and FL standards expectations.	Quarter 1	Tier 3 Peterson, T. L. (2017). Open House as a Tool to Connect Schools to Grandparents Raising Grandchildren. <i>Children & Schools</i> , 39(1), 25–32.	No cost

					https://doi.org/10.1093/cs/cdw043	
4	Volunteer Training	Administration, Parent Involvement Coordinator	Provide information to parents and community members on how to assist students with academics	Ongoing	Tier 4 https://www.jstor.org/stable/1501596	No cost
5	Student Led Conferences	Administration, Teachers	Provide information to parents on expectations and how parents can help their children	Two Times a year	Tier 2 https://doi.org/10.1080/00228958.1998.10518750	No cost due with solicitation of donations
6	Grade Level Parent Nights with Academic Night	Administration, Reading/Math Coach, Teachers	Provide information to parents on expectations and how parents can help their children	Three times a year	Tier 3 Pérez White, C., & López Levers, L. (2017). Parent--Teacher Engagement during Child-Centered Pedagogical Change in Elementary School. <i>Children & Schools</i> , 39(1), 15–23. https://doi.org/10.1093/cs/cdw044	No cost due with solicitation of donations
7	Reading Celebration	Administration, Reading Coach, Teachers	Provide information to parents on expectations and how parents can help their children.	March	Tier 4	No cost due with solicitation of donations
8	Science Fair	Administration, Science Coach, Teachers	Teachers and students provide demonstrations of science inquiry.	Third Quarter	Tier 3 Balas, A. K., & ERIC Clearinghouse for Science, M. and E. E. C. O. (1998). <i>Science Fairs in Elementary School. ERIC Digest.</i>	No cost due with solicitation of donations
9	STEM Night	Administration, Science Coach, Teachers	Provide information to parents on expectations for science instruction and how parents can help their children.	Fourth Quarter	Tier 3 <i>STEM education before high school [electronic resource] : shaping our future science, technology, engineering and math leaders of</i>	No cost due with solicitation of donations

					tomorrow by inspiring our children today : field hearing before the Committee on Science and Technology, House of Representatives, One Hundred Tenth Congress, second session, May 12, 2008. (2008). Washington : U.S. G.P.O., 2008.	
10	SAC Meetings	Administration, SAC Members	Provide information to members about decision making for increased student achievement	Ongoing	Tier 2 Greenlee, B. J. (2007). When School Advisory Councils Decide: Spending Choices for School Improvement. <i>Planning & Changing</i> , 38(3/4), 222–244.	No cost
11	Kindergarten Screener/ Orientation	Administration, Teachers	Teachers provide information about Kindergarten curriculum and grade level expectations and tips for parents.	May	Tier 4 Coleman, J. M., & Dover, G. M. (1991). <i>Rating Inventory for Screening Kindergartners (A)</i>	No cost
12	PTO Meetings- Zoom	Administration, teachers, parents	Provide information to members about decision making for increased student achievement	Ongoing	Tier 3 Leddy, H. G. (2019). Involved Minority Parents Enhance the Quality of Elementary School. <i>Education Digest</i> , 84(8), 55–61.	No cost
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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	Volunteer training	Volunteer coordinator	Provide information on how to assist students with academics with use of a volunteer	August	Agenda, PowerPoint, Sign-in, Tier 4
2	Monthly research-based articles Parent and Family Engagement provided in Staff Notes	principal	Provide information to parents on expectations and how parents can help their children	Ongoing	Staff notes, e-mail record, Tier 3
3	Presentation at faculty meetings Parent and Family Engagement initiatives	Administration, staff, volunteer coordinator	Improve the ability of staff to work effectively with parents	Ongoing	Agenda, PowerPoint, Sign-in, Tier 3
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