

Title I, Part A 2021-2022 Parent and Family Engagement Plan for Ray V. Pottorf Elementary School

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;

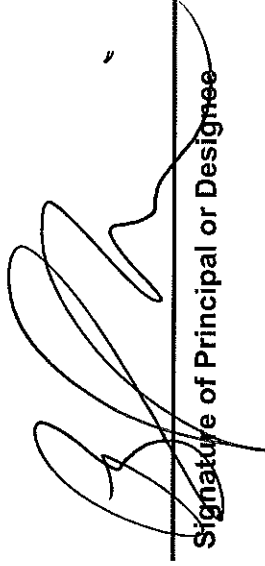
(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- **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

4/6/21

Date Signed

Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Ray V Pottorf 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 **Ray V. Pottorf 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.

Ray V Pottorf 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.

During the school year, Ray V Pottorf Elementary will hold at least five SAC/PTO meetings to discuss the school and school events. All families will be invited to attend these meetings via Zoom and time will be given for input. In addition to these meetings, surveys will be distributed for input after each event and before developing the plan. Funds will be discussed at our Annual Title I meeting at the beginning of the school year.

ANNUAL TITLE I MEETING

Ray V Pottorf 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).

Within the first month of the 2021-2022 school year Ray V. Pottorf Elementary will host our annual Title I meeting. Invitations will be sent to families through the use of School Messenger and through backpacked flyers. The meeting will be conducted via Zoom. This meeting will be led by the principal, Mrs. Macchia. The meeting will provide families information about the Title I budget and how monies are spent. The meeting will review the curriculum and assessments being used at each grade level and go over our school grade and how the school grade is achieved. During the presentation, Mrs. Macchia will discuss supplemental services and parents rights within a Title I school. Ms. Davis, the assistant principal will be responsible for putting the information into a Google Slides presentation, for advertising the event, and for setting up and monitoring the Zoom. At the conclusion of the activity, families will have the opportunity to speak and to complete a survey regarding the presentation. The surveys will be used to assess the presentation and to address any needs/concerns.

COMMUNICATIONS

Ray V Pottorf 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:

Ray V. Pottorf Elementary's PFEP will be made available to families on our school website or by request. As a school all events will be sent home through the use of School Messenger, flyers, social media, and through our school website. All school messenger information is sent out in English, Spanish, and Creole.

SCHOOL-PARENT COMPACT

Ray V Pottorf 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.

Ray V Pottorf Elementary's school compact will be reviewed and revised with families during our March 2021 SAC meeting. The compacts will be sent home and signed with our beginning of the year information. The compact will be reviewed again by SAC at our annual Title I meeting at the beginning of the 2021-2022 school year.

RESERVATION OF FUNDS

Ray V Pottorf 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:

Ray V Pottorf Elementary will review the Title I budget and expenditures at our annual Title I meeting at the beginning of the school year. Throughout the 2021-2022 school year updates and input will be provided by stakeholders during SAC meetings.

COORDINATION OF SERVICES

Ray V. Pottorf 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:

Ray V. Pottorf will continue to partner with the Harry Chapin food bank to provide food for families in need, food is distributed at all family engagement activities on campus or by appointment.
 ESOL/ELL (Title III) RVP ESOL Committee conducts informational trainings throughout the year.

**Evaluation of the 2020-2021 Parental Involvement Activities
 2020-2021 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	Drive Through Open House	1	505	Families were able to make contact with their child's teacher, homeconnect students were able to pick up materials and learn about the homeconnect process.
2	Title I Meeting	1	23	review previous year's STAR data and goals for the school, gave parents tips on what to discuss with their students

3	SAC/PTO	5	15-26 per meeting	Stakeholders review data and discuss plans to improve student achievement.
4	Zoom Student Led Conferences	1	175	Parents were invited to review STAR assessment data and review grades with student and teacher via ZOOM. Students created goals and shared with their parents how they could support them at home.
5	Zoom Family Reading Night	1	43	Parents were given tips to support their students in AR at home
6	Drive Through Trunk or Treat	1	317	Creating relationships with families.
7	Zoom Family Baking Night	1	78	Developing vocabulary of cooking words, measurement, and science concepts
8	Zoom Family Spaghetti Cook Along	1		Developing vocabulary of cooking words, measurement, and science concepts
9	Drive Through Student Led Conferences	1	210	Parents were invited to review STAR assessment data and review grades with student and a teacher in a drive through loop. Students created goals and shared with their parents how they could support them at home.
10	Drive Through Egg Drop	1		Creating relationships with families to open channels of communication.
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		Total: 14	Total:	

2020-2021 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	School Messenger- training for sending class/individual messages	1	60	4- increase the amount of information parents have about student performance
2	Zoom- use and tips for conferences	1	62	4- increase the effectiveness of utilizing Zoom to conference with families on student performance
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		Total: 2	Total: 122	

2020-2021 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	Lack of Technology- ED	allow chromebooks to be sent home for virtual opportunities
2	Language Barriers- ELL	personalized phone calls by translators to discuss events and assist with participation
3	Lack of Technology Skills to Access Virtual Events- All	post links to events in Google classrooms, teach students how to access
4	Lack of Transportation- Disabled, ED	Zoom options to participate in school activities
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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.

2021-2022 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	Open House- drive through	Admin	begin building relationships between families and staff	August	attendance sheets-4	paras to assist/translators, copies for flyers, mailing
2	Meet the Teacher/Curriculum Night- Zoom	Grade Levels	review grade level expectations and curriculum	September	attendance sheets-4	paras to assist/translators, copies for flyers
3	Student Led Conferences- Zoom and Drive Through Options	Teachers	review student progress data and create goals to increase student achievement and fill skill gaps	October/ February	attendance sheets, student data-4	paras to assist/translators, copies for flyers
4	Family Reading Night- Zoom	Media Specialist, Reading Coaches	provide parents with information on supporting students with AR	December	attendance sheets, student data=3	paras to assist/translators, copies for flyers
5	Family Cooking Night- Zoom	PCTs/Coaches	provide parents with math tips, math, vocabulary, and tips for incorporating math into the kitchen	January	attendance sheets, student data-3	paras to assist/translators, copies for flyers, ingredients for families in need
6	Family Science Night- Zoom	Science Coach/ Coaches	the science coach will host a Zoom with science experiments families can follow along and experience.	March	attendance sheets, student data-3	paras to assist/translators, copies for flyer, materials for families in need
7	SAC/PTO Meetings- Zoom	Admin/PTO	Review school wide data with stakeholders, plan as a team to increase student achievement	August/ September, November, January, March, May	attendance sheets, student data- 4	paras to assist/translators, copies for flyers
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2021-2022 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	School newsletter with research based articles on parent involvement	grade chairs, coaches, principal's secretary	tips for working together collaboratively to increase student achievement	on going	attendance at conferences, castle notes for parent contact - 4
2	Parent University Trainings	Lee County	increase parent's awareness of how to be involved to increase student achievement	on going	attendance records- 4
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