

**2022-23**

**Title I, Part A *School*  
Parent and Family  
Engagement Plan**



**School Name: Seacoast Charter Academy School #: 137**

Principal Name: Marla Stremmel

School Website: [www.seacoastcharteracademy.org](http://www.seacoastcharteracademy.org)



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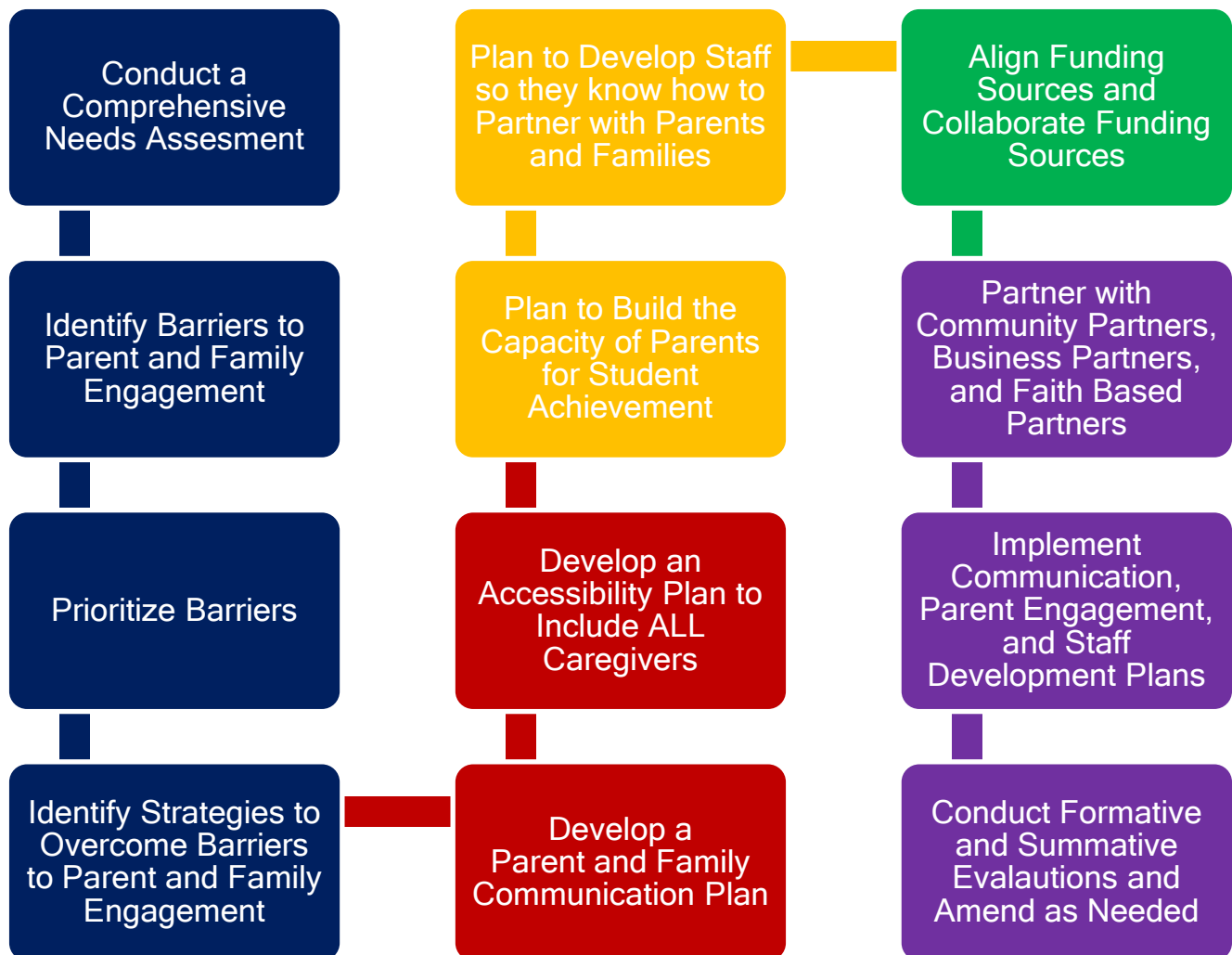
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# OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



