

AGENDA

REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

November 17, 2020

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

ITEMS FOR CONSENT

5. REVIEW OF MINUTES

- a. October 27, 2020, 4:30 p.m. – School Board Workshop
- b. October 27, 2020, 6:00 p.m. – Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) – **SEE PAGE #3**

- a. Personnel 2020 -2021

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Approval of Elementary and Secondary Education Relief Fund Consultant for Extended Learning Facilitation – **SEE PAGE #5**

Fund Source: Federal
Amount: \$30,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of Consultant Services for Restart Project – **SEE PAGE #12**

Fund Source: Federal
Amount: \$50,000.00

ACTION REQUESTED: The Superintendent recommends approval.

8. EDUCATIONAL ISSUES

- a. Approval of 2020 – 2021 School Advisory Council (SAC) Membership Rosters – **SEE PAGE #45**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Title I Parent and Family Engagement Plans (PFEPs) – **SEE PAGE #59**

Fund Source: N/A
Amount: \$0.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. University of Florida / Florida Department of Education Flamingo Literacy Matrix – **SEE PAGE #161**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. 2019 – 2020 Annual Equity Update – **SEE PAGE #217**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- e. Florida Safe School Assessment Tool (FSSAT) – **SEE PAGE #250**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

9. FACILITIES UPDATE
10. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
11. SCHOOL BOARD REQUESTS AND CONCERNS
12. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY



35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

Elijah Key
Superintendent
keye@gcpsmail.com

“Putting Children First”

November 17, 2020

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2020-2021

The following reflects the total number of full-time employees in this school district for the 2020-2021 school term, as of November 17, 2020.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees November 2020</u>
Classroom Teachers and Other Certified	120 & 130	360.00
Administrators	110	56.00
Non-Instructional	150, 160, & 170	<u>375.00</u>
		791.00

Sincerely,

Elijah Key
Superintendent of Schools

Cathy S. Johnson
DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Steve Scott
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Leroy McMillan.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

Karema D. Dudley
DISTRICT NO. 5
Quincy, FL 32351

“The Gadsden County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information.”

AGENDA ITEM 6A INSTRUCTIONAL AND NON INSTRUCTIONAL 2020/2021

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Knight, Tichina	GCHS	Teacher	10/26/2020

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Street, Jalen	GEMS	PreK Paraprofessional	10/03/2020

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

LEAVE

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Knight, Shirley	GBES/Teacher	09/03/2020	06/22/2021
Mitchell, Lakisha	SSES/Teacher	10/05/2020	01/04/2021
Williams, Vilie	SSES/SFS Worker	10/15/2020	11/30/2020
Winbush, Latoya	GCHS/Custodial Assistant	09/07/2020	05/27/2021

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Andreo-Garcia, Brenda	HMS	Education Paraprofessional	10/27/2020
Dudley, Karema	SSES	Teacher	11/13/2020
Hammond, Rufus	WGMS	SFS Worker	10/20/2020
Key, Elijah	GCHS	Assistant Principal	11/16/2020
Snow, Chere	Transportation	Bus Driver	10/26/2020

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Hudgins, Rosa	JASMS	Teacher	12/18/2020

Out of Field

<u>Name</u>	<u>Location</u>	<u>Area Out of Field</u>	<u>No. of Periods</u>
Culler, Brianna	GCHS	Reading	All Periods
Easley, Ny'Tasha	GCHS	Math	All Periods
Knight, Tichina	GCHS	English	All Periods
McCray, Stephanie	GCHS	Reading	All Periods

SUMMARY SHEET
RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: November 17, 2020

TITLE OF AGENDA ITEM: Approval of Elementary and Secondary Education Relief Fund Consultant for Extended Learning Facilitation.

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Department of Education (DOE) legislatively identified CARES Act funding as a result of the COVID-19 pandemic to support Florida School Districts to respond to the impacts on students from school closure and to ensure the safe return of all students to brick and mortar settings. One of the key goals of DOE was that all efforts must be made to assist students who are suffering from lost instruction. DOE approved a position in the ESSER project for the district to support facilitation of planning and implementation of extended school year and summer learning reporting and programs. This contract meets the approved needs of the ESSER program. School Board Policy 7.70* includes established exceptions to competitive bidding requirements. *Exception 'E'* allows for purchase by the Board of *professional services* which shall include, without limitation...academic program reviews. *Exception 'F'* allows purchases by the Board for educational services. The purchasing policy explicitly spells out that it 'shall generally apply to the District's purchase of products and services, *except it shall not apply to... 'D'* – acquisition of *professional consultant services*, including but not limited to services of ...business or operational consultants.' We recommend approval of the contract.

FUND SOURCE: FEDERAL

AMOUNT: \$30,000.00

PREPARED BY: Rose Raynak

POSITION: Area Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

School Board of Gadsden County, Florida
CARES ACT
ELEMENTARY AND SECONDARY EMERGENCY RELIEF FUND (ESSER)
CONTRACTUAL AGREEMENT
Fiscal Years: 2020-2021

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the “DISTRICT”, organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Mr. Thomas Kauffman** a for-profit consultant organized and existing with its principal place of operations at Gainesville, FL 32641, herein referred to as “CONSULTANT”. The contractual AGREEMENT will establish uniform administrative requirements for the CONSULTANT and Gadsden County Public Schools.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONSULTANT

The DISTRICT agrees to engage the CONSULTANT and the CONSULTANT agrees to perform the functions as outlined in the Scope of Services below. The CONSULTANT understands and agrees that all services are to be secured and implemented solely by the CONSULTANT and no subcontractor will be assigned as a CONSULTANT without the prior written consent of the DISTRICT.

The DISTRICT and CONSULTANT understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education (FLDOE) for the CARES Act ESSER.

ARTICLE 2. SCOPE OF SERVICES

The CONSULTANT has agreed to provide the DISTRICT with professional consulting and program implementation services. The CONSULTANT shall provide these services to facilitate planning and implementation of extended school year and summer learning services to catch up on lost instructional time due to the COVID-19 pandemic school closings and partial return to brick and mortar schools – Item 11 Activity 1 in DISTRICT’s FLDOE approved ESSER application. Services encompass doing planning, implementation, and/or facilitation during the project year of ESSER for DISTRICT. The CONSULTANT shall provide the scope of services outlined in the deliverables below.

Deliverables provided by the CONSULTANT include:

1. Develop additional extended learning strategies for instructional implementation including but not limited to:
 - a. Short and long term goals
 - b. Analysis of content, curriculum, remediation, and standards to be implemented
 - c. Analysis of teacher-student ratio to determine program needs
 - d. Review of delivery options, including remote learning
 - i. Access and delivery strategies
 - ii. Learning management system strategies
 - iii. Identifying multiple resources and accommodations for all subgroups
 - e. Collaboration strategies
 - f. Plans for regular monitoring and revisions, as necessary

2. Conduct professional development (virtually) for teachers and other instructional staff as necessary to implement the program;
3. Onsite and remote access to secure Skyward Student Information System - SIS and cloud-sharing space (as necessary) to support streamlined program data collection (baseline, objectives, etc.) and project reporting;
4. Analysis of baseline instruments to measure fidelity of implementation;
5. Analysis of project outcomes for reporting
6. Completion of all financial reporting for extended learning program, in consultation with DISTRICT Finance office and Project Director;
7. Provide a written report to the DISTRICT prior to FLDOE submission deadline, or by the date agreed upon between the DISTRICT and CONSULTANT, to include analysis of program operation and recommendations for improvement;
 - a. Preparation of monthly deliverables as related to program implementation
8. Ongoing weekly communication and site visits, as necessary;
9. Other activities as required by FLDOE and DISTRICT within the scope of services for the project.

