

## **MONROE Title I, Part A Parent and Family Engagement Plan 2019-20**

I, Mark Porter, 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. Disbursement 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 LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parent involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternate formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participate private schools;
- The LEA will be governed by the statutory definition of “parental involvement” defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition;

## Mission Statement

### Parental Involvement Mission Statement (Optional)

**Response:** The Monroe County School Board believes that parent and family engagement is essential for the School District to fulfill its mission to empower all students to become responsible and contributing global citizens.

#### STRATEGIC OBJECTIVES:

1. Climate and Culture for Excellence
2. Outstanding Student Achievement
3. Effective Communication and Community Engagement
4. High Performing Workforce
5. Leader in Technology and Innovation
6. Accountable Resource Management

The purpose of the Parent and Family Engagement Plan is to create a roadmap for collaboration because the Board believes that children learn best when family members and teachers work together. When adult family members talk to their children about school, expect them to do well, help them plan for college or career, and make sure that out of school activities are positive, their children tend to do well in school and in life. Students with involved families no matter what their income, background or language are more likely to do better in school, stay in school longer, like school more, and be productive citizens of their community and country.

## Involvement of Parents

Describe the action the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Section 1112(c)(H), 1112(d)(1)]; and
- How the funds reserved for parent involvement will be spent [Section 1118(a)(2)]

**Response:** The District Title I Director utilizes results from the District Climate Survey; the previous year's feedback complies from Title I parent engagement surveys distributed to parents and teachers at Title I Open House and school SAC meetings, and conversations with Title I Principals to create the draft version of the District Parent and Family Engagement Plan (PFEP). The draft plan is shared with stakeholders at school SAC meeting where written feedback is provided by parents on the District PFEP, the school-level PFEP, the school Parent-Teacher-Student Compact, and how the funds allocated to schools for parental engagement should be expended. All of these surveys are also available year round on Title I school websites in three languages and feedback provided is distributed to schools periodically throughout the year. This written and verbal feedback from all stakeholders is considered and incorporated into the final version of the District PFEP. All members of the SACs from all Title I schools participate through conversations at these SAC meetings. Additionally, the LEA-wide PFEP is available online with a corresponding feedback form. Parents from all schools, including Title I schools, may provide feedback utilizing this form and communication model. Parents participate in the school review process monthly while working the school based leadership team through SAC meetings to develop and update the school improvement plan document. Documentation of input is collected through meetings and submitted feedback forms.

Additionally, input from parents is solicited each year through the District School Climate Survey. The plan is available via the public website with feedback forms available in English, Haitian Creole, and Spanish.

School Advisory Council (SAC) membership shall be composed of the school Principal and an appropriately balanced number of teachers, education support employees, parents, and business and community representatives. Appropriately, balances as used herein shall mean a proportionate number of council members considering each peer group being represented on the council; excluding the Principal. The size of the SAC and ratio of representatives among the peer groups, excluding the Principal, shall be determined in the August meeting based upon enrollment demographics.

Members shall be representative of the ethnic, racial, and economic community served by the school. The membership shall be comprised of an equivalent number of members in each ethnic/racial category when the percentage of students in a category is equal to or greater than 10%

The following council members shall be elected in a fair and equitable manner as determined by their respective peer group and in accordance with the by-laws of the SAC.

- (a) A minimum of one faculty member shall be elected by faculty. The term faculty shall include classroom teachers, certified school services personnel, and media specialists.
- (b) A minimum of one representative from the educational support employees shall serve on the council. The term “educational support employee” shall refer to any person who is employed by the school for twenty (20) or more hours during a normal working week and who does not meet the definition of instructional or administrative personnel pursuant to Section 228.041, Florida Statutes.
- (c) A minimum of one parent representative from each grade level shall serve on the council. These parent representatives shall reflect the ethnic, racial, and economic character of the school. Parents shall be elected by parents.