*"Treat children like they make a difference and they will."*



# ASSURANCES

I, Marla Stremmel, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;   |
| <input checked="" type="checkbox"/> | Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];  |
| <input checked="" type="checkbox"/> | Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];  |
| <input checked="" type="checkbox"/> | Engage parents and family, 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 school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]; |
| <input checked="" type="checkbox"/> | Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];   |
| <input checked="" type="checkbox"/> | If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];  |
| <input checked="" type="checkbox"/> | Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];   |
| <input checked="" type="checkbox"/> | Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and  |
| <input checked="" type="checkbox"/> | Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].   |

\*click to select each assurance, this page will require an original signature and submission to the District.

Signature of Principal/School Administrator

Date Signed

# NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

### Fiscal Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

| Total Parent and Family Allocation from the Previous Year   | Total Funds Expended | Total Funds Remaining |
|---|----------------------|-----------------------|
| \$ 3,014.00   | \$ 2243.30           | \$770.70              |
| If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year                    |                      |                       |
| We did not spend as much as anticipated for reading and math night and the social media night presenter cancelled. Will meet with the parents to see which events they would like to see continue or add. |                      |                       |

### Programmatic Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

| Summative Overview of the Parent Resource Room   |   |  |
|--|---|--|
| Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet) | Total Resources Checked Out from the Parent Resource Room   | What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)  |
| 5 visitors   | 2 resources   | We will continue to add to the resource room. During meet and greet and orientation, take parents on tour to the room and have teachers continue to place information in their newsletter about the resources offered.             |
| Summary of Parent Engagement Events from the Previous Year                                       |   |  |
| Name of Activity   | Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance) | Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)                                       |
| Annual Meeting (Beginning of Year)   | 7   | The parents that participated had good questions and gave good feedback. This is our first year as Title 1 so I do not think everyone understood the meeting. We did provide this meeting in our parents resource page for access. |
| Developmental Meeting (End of Year)  | 15  | We did 2 zoom meetings. One in the morning and one at lunch. Parents and staff provided good   |

|  |   |  |
|--|---|--|
|  |   | feedback and recommendations during the session and on the surveys. They gave good ideas for future events and how we can further improve the current events we hosted.  |
| Reading Night  | 60  | Great participation among the grade levels. Parents were able to take home activities and ideas to help their students. Parents continued throughout the year working with the teachers.   |
| Math Night   | 39  | Great participation among the grade levels. Parents were able to take home ideas to work with their students. 3 <sup>rd</sup> - 5 <sup>th</sup> grade parents also learned additional information about the FSA. Parents asked great questions and stated on evals that event was very successful.                       |
| Science Night  | 221 parents<br>(with students<br>and staff<br>around 400) | Wonderful participation. Parents said this was a great event with wonderful activities for the whole family and made learning fun. Evaluations were all very satisfactory  |
| Middle School Transition-What comes next after Seacoast? | 10  | This was face to face as well as parents making appointments with the principal to discuss school options if they attended or were unable to attend. Parents were able to take information home about school choice options as well as have individualized attention. Evaluations said the meeting was very informative. |
|  |   |  |
|  |   |  |
|  |   |  |
|  |   |  |
|  |   |  |

*Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.*

|   |
|---|
| <b>Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.</b>  |
| <p>Parents really enjoyed all the events and appreciated child care and interpreters at events. They would still like to vary the meeting times but appreciate having access to the materials if they cannot attend. In addition, parents asked about social media safety events in the future.</p> |



## Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Times of events
2. Covid restrictions at the beginning of the year
3. Child Care
4. English no the 1<sup>st</sup> language
5. Barrier 5

- (1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)  
 (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

|    | Barrier         | Steps or strategies that will be implemented to eliminate or reduce the barrier   |
|----|-----------------|---|
| 1) | Times of Events | Have multiple meetings that cover the same topic at different times, continue to provide access to materials, record the meetings, provide zoom access. |
| 2) | Child Care      | Child care will be provided for certain meetings and workshops where it is parent only.   |
| 3) | Language        | Provide translators to assist these families.   |

## Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

To have parents be an active participant in the child's education and partner with the school to meet their family needs.