The DISTRICT will provide:

1. Access to DISTRICT Skyward SIS and any related databases and instructional Information that may impact the implementation of the program and its services;
2. All compiled teacher, student, and program data necessary for the implementation of the program.
 - a. In collaboration with the Office of Federal Programs, assessment staff, technology staff, and the school principals.

The CONSULTANT agrees that all data relating to DISTRICT’s business affairs and other information identified as confidential by DISTRICT remain confidential information of the DISTRICT. Any other information identified as confidential by the CONSULTANT, is confidential information of the CONSULTANT. Each party shall use confidential information of the other party which is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party’s prior written consent, other than to each other’s employees on a need-to-know basis.

The CONSULTANT shall use their best efforts to make sure the resulting reports include all the data necessary to make future decisions; and that data for future year implementation supports recommendations in the report. The CONSULTANT agrees to meet with any DISTRICT personnel to ensure that work is responsive to DISTRICT needs.

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on November 1, 2020 and end on September 30, 2021 contingent upon the approval and funding by the Florida Department of Education. The agreement is subject to approval of the Superintendent and School Board.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a Contractor or vendor upon its request either before outlays are made by the Contractor or through the use of predetermined payment schedules.
Award	means financial assistance that provides support or stimulation to accomplish a public purpose.

Term	Definition
Contract	means a procurement contract under an award under the district's sub-recipient award. A contract shall be used when the principal purpose is acquisition of products, reports, property or services for the direct benefit or use of the district to meet their obligations to the state and/or federal government.
Date of Completion	means the date on which all work under an award is completed or the date on the award document, or any supplement or amendment thereto, on which District or Federal sponsorship ends.
Project costs	means all allowable costs, as established in the applicable Federal and State cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
Project period	means the period established in the award document during which the Federal and/or State sponsorship begins and ends.
Recipient	means an organization receiving financial assistance directly from the Federal Government to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations as the federal government may dictate.
Sub-recipient	means the legal entity to which a sub-award is made and which is accountable to the recipient for the use of the funds provided through monitoring and reporting. Vendor is NOT a sub-recipient.
Vendor Award	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient or sub-recipient to an eligible vendor or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "vendor award". Vendor contract is NOT a sub-award.
Termination	means the cancellation of vendor award, in whole or in part, under an agreement at any time prior to the date of completion.
Working Capital	means a procedure whereby funds are advanced to the recipient or sub-recipient to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

This is a fixed fee professional services contract in the amount of no more than \$30,000.00 (thirty thousand dollars). In consideration for the work performed by CONSULTANT, the DISTRICT shall pay the CONSULTANT upon the receipt of a monthly invoice from the CONSULTANT that includes documentation describing the services that were rendered and deliverables met by the CONSULTANT in support of the project for the period that the invoice covers. The invoice will include all relative data relating to each deliverable, any survey information, research analysis, and any other support materials and reports necessary to provide the agreed upon services. The invoices will require a minimum of fourteen (14) days to be processed for payment after they have been approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONSULTANT under this AGREEMENT, DISTRICT shall pay to **Mr. Thomas Kauffman** the total amount of \$30,000.00 (thirty thousand dollars) for services rendered as described under the Scope of Services. Mr. Thomas Kauffman will invoice the district no more than monthly for the course of the project. The invoices shall be prepared and addressed to: Ms. Rose Raynak, Area Director of Federal Programs. Checks will be made payable to Mr. Thomas

Kauffman and mailed to his agency office. The invoices will be sent in after completion of the deliverables listed under the Scope of Services according to the predetermined timeline agreed upon by CONSULTANT and DISTRICT.

(b). The CONSULTANT shall not pledge the DISTRICT'S credit or make the DISTRICT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c). The total cost of the AGREEMENT is no more than \$30,000.00.

ARTICLE 6. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONSULTANT to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

ARTICLE 7. ACCESS AND RETENTION OF RECORDS

The DISTRICT shall have access to all CONSULTANT'S records that are directly pertinent to this AGREEMENT. The CONSULTANT, when applicable, shall retain all required records for five (5) years after the DISTRICT makes the final payment and all other pending matters are closed. The CONSULTANT shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days written notice specifying the effective termination date. The DISTRICT agrees not to terminate this contract without first apprising CONSULTANT both orally and in writing, regarding the causes of the difficulties leading to termination. Upon termination, the district shall be responsible for payment of all costs incurred by CONSULTANT in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the DISTRICT.

ARTICLE 9. AMENDMENTS

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

ARTICLE 10. PERSONNEL and LEVEL 2 CLEARANCE

Pursuant to Florida Statutes Section 1012.465 Background screening requirement for certain non-instructional school district employees and contractors – non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s. 1012.32 F.S. Contractual personnel shall include any vendor, individual or entity under contract with the school board. CONSULTANT agrees to comply with all requirements of the Jessica Lunsford Act as described in this article. CONSULTANT will work cooperatively with all district employees.

ARTICLE 11. INDEPENDENT CONSULTANT

The CONSULTANT is an independent business agent and not an employee or agent of the DISTRICT. CONSULTANT shall be acting as independent business agent in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal

injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE

During the performance of this contract, CONSULTANT agrees to work in an environment free from all forms of discrimination. The CONSULTANT shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

ARTICLE 13. ADMINISTRATION OF AGREEMENT

- (a) The CONSULTANT'S contract administrator and contact is Mr. Thomas Kauffman and/or his designee.
- (b) The DISTRICT'S contract administrator and contact is Ms. Rose Raynak, Area Director of Federal Programs and/or her designee.
- (c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.
- (d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, prior negotiations, offers, representations or agreements on this subject made by either party, their agents, or employees.

CONFLICT OF INTEREST: As of the date of this AGREEMENT, CONSULTANT is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT. CONSULTANT agrees that they will retain interest-free status as a contractor during the course of this contract so that no conflict of interest arises or can be assumed.

ARTICLE 15. DISPUTES, CONFLICTS, and ENFORCEMENT

It is mutually agreed and understood that this contract shall be governed by the laws of the State of Florida, both as to interpretation and to performance, and that any action at law, suit in equity, or judicial proceeding for the enforcement of this contract, or any provision thereof, shall be instituted and maintained in any court of competent jurisdiction in Gadsden County, Florida. Any action by a party for enforcement of this AGREEMENT shall be maintained in Gadsden County. Pending final determination of any dispute hereunder, CONSULTANT shall proceed diligently with the performance of this contract. This contract shall be construed and interpreted solely in accordance with the laws of the State of Florida without giving effect to the conflicts of laws or provisions thereof. Conflicts of law contained in any part of this contract shall not warrant the entire contract as voided.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Mr. Thomas Kauffman have executed this AGREEMENT.

Mr. Thomas Kauffman

Date

Mr. Elijah Key
Superintendent of Schools

Date

Chair, School Board of Gadsden County

Date

SUMMARY SHEET
RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: November 17, 2020

TITLE OF AGENDA ITEM: Approval of Consultant Services for Restart Project

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Florida Department of Education (FDOE) provided Hurricane Recovery funding to support Florida School Districts to respond to the impacts on students from school closure and to ensure the safe return of all students in acceptably repaired school facilities. As facilities are being restored and repaired, it is necessary to implement processes and procedures to ensure that all the goals of the project are being implemented with fidelity. One of the key goals of FDOE was that all efforts must be made ensure that program implementation was coordinated, aligned with other federal programs, did not supplement FEMA or insurance repayments, and included financial and programmatic review of processes and procedures that allowed for a smooth implementation of the Restart activities. FDOE allows for consultant fees for the district to support facilitation of planning and implementation of the Restart. This contract meets the approved needs of the Restart program. School Board Policy 7.70* includes established exceptions to competitive bidding requirements. *Exception 'E'* allows for purchase by the Board of *professional services* which shall include, without limitation...academic program reviews. *Exception 'F'* allows purchases by the Board for educational services. The purchasing policy explicitly spells out that it 'shall generally apply to the District's purchase of products and services, *except it shall not apply to... 'D'* – acquisition of *professional consultant services*, including but not limited to services of ...business or operational consultants.' We recommend approval of the contract.