A Nominating Committee shall be appointed in April to submit a list of nominees to serve as Chairperson and Vice Chairperson for the following year. Elections for these officers shall be held in May. Parents shall be notified in September about SAC elections and asked to submit their name for consideration for membership. A vote on membership will take place at the September SAC meeting by those assembled.

Only those representatives who have been confirmed by the Monroe County School Board shall be allowed to vote. However, no interested parent, faculty member, or educational support employee shall be prevented from participating in the SAC.

Business and community representatives shall be selected initially through a nomination and selection process facilitated by the school principal.

- (a) The school principal shall seek candidates who are interested in making a commitment to participate on the SAC by representing businesses and the community.
- (b) Letters, newsletters, or other media releases shall be used by the school Principal to seek candidates.
- (c) The school Principal shall prepare a list of individuals seeking nomination to the SAC and shall present the list to the SAC for selecting the business and community representative(s).

The school Principal shall submit the list of council members to the Superintendent for review by September 20 of each school fiscal year to determine compliance with Subsection (1) the

Membership definition herein. The membership list shall contain the name of each council member and the peer group, which is being represented by each member and a description of how the council reflects the ethnic, racial, and economic community served by the school.

Membership shall entail a minimum of one school year.

All members shall have equal rights and responsibilities.

To ensure parent and community member participation, SAC meeting dates will be posted on the Title I school website, school calendar, and disseminated online and via phone call through classroom management apps and ConnectEd phone calls. School Principals will set the yearlong meeting date schedule in September and will notify members and parents via school communication of any cancelled or altered meeting dates.

### **Technical Assistance**

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist the Title 1, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(3)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118[34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parent involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

**Response:** The District Title I Coordinator and the Family and Community Engagement Coordinator for Title I participates in the peer review process for school-level PFEP for all Title I schools. Each Title I school assesses needs in the area of improvement and creates a school-based PFEP. Following the peer review process, the school-based leadership teams at Title I schools meet to create a draft plan that complies with all requirements and incorporates areas identified for growth. School-based leadership teams work with SACs to complete the school-level PFEPs in the early fall and revision of school-level PFEPs will utilize the School Improvement Plan timeline. Additionally, the district Family and Community Engagement Coordinator:

- reviews plan requirements with Principals
- provides sample forms for Principals to use with SAC members
- provides timelines for schools to follow in implementing and documenting parent involvement activities
- provides a timeline and templates for development of school-level PFEPs
- provides Principals with information regarding programs, materials, and resources they may use for parental involvement activities, and
- provides to the extent possible additional assistance as requested by Principals and SAC members.

The District monitors implementation of parent and family engagement through meetings, formal documentation of engagement activities, and site visits with the on-site Title I Contact. They are responsible for planning and collecting documentation of activities as well as working with the

ELL Parent Educators. Monitoring family engagement folders are part of the on-site visits. The job description for the Title I Contacts includes this responsibility. ELL Parent Educators are available at all of the 5 Title I schools.

### Coordination and Integration

Describe how the LEA will coordinate and integrate parent involvement strategies from Part A of Title I with other federal programs (including by not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngers (HIPPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D, Title III, and Title IV, Part A) [Sections 1118(a)(2)(D) and 1118(e)(4)].

Count	Program	Coordination
1	Head Start and Voluntary Pre-Kindergarten	Each school, including Title I schools, will inform and encourage parents, including Title I parents, to participate in early childhood literacy and/or parenting training as available through other programs like the Head Start Parent Involvement Component and including, but not limited to, the Wesley House Neighborhood Centers. Transition from Pre-K to Kindergarten programs are coordinated with Head Start and VPK programs.
2	Title III	The ELL Parent Educator for ELL students and parents will work with the Title I Contacts to implement family engagement training for staff.
3	Title III	ELL Parent Educator holds ELL Meetings and assists parents with school interactions.
4	Title III	ELL Parent Resource Centers have been established on all schools.
5	Title II	Professional Development to teachers and staff to support family engagement.