We want to provide opportunities for parents to know how to specifically work with their child in their core subjects to help increase their achievement at school and at home.

# COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

## Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

- We will have move activity times and options such as Zoom to provide parents multiple opportunities to attend activities.
- To make sure we able to meet the needs of any parents with disabilities we will have activities in easily accessible areas.
- Based on need we will provide a Spanish translator at our events to translate information for our parents and guardians.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

- Class Newsletters - Information will be sent on hard copies to parents regarding family programs and events.
- Website - all important dates and information
- Renweb - Our school management system will be updated with all information so when parents login they we will see all dates and information
- Remind - Teachers use this resource to communication pertinent information.
- Class Dogo - Teachers use this resource to communication pertinent information.
- Marque - This is located in the front of the school includes events with dates and times to inform parents.
- Facebook - The Administrator posts information on this page
- The programs listed above can translate information in parents/guardians language

What are the different languages spoken by students, parents and families at your school?

English, Spanish, French Creole



## COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

(1) Seacoast uses a variety of ways to communicate with our families in regard to programs and events throughout the year. Parents receive “hard” copies of newsletters with important dates, our school website and Facebook page, class dojo and through our school student system Renweb. Most events are shared with a one month notice and information is sent in the weeks leading up using the methods as described above.

(2) Communication for parents will be translated in their language at request. For events we do have multiple staff members available to translate.

(3) Communication for the meetings and activities will be as follows: paper flyers/newsletters, school marque, class dojo, Renweb, Facebook and school website.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

(1) Curriculum will be explained by administration and teachers at Orientation, Open House and Annual Title I Meeting and ongoing explanation will be provided by classroom teachers throughout the year.

(2) Assessments will be explained by administration and teachers at Orientation, Open House and Annual Title I Meeting ongoing explanation will be provided by classroom teachers throughout the year. Additionally, teachers will communicate how parents can use the information from progress reports and rubrics sent home to support their child's learning progress.

(3) Achievement levels will be explained by administration and teachers at Open House, parent conferences, and the schools FSA night. Additional detail and explanation regarding reading levels, MAP scores, and USA Test Prep will be given by classroom teachers.

(4) Communication for parents who speak the different languages above will be translated. For our Spanish speaking families we do have staff who can translate.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

(1) Parent and family activity times, PTA meetings/events, and Title 1 Development Meeting

Communication for the meetings and activities will be as follows: paper flyers/newsletters, school marque, class dojo, Renweb, Facebook and school website.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

Parent and family comments and concerns will be submitted to the following for review:

- Parent Liaison
- School Administration
- Title I Office

Parent concerns that are shared directly to the school, via Parent Liaison or Administration, will be communicated to the district Title I office. The manner of communication will be dependent on the communication method of the parent/family. If shared in a feedback form, we will share with a scanned image. However, if the concern is voiced orally or via email, we will forward that communication to our Title I specialist.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

1) Parent copies will be made available at the Annual Title 1 Meeting and upon request. Additionally, a copy will be at the school office and parent resource room. The school will also place in PDF format on the school website and send via email.

(2) The school will have the document translated in the language needed.

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



## INVOLVEMENT OF PARENTS and FAMILIES

**Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].**

Seacoast will offer a variety of family involvement activities and workshops to provide parents the opportunity to be active participants in their child's school academic process. All parents were invited to participate in the Parent and Family Engagement Plan and emailed parent feedback forms in addition to the meeting to provide feedback even if they could not attend. In addition, during parent meetings and activities families will always be given the feedback form to provide suggestions for current and future events and activities.