FUND SOURCE: FEDERAL

AMOUNT: \$50,000.00

PREPARED BY: Rose Raynak

POSITION: Area Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
HURRICANE MICHAEL RESTART GRANT CONSULTING SERVICES
Fiscal Years: 2020-2021

This renewal contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and PSTB Consulting, LLC ,Dr. James W. Brown, Jr., Owner a consultant with his principal place of operations at 3001 Byington Circle, Tallahassee, Florida 32303, herein referred to as "CONTRACTOR". The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and Gadsden County Public Schools.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in the Scope of Services below. The CONTRACTOR understands and agrees that all services are to be secured and implemented solely by the CONTRACTOR and no subcontractor will be assigned as a CONTRACTOR without the prior written consent of the RECIPIENT.

The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Hurricane Michael Relief Restart Services.

ARTICLE 2. SCOPE OF SERVICES

In consultation with district leadership, the CONTRACTOR has agreed to provide program review and administration to assist in the implementation and oversight of Restart activities for the 2020-2021 school year, including but not limited to developing written procedures for restart operations, coordination of all activities, and consultant recommendations for alignment of staff development to support successful reopening practices. The CONTRACTOR will provide evaluations of coordinated federal programs and data analysis with recommendations to the Board for academic barriers, strategic plans, and action steps will should be facilitated by the district teams during the implementation. The CONTRACTOR shall use best efforts to make the services as productive as possible for the school leaders, district staff, and the RECIPIENT. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district and school needs. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district and school needs.

ARTICLE 3. DURATION OF AGREEMENT

(a). This AGREEMENT shall begin on November 1, 2020 and end on October 30, 2021 contingent upon the approval and funding by the Florida Department of Education.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment

Term	Definition
	mechanism to a Consultant or CONTRACTOR upon its request either before outlays are made by the Consultant or through the use of predetermined payment schedules.
Award	means financial assistance that provides support or stimulation to accomplish a public purpose.
Contract	means a procurement contract under an award or sub-award, and a procurement sub-contract under a RECIPIENT'S or CONTRACTOR'S contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance. .
Date of Completion	means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
Project costs	means all allowable costs, as established in the applicable Federal cost principles, incurred by a RECIPIENT and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
Project period	means the period established in the award document during which Federal sponsorship begins and ends. Renewal subject to funding, deliverables, and approval.
RECIPIENT	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
CONTRACTOR	means the legal entity to which a sub-award is made and which is accountable to the RECIPIENT for the use of the funds provided.
Sub-award	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR or by a CONTRACTOR to a lower tier CONTRACTOR. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award". CONTRACTOR is not a sub-recipient but a vendor.
Termination	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
Working Capital Advance	means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

RECIPIENT shall pay the CONTRACTOR upon the receipt of invoices and summative evaluations from the CONTRACTOR. The invoices will document the services provided and follow up correspondence with school and district federal program teams. The reports and developed documents will include all the relevant data and program information. Reports will include goals and objectives met and recommendations for future program improvements. The invoices will document the work performed, and timeframe in which work occurred. The invoices will require a minimum of fourteen (14) days to be processed for payment after they have been

approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, Gadsden County shall pay to Dr. James W. Brown, Jr. the total amount of \$50,000 (fifty thousand dollars) for services rendered as described under the Scope of Services. Dr. James W. Brown, Jr. will invoice the district. In addition to the total amount and in accordance with Gadsden County School Board Policy (7.52), travel by private automobile will be compensated and limited to those expenses necessarily incurred in the performance of the scope of services. A detailed travel log must be maintained and submitted using the District's Travel Reimbursement Form. When submitting an invoice for payment after completion of work, travel costs will be included and listed as a separate line item. The invoices shall be prepared and addressed to: Director of Federal Programs. Checks will be made payable to Dr. James W. Brown, Jr. and mailed to the agency office.

(b). The CONTRACTOR shall not pledge the RECIPIENT'S credit or make the RECIPIENT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c). The total cost of the AGREEMENT is \$50,000 plus relevant and necessary travel expenses to provide services rendered. Costs include the maintenance of federal program policies and procedures database to meet instructional and strategic improvement goals.

ARTICLE 6. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

ARTICLE 7. ACCESS AND RETENTION OF RECORDS

The RECIPIENT shall have access to all CONTRACTOR'S records that are directly pertinent to this AGREEMENT. The CONTRACTOR, when applicable, shall retain all required records for five (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements.

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty (30) days written notice. Upon termination, the district shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the AGREEMENT prior to termination.

ARTICLE 9. AMENDMENTS

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

ARTICLE 10. INDEPENDENT CONSULTANT

The CONTRACTOR is an independent business owner and not an employee or agent of the RECIPIENT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act. CONTRACTOR shall be acting as independent business owner in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. CONTRACTOR shall sign an assurance that there exist no

known conflict of interest that would make them ineligible to receive district funding for services provided. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

ARTICLE 11. NONDISCRIMINATION AND COMPLIANCE

The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, or age in the performance of work.

ARTICLE 12. ADMINISTRATION OF AGREEMENT

- (a) The CONTRACTOR'S contract administrator and contact is Dr. James W. Brown, Jr. and/or his designee.
- (b) The RECIPIENT'S contract administrator and contact is Ms. Rose Raynak, Director of Federal Programs and/or her designee.
- (c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.
- (d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 13. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, representations or agreements on this subject.

CONFLICT OF INTEREST: As of the date of this AGREEMENT, CONTRACTOR assures the RECIPIENT that he is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT.

ARTICLE 14. ENFORCEMENT

Jurisdiction for enforcement of this AGREEMENT shall lie in the courts of Gadsden County, Florida. Any action by a party for enforcement of this AGREEMENT shall be maintained in Gadsden County.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Dr. James W. Brown Jr., Owner of PSTB Consulting, LLC have executed this AGREEMENT.

Dr. James W. Brown, Owner
PSTB Consulting, LLC

Date

Mr. Elijah Key
Superintendent of Schools

Date

Chair
School Board of Gadsden County

Date



**FLORIDA DEPARTMENT OF EDUCATION
Request for Application (RFA Discretionary)**

Bureau/Office

Bureau of School Business Services

Program Name

Hurricane Michael Relief

Specific Funding Authority(ies)

Chapter 2019-115, Laws of Florida; General Appropriations Act Line 95A

Funding Purpose / Priorities

Funds allocated to eligible school districts are provided as nonrecurring allocations for Hurricane Michael recovery for the purpose of reimbursing eligible school districts for expenses related to Hurricane Michael relief.

Total Funding Amount

\$14,180,577.00

Specific Allocation Amounts:

School District	Allocation Amount
Bay	\$ 12,435,318.00
Calhoun	\$ 245,836.00
Franklin	\$ 169,325.00
Gadsden	\$ 243,080.00
Gulf	\$ 350,845.00
Holmes	\$ 157,315.00
Jackson	\$ 309,593.00
Liberty	\$ 100,000.00
Washington	\$ 169,265.00

Type of Award

Discretionary Non Competitive

Budget / Program Performance Period

July 1, 2019 through June 30, 2020

Target Population(s)

Florida School Districts affected by Hurricane Michael

Eligible Applicant(s)

The following Florida school districts are eligible to apply:

Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Liberty, Washington

Application Due Date

September 30, 2019

The due date refers to the date of receipt in the Office of Grants Management.

For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1 of the fiscal year. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in Florida Statutes or proviso.