Collaboration and coordination of family engagement between federal programs creates greater opportunities for direct positive impact. Working with Head Start and VPK program office to encourage family participation within school settings and support early literacy intervention. ELL parent nights build capacity for family engagement. ELL Parent Educators work closely with Title I Contacts and school staff to provide language interpretation, communicate school family activities, and facilitate cultural understandings of ELL families. ELL Parent Educators support Parent Resource Centers providing families with school and at home resources. Title I schools receive family engagement professional development focused on building capacity and school-family partnerships.

### Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

**Response:** Toward the end of the school year in preparation for the subsequent school year, school staff present the current PFEP, parent compact, and proposed uses of family engagement funds at SAC meetings at Title I schools. Parents review the plan and provide verbal or written suggestions and feedback. A portion of the conversation focuses on the successes and challenges of elements of the plan implemented during the current school year and solicits suggestions for improvements. Additionally, the current plan will be shared publically on the public website with

parent feedback forms in English, Spanish, and Haitian Creole for input. This will be shared at a Title I meeting at each school at the start of the school year and hardcopies of the feedback form will be made available.

Other topics explored include:

- barriers to greater participation by families in family engagement activities, with particular attention to parents who are economically disadvantaged, disabled, English Language Learners (ELL), limited literacy, homeless or are of any racial or ethnical minority background,
- evaluation feedback to design strategies and school PFEPs.

### Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' 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 1118(a)(2)(C), 1118(e)(1-14)].

X Not Applicable at this time

### Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, 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 1118(e)(3)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Shared T: drive	Title I Coordinator	Increased grades, test scores, parent communication	2019-20 school year	Increased meaningful communication between parents and school
2	Staff Training on Family Culture	Title I School Contact and ELL Parent Educators	Increased grades, test scores, parent communication	2019-20 school year	Increased communication with parents and increased understanding by teachers and staff
3	Staff Training on Family Engagement	Title I School Contact and the Family and Community Engagement Coordinator	Increased grades, test scores, parent communication	2019-20 school year	Increased communication with families and increased family engagement
4	Interpreting and Translation	ELL Parent Educators	Increased parent communication	2019-20 school year	Increased engagement of parents & families

	Staff and Parent Training				
5	PLCs	Curriculum Team/Principal	Improved strategies for teaching and learning	2019-20 school year	Survey, observations, learning walks

Staff training for supporting school-family partnerships increases student achievement. Title I Coordinator sets precedent through creating and organizing communication hierarchy. Title I Shared Drive provides clear and consistent District and school communication and documentation.

The shared drive houses many important documents for family engagement including but not limited to:

- SAC agendas, minutes, and sign in
- ELL Parent Educators weekly communication logs
- School-Level Parent and Family Engagement Plans
- Sign in sheets and announcements for Family Engagement Activities

Additionally, the shared drive includes access to staff training documents. Staff trainings focus on cultural heritages of our diverse student population and on cultivating partnerships with families. Staff having greater appreciation and understanding of the family structure and cultural diversity of families served breaks down barriers creating welcoming environments and building relationships. The focus of trainings centers on better, targeted communication and school-at home partnerships. Trainings are created and facilitated by ELL Parent Educators, Title I Contacts, and Family Engagement Coordinator.

Professional Learning Communities (PLC) dig into data determining targeted instruction, remediation and extended school day support. Principals and Curriculum Teams lead school staff analyzing student performance data. School staff include families in data discussions by disseminating current data, soliciting feedback in family engagement funds for improved instructional practices, and participating in family curriculum nights.

### **Communication and Accessibility**

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in the a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** Parents/guardians, regardless of native language or disability, may become involved in school activities in a variety of ways, including, but not limited to:

- School Advisory Council (SAC) meetings
- School Improvement Plan meetings
- School Climate Surveys
- Family Engagement Surveys
- Parents Nights
- Parent Meetings/Conferences/Surveys/Compacts

- School’s Parent Resource Center—to access educational take-home materials.