**How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]**

- Transportation - not available at this time
- Childcare - will be provided for parent only events
- Home Visits - as needed but no funding required
- Additional Services to remove barriers to encourage event attendance - We do not have any currently, but will address as needed.

## FLEXIBLE FAMILY MEETINGS

|   |
|---|
| <p><b>How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]</b></p> <p>The Parent and Family Development meeting was held via zoom and in addition feedback forms, and the meeting were sent to every family to give feedback. Also, at all parent events feedback was asked and evaluation forms were given at each event to get additional feedback.</p>   |
| <p><b>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</b></p> <p>We have minutes that were taken during all meetings and all feedback forms. All information is maintained in the front office as well as via digital.</p>   |
| <p><b>How flexible meetings will be offered to accommodate parents? Check all that apply.</b></p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM &amp; PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM &amp; PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other <u>Virtual Meetings / Recordings</u></p> |

## REQUIRED ANNUAL MEETING

|  |
|--|
| <p><b>Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]</b></p> <ol style="list-style-type: none"> <li>1. <u>Step 1: Email and Post invites to parents</u></li> <li>2. <u>Step 2: Advertise meeting via: class newsletters, dojo, renweb and school marque</u></li> <li>3. <u>Step 3: Develop a Meeting Agenda</u></li> <li>4. <u>Step 4: Develop a presentation and handouts</u></li> <li>5. <u>Step 5: Develop a feedback form</u></li> </ol> |
|--|

**Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.**

We will discuss the following:

- Purpose of the meeting
- How we qualify for Title I
- School wide programs that are funded by Title I funds
- The family and parent engagement plans
- School compact
- Parents right to know and why parent engagement is important
- How the school and parent work together to benefit the child
- Assessment information
- The allocation for Title I funds and how they will be used this year.
- Goals for this school year and how Title I will support those goals. Included in this information will be academic goals and how we will continue to improve student achievement and how Title 1 will support these goals.
- Share upcoming parent trainings and events.

**Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.**

- (1) A powerpoint will be used to outline this information by grade level and subgroups.
- (2) This is discussed at Orientation, Open House and parent meetings.
- (3) A powerpoint will be used to discuss all this information.

**How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?**

We will send all information in regard to meetings at least 2 weeks in advance via: parent newsletter, handouts, and marquee.

## REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

**Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.**

Step 1: Send out information to parents in regards to the upcoming Parent and Family Development Meeting.

Step 2: Advertise the meeting via newsletter, dojo, renweb, marquee, Facebook

Step 3: Develop the Agenda

Step 4: Develop the presentation and handouts

Step 5: Develop the feedback form

Step 6: Implement the meeting



# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

**Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?**

Seacoast Charter promotes and has many parent events and family nights throughout the year. These events are promoted through the class newsletter, dojo, renweb, Facebook and school marque. In addition, we are adding newsletters from the Parent Institute that will be available in Spanish and English, paper and electronically. These will be given monthly as well have available topics that parents can collect in the parent resource room.

**How will the school implement activities that will build relationship with the community to improve student achievement?**

Our school has worked with Baptist Health that provides school supplies for students. In addition, we have had workshops with the Social Family on internet safety and how parents can help their children stay safe on all mobile devices.

**(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.**

(1) The resource room will be set up for parents and families to have easy access to resources that can help enhance their students educational and social experience. There will be Grab & Go Math and Reading packs for all grade levels that will be purchased to provide parents with additional resources.

(2) This will be discussed at orientation, open house and Title 1 parent events as well as school events. A information flyer will be sent home at the start of the year outlining resources available and upcoming events.

(3) We have a district liaison who has worked with the Administrator and the Administrator will conduct a training at the beginning of the year with teachers and staff.

**If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?**

Guidance: We work the districts full service centers to refer parents and families who need additional support for their child academically or socially. This is used for: Behavioral Counseling, Individual/Family Counseling, Parenting Help, and Medical/Health Services.