Matching Requirement

None

Contact Persons

Program Contact

Sean Freeman
Educational Program Director
Finance and Operations
850-245-0997
Sean.Freeman@fldoe.org

Grants Management Contact

Sue Wilkinson
Grants Director
850-245-0712
Sue.Wilkinson@fldoe.org

Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doi610.xls>

Funding Method

Reimbursement with Performance

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All accounts, records and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at www.fldoe.org/grants/greenbook/.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Financial Consequences

The contract manager shall periodically review the progress made on the activities and deliverables listed. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced payment or request the contractor redo the work or terminate the contract. Failure to meet deliverables within agreed timeframes and comply with deliverables established in the contract will result in withholding of the next quarter payment until the deficiency is resolved. The contract manager must assess one or more of these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the contractor to meet the timely and desired results. These financial consequences shall not be considered penalties.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

Unallowable Expenses:

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g., retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Land acquisition
- Tuition
- Dues to organizations, federations or societies for personal benefit

- Clothing or uniforms

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference Guide for State Expenditures www.myfloridacfo.com/aadir/reference_guide/

Any equipment purchases not listed on the original budget approved by the FDOE require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, www.fldoe.org/grants/greenbook/.

Administrative Costs including Indirect Costs

Chapter 1010.06 Florida Statutes (F.S.) Indirect cost limitation. — State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, state university, school district or any other entity.

State of Florida, Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

Narrative Section

Scope of Work/Narrative

Each Applicant will provide:

- Project abstract (or summary) – a description of the needs the project funds will address.
- Project Design – a description of the activities to be implemented (what will the applicant do and when will they do it, including as appropriate, products, training and services, etc.).
- Baseline data against which performance will be measured. Given the expectations for the project, the application will identify the starting point from which progress will be measured; e.g., standardized test scores, needs assessment results, qualitative data (or in the absence of existing data, provide initial data collection plans).
- The plan to evaluate project outcomes both qualitatively and quantitatively.
- The project deliverables.
- Any other information that might be necessary to determine that the applicant can implement a successful program.

Return on Investment

The recipient is required to provide quarterly return on investment program activities reports to FDOE. Return on investment reports should describe programmatic results that are consistent with the expected outcomes, tasks, objectives and deliverables detailed in the executed grant agreement. Beginning at the end of the first full quarter following execution of the grant agreement, the recipient shall provide these quarterly reports to the FDOE within 30 days after the end of each quarter and thereafter until notified that no further reports are necessary. This report shall document the positive return on investment to the state resulting from the funds provided under the agreement. These reports will be summarized and submitted to the Office of Policy and Budget and are requested so Legislative staff can review the project results throughout the year and develop a basis for budget review in the event subsequent funding is requested for future years.

Reports should summarize the results achieved by the project for the preceding quarter and be cumulative for succeeding quarters. Although there may be some similarity between activity reports and deliverables submitted to the FDOE as specified in the grant agreement for payment purposes, please note, that this return on investment report is separate and apart from those requirements.

All reports shall be submitted to the designated project manager for the FDOE. All questions should be directed to the project manager.

Support for Strategic Plan

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

Conditions for Acceptance

The requirements listed below should be met for applications to be considered for review:

- 1) Application is received in the Office of Grants Management within the timeframe specified by the RFA
- 2) Application includes required forms: DOE 100A Project Application Form and DOE 101S Budget Narrative Form
- 3) All required forms must have the assigned TAPS Number included on the form
- 4) All required forms have original signatures by an authorized entity

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

- 5) Application must be submitted to:

Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400

Project Performance Accountability Information, Instructions, and Form

NOTE: The following pages are included in the RFA (DOE 900D) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing applications for discretionary funds. This section of the RFA, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Scope of Work/Project Narrative and Performance Expectations, on a quarterly basis.

The Scope of Work/ Project Narrative must include the specific tasks that the grantee is required to perform.

Deliverables must:

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measureable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*) Evidence or proof that the activity took place. *Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project; training & technical assistance and the method of provision; number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance will vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.*

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

Project Performance Accountability Form

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks
- **Unit Cost-** Dollar value of deliverables

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost

Note: Add additional lines if necessary

**2018 Frequently Asked Questions (FAQs) for the Immediate Aid to Restart School
Operations (Restart) Program CFDA Number: 84.938A**



**U.S. Department of Education
Washington, D.C. 20202**

**Attachment
B**

Purpose of this Document

The purpose of this document is to provide general information about the Immediate Aid to Restart School Operations (Restart) program, as authorized by the *Bipartisan Budget Act of 2018*, P.L. 115-123 (February 9, 2018). This document provides basic information about the program, including the award process and allowable uses of funds, and does not impose any requirements beyond those included in the *Bipartisan Budget Act of 2018* and other applicable laws and regulations. In addition, it does not create or confer any rights for or on any person.

The U.S. Department of Education (ED) will provide additional or updated information as necessary on the K-12 Restart program page, accessible at <https://www2.ed.gov/programs/restart/index.html> and the ED Disaster Relief page, accessible at <https://www.ed.gov/disasterrelief>. If you have questions that are not answered in this document, please e-mail OESE.K12.Restart@ed.gov.

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A. General Information about the 2018 Restart Program

A-1. Under what authority is the 2018 Restart program authorized?

The 2018 Restart program is authorized by the Bipartisan Budget Act of 2018, P.L. 115-123 (February 9, 2018). In enacting this legislation, Congress modified the provisions of the Hurricane Education Recovery Act, P.L. 109-148 (HERA), which was enacted after Hurricanes Katrina and Rita. The provisions of the modified authority are generally similar to those in the prior Restart program legislation, except for references to eligible applicants, the names of the covered disasters and emergencies, and date-specific and timeframe references.

A-2. What is the purpose of the 2018 Restart program?

The Restart program is designed to support the provision of immediate services or assistance to local educational agencies (LEAs) and non-public schools in areas where a major disaster or emergency was declared under sections 401 and 501 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170 and 5190) related to the consequences of Hurricanes Harvey, Irma and/or Maria or the California wildfires in 2017 (“a covered disaster or emergency”). Funds will be used to assist school administrators and personnel in restarting school operations, re-opening schools, and re-enrolling students.

A-3. For what purposes may a State educational agency (SEA) use its Restart allocation?

An SEA may use its Restart allocation to provide services or assistance to eligible LEAs and non-public schools that is related to the restart of operations in, the re-opening of, and the re-enrollment of students in, elementary and secondary schools within the areas in which the Federal government declared a major disaster or emergency. (See Section D below for additional information regarding allowable uses of funds.)

A-4. How will the U.S. Department of Education (ED) determine allocations under the program?

In determining allocations under this authority, as required by the authorizing statute, ED will consider, among other things, the number of students enrolled during the 2016–17 school year in elementary schools and secondary schools that were closed as a result of a covered disaster or emergency.

A-5. What information must an eligible SEA include in its initial application in order to receive a Restart allocation?

In the initial application for Restart program funds, eligible SEAs will provide (1) data on the number of public and non-public schools closed as a result of a covered disaster or emergency, and the number of students enrolled during the 2016-17 school year in those schools; (2) a preliminary Restart plan that provides a brief description of how the State

will use the funds to provide services or assistance to eligible LEAs and non-public schools and ensure accountability for the use of funds; and (3) required assurances. ED will consider this information in determining initial funding amounts under this program.

A-6. What data source should an SEA use in its initial application to provide the number of students enrolled in the 2016-17 school year in schools closed as a result of a covered disaster or emergency?

For both public and non-public schools, an SEA should use the most recent and appropriate data set for the 2016-17 school year as determined by the SEA, which may be, but need not be, from the National Center for Education Statistics.

A-7. What does it mean for a school to be “closed”?

The initial application requests data on the number of public and non-public schools closed for less than 10 days as a result of a covered disaster or emergency, the number of schools closed for 10 days or more, and the number of schools closed for 30 days or more. To provide maximum flexibility, SEAs have discretion to define the term “closed” for purposes of these data; however, we request that an SEA include its definition of “closed” in its application. Some examples that the SEA may use to define “closed” for the purpose of the initial application include:

- A school’s facility was not being used at all and students were receiving no educational instruction;
- A school’s facility was being used to provide some services (e.g., food, shelter), but was not being used to provide any educational instruction; and
- A school’s facility was being used to provide some educational instruction, but the instruction was not comparable to educational instruction before the disaster.