Activities are hosted at the school sites, which take into account accessibility as defined by ADA guidelines. Information is distributed in home language whenever feasible. Changing demographics at Title I schools are taken into account, and materials may be translated into additional languages as the need arises. Title I schools with significant limited English populations host family engagement opportunities designed specifically for them with translators available. Translation procedures are in place for Title I schools with significant limited English populations, primarily Spanish and Haitian Creole. Samples of original and translated materials are retained at the school site for documentation purposes. ELL Parent Educators contact parents to increase family engagement at school events and conferences.

**Discretionary Activities**

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

X Not Applicable

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

1. Parent & Family Engagement Newsletter (Attachment A)
2. SAC Agendas (Attachment B)
3. Parent & Family Engagement Survey Data (Attachment C)

**Evaluation of the previous year’s Parental Involvement Plan**

**Building Capacity**

Provide a summary of activities offered to help build the capacity of parents to improve their children academic achievement [Section 1118(e)(1-2)].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	SAC Meetings/Title I Meetings	24	342	Increase academic performance
2	Workshops/ELL Parents Meetings	2	166	Increase academic performance
3	STEM Fair	5	262	Increase academic performance
4	Curriculum Events/PAKER/AVID Nights	15	511	Increase academic performance
5	Title I Open House	5	1,246	Increase academic performance



The past year family engagement centered on encouraging adult family members into the school buildings through Parent Resource Centers and promoting parental involvement through various events, workshops, and meetings. Each type of activity provided adult family members at home strategies to support their child’s learning. Simultaneously, some activities solicited parent input into school-based decisions building capacity. Family members learned about school and District academic goals and student initiatives. Events focused on community and school support for the family (ie. ELL Workshops and Title I Open House) were among better attended. These events included educating families on community needs and resources, deepening school-family connections, and at home learning strategies. Curriculum nights are important and need greater at-home learning foci.

**Staff Training Summary**

Provide a summary of the professional development activities provided by the LEA 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 1118(e)(3)].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Reflecting on Our Own Experiences and Culture	5	145	Increase academic performance
2	Making Our Cultural Lens Transparent	5	144	Increase academic performance
3	Knowing Ourselves, Our Students, and Their Families	5	152	Increase academic performance

Parent Educators and Title I Contacts at schools presented three installments of cultural awareness staff trainings focused on greater cultural understanding of our ELL students. Trainings included exposure to the numerous languages and cultural heritages represented by our students, including how one’s own culture affects interactions with other cultures. While more work on cultural understanding is needed, interweaving family partnerships, strengthening school-family relationships, and understanding how poverty affects these connections are essential in new staff trainings.

**Private School Summary**

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

Count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	PTO/Title I Parent Meeting	0*	Basilica School	Increase academic performance

\*Basilica School held the Title I Parent Meeting September 26, 2018 at 5:15pm, however no parents attended. The event was included in their school calendar sent home to parents and advertised/posted on their website. After, Basilica staff spoke individually with each of the 9 families eligible for Title I services to promote/encourage involvement and discuss any questions/concerns.

**Barriers**

Describe the barriers that hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and

design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) (Section 1118(a)(2)(E)].

Count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation	Encourage school sites to allocate funding for transportation out of Family Engagement funds
2	Child care	Encourage school sites to use PI funding or in-kind services to provide child care for school activities
3	Planning for ELL and SWD	PD for teachers
4	Time for PD	Vary times and PD format
5	Large number of ELLs	Family Culture staff training, data dives

Barriers obstruct family engagement. These barriers include transportation and childcare concerns for adult family members. Schools are encouraged to utilize part of the family engagement funding to provide transportation services to family engagement activities at school sites. Further use of allocations or securing in-kind services for childcare while families participate in engagement activities. Barriers also include limited school staff understanding of family engagement. Creating targeted professional development (PD) plan on focused on family engagement, including varied PD times and formats, affords school staff opportunities to learn to build capacity for family engagement. Part of the PD will include focus on ELL family culture and heritage providing staff understanding of communication and cultural norms.

**Best Practices (Optional)**

Describe the parental involvement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)