Seacoast has a Guidance Counselor on site.

Volunteering: We promote parent volunteers for all school events as well as working in the classroom or even from home.

Materials & Resources: Materials and technology resources are purchased to continue to support the students in the core areas. Through the parent nights and family events parents will be instructed on the best way to utilize these services. For example: Science Night is our biggest event of the year. We have over 300 participants. Parents will go to various stations with the children and make and take science materials home. This is a wonderful evening with our staff and our families and making those important connections from school to home. Also, our internet safety night (cyberwise). This parents invaluable information on how to monitor and speak with their children about mobile devices, social media and internet safety. We have also purchased a family engagement essential pack and monthly newsletters from the parent institute. These will come in paper form and electronically ins Spanish and English. Topics include: attendance, bullying, discipline parenting tips, how to help with reading and math, reinforce academic skills, respect and responsibility, student behavior and testing.

## **PARENT AND FAMILY ENGAGEMENT EVENTS**

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

| Name of Activity                                    | Person Responsible                         | What will parents learn that will have a measurable, Anticipated impact on student achievement  | Month Activity will take Place     | Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?   |
|---|--|---|------------------------------------|---|
| <i>Example: FASFA and Scholarship Writing Night</i> | <i>Principal Brad Pitt</i>                 | <i>Parents will learn:</i><br><ol style="list-style-type: none"> <li><i>1. How to complete the parent portions of FASFA</i></li> <li><i>2. How to research college websites for what their child need for admission</i></li> <li><i>3. How to use OneDrive and Focus to keep up on graduation indicators</i></li> <li><i>4. About the most popular scholarship websites and tips for receiving funding</i></li> </ol> | <i>October 2022, February 2023</i> | <i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i> |
| Title I Annual Meeting (required)                   | Administrator, Marla Stremmel              | Parents will learn about the Title 1 program and the benefits for the school and how the parents can be actively involved in the process.   | September 2022                     | Flyer, Sign-In Sheet, Agenda, and Parent Feedback form  |
| Title I Developmental Meeting (required)            | Administrator, Marla Stremmel              | Parents will be able to discuss the current plan, barriers and suggestions for the upcoming school year.  | April 2023                         | Flyer, Sign-In Sheet, Agenda, and Parent Survey   |
| Reading Night                                       | Curriculum Coordinator, Classroom Teachers | Parents will learn about the new standards of reading and how it is being implemented in the classrooms. In addition, parents will be given take aways on how to continue the success of their child.   | October 2022                       | Flyer, Sign-In Sheet, Agenda, and Parent Survey, improved student success   |

[illegible]

*Schools may add or remove rows as needed.*

# PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

**As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)**

This discussion for the parent compact began at the Parent & Family Development Meeting. A sample compact was sent to all parents and a feedback form. We will continue to discuss and create this compact at our Parent meetings and Title 1 events.

**How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?**

Teachers will keep conference sign-ins and logs to record the number of their students who have completed a compact so we can actively reach out to parents and students who still need to discuss the compact.



# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

**As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.**

Seacoast Charter academy will follow state and district guidelines and will send letters home with students with a list of out-of-field, inexperienced, or ineffective teachers, or students have been taught for four or more weeks by a teacher not properly licensed or endorsed. This will also be uploaded into compliance and will be with the Title 1 documentation of the school.

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

| Name of Activity  | Person Responsible  | Correlation to Student Achievement   | Month Activity will take Place | Evidence of Effectiveness   |
|---|---|--|--------------------------------|---|
| <i>Poverty Simulation with the Title I team</i>                               | <i>Mr. Black</i>  | <i>Improved ability for staff to work with parents and families</i>  | <i>Dec 2022</i>                | <i>Sign-in sheets, evaluation sheets, follow up with teachers</i> |
| Staff Meetings  | Administration, teachers, and support staff                                     | During these monthly meetings Administrator/ Title 1 liaison will educate teachers on parent and family programs and resources and how to share these with their parents.  | Aug 22 - May 23                | Sign-n-Sheets, minutes of meeting and follow up with teachers.    |
| Using Data to Drive Instruction & How to Communicate Effectively with Parents | Curriculum Coordinator, Katie Commissaris Assistant Principal, Heather O'Reilly | During these meetings data will be given and explained to teachers to address and improve interventions to increase student achievement. Also, how to explain the data to the parents and how it can be meaningful to them. How to have a successful | Oct. 22 - May 23               | Evaluation sheets and teacher discussions                         |