A-8. Will ED provide additional funding after the initial application process?

Yes. At a later date, ED will provide further Restart funding opportunities for those SEAs that submit a subsequent application demonstrating a need for additional financial assistance.

B. Eligible LEAs and Non-Public Schools

B-1. What entities may apply to an SEA for services or assistance under the Restart program?

An LEA or non-public school that serves an area in which a major disaster or emergency was declared under sections 401 and 501 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170 and 5190) related to the consequences of Hurricanes Harvey, Irma and/or Maria or the California wildfires in 2017 (“a covered disaster or emergency”) may apply for services or assistance under the program.

B-2. What is an “LEA”?

The Restart legislation uses the definition of LEA as provided in section 8101(30) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). Under that definition, an LEA is “a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.” The term includes educational service agencies and charter schools that are considered to be LEAs in accordance with their State charter law.

B-3. May charter schools receive assistance or services under the Restart program?

A public, nonprofit charter school that is an LEA may receive services or assistance if it serves an area in which the Federal government has declared a major disaster as a result of a covered disaster or emergency. A public, nonprofit charter school that is not an LEA, but is a school within an LEA, may receive assistance or services like other schools in the LEA.

B-4. What is a “non-public school”?

The Restart legislation defines a non-public school as a non-public elementary or secondary school that is accredited or licensed or otherwise operates in accordance with State law, and that was in existence one week prior to the date the major disaster or emergency was declared for the area.

B-5. Are for-profit schools eligible to receive funding under this program?

For-profit (public and non-public) schools are not eligible to receive services or assistance under this program. The Restart Program uses the definitions in section 8101 of the ESEA that specify that elementary and secondary schools must be nonprofit.

C. The SEA Award Process

C-1. What criteria must SEAs use to determine the level of services or assistance to be provided to eligible LEAs or non-public schools?

SEAs have considerable discretion in determining the level of services and assistance to eligible LEAs and non-public schools. In exercising this discretion, the statute requires that an SEA consider:

- The number of school-aged children served by the LEA or non-public school during the 2016-17 school year; and
- The severity of the impact of the covered disaster or emergency on the LEA or non-public school and the extent of the needs of these LEAs and non-public schools.

See Section F for further guidance on working with and providing services and assistance to non-public schools.

C-2. What information must an SEA require LEAs and non-public schools to include in their applications for Restart services or assistance?

Taking into consideration the statutory criteria for determining the levels of services or assistance to eligible LEAs and non-public schools (See C-1), the SEA has discretion to determine what information to require in a local application. By statute, the application process must ensure expedited and timely provision of services or assistance to eligible LEAs and non-public schools.

At a minimum, LEAs seeking Restart funding must have on file with the State a set of assurances that meet the requirements of Section 442 of the General Education Provisions Act (GEPA). Further, to the extent applicable, an LEA must include in its application a description of how it will comply with the requirements of Section 427 of GEPA.

C-3. What are the deadlines for the submission of applications by LEAs or non-public schools to SEAs?

The Restart statute does not set a specific application deadline. Each SEA has discretion to set an appropriate deadline or deadlines for the submission of Restart applications. In establishing these deadlines, SEAs must consider the statutory requirement that services or assistance under this program be provided in an expedited fashion.

C-4. May an SEA or LEA use Restart funds to defray the costs of administering the program?

Yes. An SEA or LEA may charge as an expense to the Restart program an amount that is reasonable and necessary to effectively administer the program. Administrative costs include costs (direct and indirect) involved in the proper and efficient performance and administration of this Federal grant. For example, SEAs and LEAs may use Restart funds to hire personnel to assist in the planning, implementation and oversight of Restart activities.

C-5. How long does an SEA or LEA have to expend Restart funds?

Both SEAs and LEAs must expend Restart grant funds within 24 months of the date ED obligates the funds (i.e., the date ED awards the funds to the SEA). An SEA award of a sub-grant to an LEA does not constitute an expenditure for purposes of this 24 month requirement. (See C-8.)

C-6. May an SEA or LEA charge indirect costs to its Restart funds?

Yes. Indirect costs and rates must comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200 and ED's administrative regulations. (See 34 CFR §§ 76.560-76.569 on indirect costs.) Because the Restart program has a statutory supplanting prohibition, SEAs and LEAs must use their restricted indirect cost rate.

C-7. Are SEAs required to reserve a portion of their Restart allocation to provide services or assistance to non-public schools?

Yes. From the payment provided by ED to an SEA, the SEA shall reserve an amount of funds, to be made available to non-public schools in the State, that is not less than an amount that bears the same relation to the payment as the number of students in non-public elementary schools and secondary schools in the State bears to the total number of students in non-public and public elementary schools and secondary schools in the State.

To determine the number of students in such schools, SEAs may use the most recent and appropriate data set for the 2016-17 school year, which *need not* be data from the National Center for Education Statistics Common Core of Data.

The legislation requires that the services or assistance for non-public school students be provided in a timely manner. SEAs must work closely and promptly with representatives of non-public schools to ensure that this occurs.

If all of the funds reserved for non-public schools are not obligated by June 9, 2018 (i.e., within 120 days of February 9, 2018, the date of enactment of the Bipartisan Budget Act of 2018), the SEA should contact ED for further guidance. The SEA may not use these reserved funds for other purposes without ED's consent.

C-8. How does an SEA provide services or assistance to eligible LEAs under this program?

The SEA may use Restart funds to provide services or assistance directly to eligible LEAs. In addition, an SEA may award Restart funds to eligible LEAs to reimburse them for costs incurred, or to provide funding for other allowable purposes.

Whether the SEA provides services or assistance directly to the eligible LEAs, or awards funds to eligible LEAs, the SEA and LEAs must expend funds within 24 months of the date the SEA receives the Restart funds from ED.

C-9. In providing services or assistance to eligible non-public schools, may an SEA award subgrants to these schools?

No. An SEA may not subgrant Restart funds to a non-public school. When an SEA provides services or assistance under this program to non-public schools, the control of funds for these services or assistance must be maintained by a public agency. This agency could be the SEA itself, an LEA, or another appropriate public agency. (See Section F, "Serving Non-Public Schools under the Restart program" for additional information.)

D. Allowable Services or Assistance and Limitations

D-1. What kinds of activities may be supported with Restart funds?

Under section 102(e) of the authorizing statute, Restart funds may be used for the following activities:

- Recovery of student and personnel data, and other electronic information;
- Replacement of school district information systems, including hardware and software;
- Financial operations;
- Reasonable transportation costs;
- Rental of mobile educational units and leasing of neutral sites or spaces;
- Initial replacement of instructional materials and equipment, including textbooks;
- Redeveloping instructional plans, including curriculum development;
- Initiating and maintaining education and support services;
- Specific educator-related costs (See D-9); and
- Other activities related to the purposes of the program subject to approval by ED.

Subject to the statutory supplanting prohibition (see D-5), the recipients may use these funds for pre-award costs, including the reimbursement of expenditures incurred prior to the receipt of a grant.

In all instances, the services and assistance provided under the program, including equipment and materials, must be secular, neutral, and non-ideological.

D-2. May Restart funds be used for construction or major renovation?

No. The legislation expressly prohibits the use of Restart funds for construction or major renovation of schools. If necessary and reasonable, these funds may be used for minor remodeling and repair.

D-3. What is minor remodeling?

Minor remodeling refers to minor alterations in a previously completed building. The term also includes the extension of utility lines, such as water or electricity, from points beyond the confines of the space in which the minor remodeling is undertaken but within the confines of the previously completed building. The term does not include building construction, structural alteration to buildings, building maintenance, or repairs. 34 CFR § 77.1.

D-4. May an LEA or non-public school use services or assistance under Restart in coordination with other available Federal, State, or local funds?

Yes. LEAs and non-public schools are encouraged to coordinate the services and assistance that they receive under Restart with other available services and assistance.

D-5. How does the supplanting prohibition apply to services or assistance available under the Restart program?

Restart funds must be used to supplement, and may not supplant, any funds made available through the Federal Emergency Management Agency (FEMA) or through a State.

An eligible SEA, LEA or non-public school may use Restart funds for activities that may be supported from FEMA or a State source if—

- the SEA, LEA, or school has not received such other benefits by the time of application for Restart; and
- the SEA, LEA or school agrees to repay all duplicative Federal assistance received to carry out the purposes of Restart.

For example, an LEA may use Restart funds for costs that may ultimately be covered by FEMA; however, once it receives funds from FEMA for those costs, it must reimburse the Restart grant account. At the same time, the LEA may use those Restart funds for other allowable Restart costs. In the simplest of terms, “double-dipping” is prohibited.

D-6. May Restart funds be used to support costs that may be covered by insurance?

If an SEA, LEA or school has not yet received insurance reimbursement for Restart allowable costs that may also be covered by insurance, it may charge those activities to Restart funds and then reimburse the Restart grant account once it receives the insurance payment. Again, “double-dipping” is prohibited.

D-7. What are some examples of allowable costs under Restart?

The following list provides examples of allowable activities or services that fall within the various statutory categories. This list is not intended to be exhaustive.

For any of these costs to be allowable, they must comply with the Cost Principles in 2 CFR part 200, subpart E (e.g., the costs must be “necessary and reasonable” for proper and efficient administration of the Restart program, 2 CFR § 200.403) and support the restart of operations in, the reopening of, and the re-enrollment of students in elementary and secondary schools that serve an area in which the Federal government declared a major disaster related to a covered emergency or disaster.

Restart funds may be used to support --

(a) Recovery of student and personnel data, and other electronic information

- Hiring additional clerical staff to input and manage data
- Developing new electronic data systems to replace paper-based student and personnel files
- Purchasing computer data recovery services for damaged hard drives
- Recovering testing and assessment services
- Creating an electronic inventory system using scanners and bar codes
- Rebuilding and recovering cumulative records and folders on electronic files

- Recovering student and personnel information systems
 - Tracking dropouts
- (b) Replacement of school district information systems, including hardware and software**
- Rebuilding school district communication and information networks, including restoring Internet connectivity
 - Replacing homework software systems
 - Replacing wireless network connectivity for portable classrooms
 - Replacing technology equipment, including phone and intercom systems
 - Hiring additional technical staff to install wiring, hardware, and software
 - Replacing services for off-site electronic data storage
 - Purchasing data recovery for hard files
 - Providing additional hardware and software programs for use in tutorial and remedial programs.
 - Recovering and expanding student progress monitoring systems
- (c) Financial operations**
- Supporting off-site electronic data storage of financial data
 - Hiring accountants or other staff to assist LEAs and schools on issues such as FEMA matters, insurance reimbursements, and the coordination of maintenance activities
 - Replacing financial software systems
 - Processing free lunch applications for students
- (d) Reasonable transportation costs**
- Supporting costs of transporting students to and from school, after-school programs, tutorials, remediation programs, extended-year programs, enrichment programs, etc.
 - Providing funds for additional bus drivers for displaced students
 - Replacing buses and supporting repair costs to buses
 - Replacing other LEA or school vehicles
- (e) Rental of mobile educational units and leasing of neutral sites or spaces**
- Replacing bookmobiles for school library services
 - Replacing or leasing mobile professional development computer training labs
 - Replacing, renting, or leasing mobile distance learning labs
 - Supporting rent for temporary storage facilities for instructional equipment and supplies
 - Providing rent for temporary sites to conduct regular educational activities where facilities no longer exist (e.g., mobile classrooms, local auditoriums, civic centers, theaters or other facilities for school programs like physical education, drama, choir, awards recognition ceremonies, or graduation)
- (f) Initial replacement of instructional materials and equipment, including textbooks**
- Replacing instructional materials, including textbooks, manipulatives, and consumable educational materials such as workbooks, art supplies, and lab supplies

- Providing resources to teachers to meet instructional needs, including copiers and copier paper
 - Restocking school libraries with books, magazines, resource materials, media supplies, etc.
 - Hiring additional staff to catalog or install new media supplies, equipment, and materials
 - Replacing equipment, materials, and supplies used in the classroom
- (g) Redeveloping instructional plans, including curriculum development**
- Supporting curriculum development activities
 - Supporting consultant fees for in-district staff development
- (h) Initiating and maintaining education and support services**
- Supporting increased salaries of teachers and other personnel (e.g., cafeteria workers, bus drivers, maintenance workers) due to increased cost of local labor
 - Hiring additional staff for tutorial and remedial programs and supporting such programs
 - Funding supplemental payments to staff who performed services outside of their contract days to help reopen schools
 - Hiring additional staff for psychological services, social services, behavioral services, nursing services, and counseling services for students and employees
 - Funding employees to make home visits to enroll students in schools
 - Supporting the minor repair of facilities
 - Sanitizing, cleaning, and replacing cafeteria equipment and supplies
 - Providing labor and equipment for cleaning buildings and grounds
 - Providing training sessions on new or updated software used to replace damaged or destroyed software
- (i) Other activities related to the purpose of the Restart program that have been approved by ED:**
- Hiring personnel to assist in the planning, implementation and oversight of Restart activities
 - Supporting expenses incurred to recruit teachers and other school personnel, such as –
 - (1) Reimbursing districts for costs of leasing temporary housing for school staff
 - (2) Providing daycare services for children of school staff
 - (3) Providing transportation allowances to school staff
 - Replacing physical education equipment and supplies related to extracurricular activities (e.g., band, choir, athletics)
 - Installing security cameras and supporting cell phones, two-way radios, satellite phones, etc.
 - Rewiring bell, fire, and burglar security systems
 - Payment of utility costs (e.g., heating and air conditioning) related to the covered disaster or emergency through the end of the school year in which the school reopened
 - Leasing or purchasing generators and related operational costs
 - Providing debris removal and rental of port-a-lets

- Supporting interior clean-up costs and replacing carpets and fixtures
- Supporting the cleanup of schools used as shelters
- Paying regional service centers for activities related to the reopening of schools
- Providing meals for extended-day programs

D-8. May Restart funds be used to replace damaged equipment or supplies with upgraded or enhanced versions?

Yes, such costs may be allowable taking into consideration the cost principles, including whether costs are reasonable and necessary. (See the Cost Principles in 2 CFR part 200, subpart E.) For example, an LEA may replace computers destroyed by a covered disaster with a current model that has enhanced features provided the costs are reasonable.

D-9. What specific educator-related costs are expressly authorized under the Restart statute?

Restart funds may be used for the following educator-related costs:

- Recruiting, retaining, and compensating new and current teachers, school principals, assistant principals, principal resident directors, assistant directors, and other educators for school-based positions in public elementary and secondary schools impacted by a covered disaster or emergency, including through such mechanisms as paying salary premiums, performance bonuses, housing subsidies, signing bonuses, and relocation costs and providing loan forgiveness;
- Activities to build the capacity, knowledge, and skills of teachers and school-based school principals, assistant principals, principal resident directors, assistant directors, and other educators in such public elementary and secondary schools to provide an effective education, including the design, adaptation, and implementation of high-quality formative assessments;
- The establishment of partnerships with nonprofit entities with a demonstrated track record in recruiting and retaining outstanding teachers and school-based school principals, assistant principals, principal resident directors, and assistant directors; and
- Paid release time for teachers and principals to identify and replicate successful practices from the fastest-improving and highest-performing schools.