|  |  |  |             |  |
|--|--|--|-------------|--|
|  |  | parent conference.   |             |  |
| Homeless resources available to parents  | Arlene Perales, Social worker<br>Brenda Haga, Guidance Counselor         | Ability for staff to work with students and families         | Oct. 23     | Sign-n-Sheets, minutes of meeting and follow up with teachers. |
| Classroom Management   | Marla Stremmel, Administrator<br>, Heather O'Reilly, AP, Mentor Teachers | Improved ability for staff to work with parents and families | August 2022 | Sign-n-Sheets, minutes of meeting and follow up with teachers. |
| Differentiated Instruction   | FDLRS  | Improved ability for staff to work with parents and families | Oct. 2022   | Sign-n-Sheets, minutes of meeting and follow up with teachers. |
| Small Group Instruction  | Mentor Teachers  | Improved ability for staff to work with parents and families | Oct. 2022   | Sign-n-Sheets, minutes of meeting and follow up with teachers. |
| Reading Centers & Instruction & How to communicate with parents on ways to help at home. | Lead Teachers  | Improved ability for staff to work with parents and families | August 2022 | Sign-n-Sheets, minutes of meeting and follow up with teachers. |
| Math Centers & Instruction & How to communicate with parents on ways to help at home.    | Lead Teachers  | Improved ability for staff to work with parents and families | August 2022 | Sign-n-Sheets, minutes of meeting and follow up with teachers. |
|  |  |  |             |  |

# COLLABORATION OF FUNDS

| Choose all that apply               | Grant Project, Funding Source, or Program  | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.<br>[ESEA Section (a)(2)(C)]   |
|-------------------------------------|--|--|
| <input checked="" type="checkbox"/> | <b>IDEA</b> - The Individuals with Disabilities Education Improvement Act  | Guidance Counselor and ESE teachers will schedule one-on-one meetings with parents of students with disabilities, At this meeting they will explain the ESE program, services, accommodations and requirements. Any additional meetings can be coordinated through the ESE process. In addition, progress reports are sent to keep parents informed of their child's progress. |
| <input checked="" type="checkbox"/> | <b>VPK</b> - Voluntary Pre-Kindergarten  | This is to assist parents with having their students school ready for kindergarten in the following year.  |
| <input checked="" type="checkbox"/> | <b>Title I, Part D</b> - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.                         | Through parent and family events and workshops of students who are risk will have strategies and support to help their students be successful.<br><br>During the Annual Title 1 meeting parents will learn of all the programs and support for their students.   |
| <input checked="" type="checkbox"/> | <b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | We have a full time social worker and guidance counselor that will work with families to provide support where needed.   |
| <input type="checkbox"/>            | <b>SAI</b> - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.                                       |  |
| <input checked="" type="checkbox"/> | <b>Title II, Part A</b> - Supporting Effective Instruction through professional development for administrators and teachers.                           | Funds will be used to give teachers the training and instruction they need to be effective in the classroom to increase student achievement.   |
| <input checked="" type="checkbox"/> | <b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency   | The school provides via staff and school communication. The school will also communicate with THE Duval County ESOL Department if additional support is needed.  |
| <input checked="" type="checkbox"/> | <b>Title IV, Part A</b> - Providing Supplemental Support and Academic Enrichment for students.   | Funds will be used to enhance student achievement through enrichment activities.   |

*Schools may add lines as needed.*