D-10. What are some examples of unallowable costs under the Restart program?

Restart funds may *not* support the following costs. These examples are illustrative and are not intended to be a complete list of all unallowable costs.

Restart funds may *not* be used for --

- Replacing the loss of local tax revenue, providing working capital, or providing debt service payments
- Paying the salaries or fringe benefits of teachers or other school personnel for periods during which they did not work
- Construction and major renovation
- Purchasing land

- Purchasing and planting trees or shrubbery on school property to replace those lost or damaged in the storms
- Supporting the costs of housing students and their families
- Paying the cost of tuition for students enrolled in non-public schools (See *Temporary Emergency Impact Aid for Displaced Students (EIA)* program and guidance for information on the use of EIA funds for this activity.)

Note: ED will periodically provide additional examples of allowable and unallowable activities under the Restart program as new issues arise during the administration of the program.

E. Recordkeeping and Reporting

E-1. What records must an SEA or LEA maintain after receiving Restart funds?

SEAs, LEAs, and other public agencies or contractors that administer portions of this program must maintain adequate written records to support how funds were received, disbursed, and spent under the program, including all records necessary to facilitate an effective audit. The records must be made available, upon request, during monitoring and audits. (See 2 CFR §§ 200.333-200.337; GEPA section 443, 20 U.S.C. 1232f). In addition, the *Bipartisan Budget Act of 2018* designates the Restart program to be “susceptible to significant improper payments” for purposes of the Improper Payments Information Act of 2002 (31 U.S.C. 3321 note.)

This will result in additional requirements for grantees under the program, including making expenditure information and documentation available for review by the Department, starting with the Fiscal Year 2019 reporting period. ED will provide additional information about this requirement after we make awards, providing advanced notice to ensure grantees understand their responsibilities for documenting all expenditures of Restart funds. In general, these documentation requirements are identical to those ordinarily required for all Federal education program expenditures; the primary impact of the Improper Payments Information Act will be increased review of this documentation.

E-2. What are the reporting requirements for grantees?

For each year of the program, grantees will submit a report to ED, at such time and in such manner as ED may require, that describes: (1) how the SEA distributed the funds it received or provided services to eligible LEAs and non-public schools; (2) the number and identity of public and non-public schools that received assistance or services; (3) the uses of funds within the State; and (4) a description of the internal controls the SEA had in place to ensure that funds were used for allowable purposes and in accordance with cash management principles. Additional reporting requirements may be included as a condition on ED’s grant award to an SEA.

F. Serving Non-Public Schools under the Restart Program

F-1. What responsibilities does an SEA have regarding services or assistance to non-public schools?

The SEA must inform eligible non-public schools, or ensure the LEAs inform non-public schools, of the availability of Restart services and assistance. The SEA or LEA must engage in timely and meaningful consultation with non-public school officials regarding the provision of such services and assistance.

Services or assistance to non-public schools must be provided through employees of a public agency (such as an SEA or LEA), or through contract by the public agency with a public or non-public entity. In all cases, the employment or contract must remain under the control and supervision of a public agency, such as the SEA or an LEA. (See generally F-9 through F-19 for a description of limited circumstances when reimbursement may be allowable consistent with this requirement.)

F-2. How does an SEA determine whether the services and assistance provided to eligible non-public school students with Restart funds are equitable in comparison to the services and assistance provided to eligible public school students?

In determining the appropriate level of services and assistance to be provided to eligible non-public school students, the SEA considers the numbers and needs of non-public school students to be served in comparison with the numbers and needs of the eligible public school students to be served. This comparison should include an assessment of the severity of the impact of the covered emergency or disaster on the particular LEAs and non-public schools seeking services and assistance.

F-3. May a non-public school obtain title to material, equipment, or property purchased with Restart funds?

No. A public agency must hold the title to any material, equipment, or property purchased with Restart funds.

F-4. Are non-public schools that receive services or assistance under the Restart program considered to be “recipients of Federal financial assistance”?

No. Under the Restart program, a public agency must control and administer the funds, and no funds go to non-public schools; thus, non-public schools are not considered recipients of Federal financial assistance by virtue of receiving services or assistance under the Restart program. As a result, certain Federal requirements that apply to recipients of Federal financial assistance are not directly applicable to non-public schools receiving services or assistance under the Restart program, unless the school otherwise receives Federal financial assistance for other purposes.

F-5. What entity maintains control over Restart funds that are used to provide services and assistance to eligible non-public schools?

An SEA, an LEA, or another appropriate public agency must maintain control of and administer the Restart funds that are used to provide services and assistance to non-public schools. An SEA generally may not provide Restart funds to a non-public school. However, under the limited circumstances detailed in this guidance, Restart funds may be

used to reimburse a non-public school for certain previously-incurred secular, neutral and non-ideological services or assistance.

F-6. How does an SEA, LEA, or public agency provide services or assistance to non-public schools?

An SEA, LEA, or public agency provides services or assistance to non-public schools either directly or indirectly through a third party. In providing Restart services or assistance indirectly, an SEA, LEA, or other public agency contracts with a public or non-public entity to provide such services or assistance. The non-public school itself may not be a party to a contract for Restart services except as detailed in this guidance, under limited circumstances, when Restart funds may be used to reimburse a non-public school for certain previously incurred secular expenses.

F-7. Which entity holds title to and control over materials, equipment, or property purchased with Restart funds?

An SEA, LEA, or other public agency must hold title to and maintain control over any materials, equipment, or property purchased with Restart funds. A non-public school may not own any materials, equipment, or property purchased with Restart funds. (See F-14 regarding transferring title of materials, equipment, or property that a non-public school previously purchased with other funds.)

F-8. How does an SEA, LEA, or other public agency maintain title to and control over materials, equipment, or property purchased with Restart funds?

An SEA, LEA, or other public agency must purchase and own the materials, equipment, or property that is used in non-public schools, or lease the materials, equipment, or property on behalf of the non-public schools.

The public agency must maintain an inventory of such materials, equipment, or property made available to non-public schools, and periodically update that inventory. The agency responsible for maintaining this inventory may use Restart funds to defray the costs associated with such responsibility.

F-9. May an SEA, LEA, or other public agency use Restart funds to reimburse a non-public school for costs previously incurred in contracting for or providing services that were needed to restart school operations?

Under the limited emergency circumstances related to the covered disasters or emergencies, an SEA, LEA, or other public agency may use Restart funds to reimburse a non-public school for the costs of such services, provided the services are secular, neutral, and non-ideological. For example, Restart funds may be used to reimburse a non-public school for the costs associated with the cleanup and minor repairs of buildings, or parts of buildings, that are not used primarily for inherently religious purposes. However, the funds may *not* be used to reimburse a school for costs incurred in cleaning up or repairing a building, or parts of a building, used primarily for inherently religious purposes (e.g., the school's chapel).

The SEA, LEA, or other public agency is considered to have maintained sufficient control over the Restart funds if it determines that the non-public school's expenditures represent allowable Restart expenses, that the non-public school has sufficient documentation supporting such expenditures, and that the school actually received the services or assistance related to those expenditures.

There are special rules that apply with respect to materials or equipment that a non-public school may have previously purchased. (See F-14).

F-10. May Restart funds support clean-up activities (e.g., debris removal, mold treatment, air quality testing) in a non-public school?

Yes. Restart funds may support clean-up activities that are provided either directly by a public agency or under the terms of a contract between an SEA, LEA, or other public agency and a third party. In addition, Restart funds may be used to reimburse a non-public school for clean-up expenses that the school previously incurred. To be allowable, the clean-up activities must be limited to buildings, or parts of buildings, that are not used primarily for inherently religious purposes.

F-11. May an SEA, LEA, or other public agency reimburse a non-public school for costs incurred as their teachers or other personnel performed clean-up activities that were not part of their contractual arrangement with the non-public school?

An SEA, LEA, or other public agency may use Restart funds to pay for such reimbursements if the clean-up activities were for buildings, or parts of buildings, that are not used primarily for inherently religious purposes. However, Restart funds may not be used to reimburse a non-public school for costs related to the instructional and other activities that non-public school teachers and other personnel performed as part of their day-to-day responsibilities under their contracts with the non-public school.

F-12. May Restart funds be used to support future and past repairs to non-public school property damaged by a covered disaster or emergency, such as replacement of damaged ceilings, light fixtures, and vinyl flooring, and painting of classroom walls?

Yes. Restart assistance may support future expenses of this type if this assistance is provided directly by a public agency or through a contract between a public agency and a third party and is not used for inherently religious purposes (such as the repair of a chapel or religious icons). In addition, Restart funds may be used to reimburse a non-public school for repair expenses that the school previously incurred if the expenses directly relate to services that are secular, neutral, and non-ideological, and are consistent with the other relevant provisions of this guidance.

F-13. May Restart funds be used to replace classroom furniture in a non-public school?

Yes. Restart funds may be used to replace classroom furniture in a non-public school if a public agency maintains title to and control over any furniture purchased. (See F-14 for

discussion regarding materials or equipment, including furniture, previously purchased by a non-public school.)

F-14. If a non-public school previously incurred expenses in purchasing materials or equipment that would otherwise be allowable under the Restart program, may an SEA, LEA, or other public agency use Restart funds to reimburse the non-public school for those expenditures or to purchase from a non-public school materials or equipment that the school previously acquired following the covered disaster or emergency?

An SEA, LEA, or other public agency may not reimburse a non-public school for materials or equipment that the school previously purchased. The reason for this is that the non-public school would have held title to such materials or equipment and they would not have been under the control of a public agency.

However, if the non-public school and a public agency both agree, the public agency may use Restart funds to purchase from the non-public school materials or equipment that the non-public school had previously acquired. The materials or equipment must be allowable Restart expenses and be secular, neutral, and non-ideological. The public agency may continue to allow the equipment and materials to be used in the non-public school. This use of Restart funds is allowable only if the non-public school transfers the title for the materials and equipment to the SEA, LEA, or other public agency and the public agency becomes responsible for controlling the materials and equipment.

F-15. If a non-public school previously incurred otherwise allowable Restart expenses in leasing classroom trailers or equipment, may an SEA, LEA, or other public agency use Restart funds to reimburse the non-public school for those expenditures?

Yes. An SEA, LEA, or other public agency may reimburse a non-public school for expenses that the school previously incurred in leasing classroom trailers or equipment to the extent that the activities are secular, neutral, and non-ideological.

F-17. How may an SEA, LEA, or other public agency use Restart funds to provide technology services to a non-public school?

An SEA, LEA, or other public agency could use Restart funds to support the installation of a new data management system or the purchase of office computers in a non-public school (including a religiously affiliated non-public school) if such equipment was destroyed or severely damaged by the covered disaster or emergency because these services by their nature are generally secular, neutral, and non-ideological. In addition, Restart funds could pay for classroom computers, copiers, printers, and other equipment used in a non-public school for secular, neutral, and non-ideological purposes. Further, if an SEA, LEA, or other public agency uses Restart funds to replace damaged technology in a non-public school, the funds may support updated versions of that technology (i.e., a current model that has enhanced features) provided the costs are reasonable. See FAQ D-8 for additional information on replacing equipment. In all instances, a public agency must maintain title to and control over the equipment.

An SEA, LEA, or other public agency may also use Restart funds to hire or contract for the personnel needed to install the computer software, hardware, or other equipment that it purchases for use in the non-public school.

Restart funds should not be used to support the wiring of religiously affiliated non-public schools or to support internet connectivity in these schools because wiring and internet connectivity in a religious school normally are used to support religious as well as other activities. It would be very difficult for a public agency to monitor adequately whether this technology is being used solely for secular, neutral, and non-ideological purposes.

F-18. May Restart funds be used to supply equipment that a non-public school did not have before the covered emergency or disaster?

An SEA, LEA, or other public agency generally may use Restart funds to replace equipment that was destroyed by the covered emergency or disaster, but not to provide new forms of equipment that the non-public school lacked or supply additional equipment above and beyond what the school had prior to the incident. (And as noted earlier, a public agency must hold title to any equipment purchased for a non-public school and the non-public school may use the equipment only for secular, neutral, and non-ideological purposes.) For example, if a non-public school did not have a photography lab before the emergency or disaster, Restart funds could not be used to support a new photography lab. (This restriction regarding the replacement of equipment losses applies to Restart assistance for public schools as well.)

In some instances, it may be appropriate for an SEA, LEA, or other public agency to use Restart funds to support new activities to guard against future losses. For example, Restart funds could be used to support off-site electronic data storage of financial data, even if the school did not previously use such protections.

F-19. May Restart funds be used to pay the costs of utilities for a non-public school?

Restart funds may be used to pay utility bills for a non-public school related to the covered disaster or emergency through the end of the school year in which the school reopened. Restart funds may also be used to reimburse a non-public school for utility bills previously paid and related to the covered disaster through the end of the school year in which the school reopened.

F-20. Who is responsible for exercising oversight regarding the validity of the data that are submitted by non-public schools that seek Restart services or assistance?

The SEA, LEA, or other public agency that provides services or assistance to non-public schools is responsible for verifying the validity of the data submitted by those schools. The SEA, LEA, or other public agency may request from a non-public school the documentation necessary to verify data on the numbers of affected students or the severity of damage. The non-public school should cooperate with such requests in order that the SEA, LEA, or other public agency can determine the appropriate level of services or assistance. We encourage the SEA to notify ED if any disputes arise between the public

agency and a non-public school concerning data requests, and we will work with all of the parties to resolve those disputes.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: November 17, 2020

TITLE OF AGENDA ITEM: Approval of 2020-2021 School Advisory Council (SAC)
Membership Rosters

DIVISION: Parent Services

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

Parent Services is seeking approval for the 2020-2021 School Advisory Council (SAC)
Membership Rosters.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Vicki Muse Johnson

POSITION: Parent Services Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered

CHAIRMAN’S SIGNATURE: page(s) numbered

REVIEWED BY:

School Advisory Council Membership Roster

School Year 2020-2021

Telephone #: 627-6030

Principal Signature: 

SAC Chairperson's Signature: 

School: Carter-Parramore Academy

Date: 10-30-2020

Date: 10-30-2020

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Maj. Willie A. Jackson	902 Solomon Dairy Rd. Quincy, FL 32352	850-508-9985	M	B	Principal	Principal
Emanuel Sapp	P.O. Box 1308 Quincy, FL 32353	850-508-2447	M	B	Chair	Peer Elect
Rev. Charles Flowers	799 Friday Road Quincy, FL 32352	850-766-2883	M	B	Vice Chair	Peer Elect
Frances Harrell	P.O. Box 123 Quincy, FL 32353	850-445-5260	F	B	Secretary	Peer Elect
Arrie Battles	919 Hardin Street Quincy, FL 32351	850-570-1296	F	B	Community Member	Peer Elect
Anthony Thomas	159 Strong Road Quincy, FL 32351	850-570-5759	M	B	Community Member	Peer Elect
Mary Brock	28 Quail Court Havana, FL 32333	850-556-4848	F	W	Community Member	Peer Elect
Mr. Melvin Collins	P.O. Box 955 Tallahassee, FL 32302	850-728-4049	M	B	Business Partner	Peer-Elect
Mr. Ron Green	100 North Adams St. Quincy, FL 32351	850-322-2349	M	B	Business Partner	Peer Elect
LaTrenda Gainous	4425 Hosford Highway Quincy, FL 32353	850-743-9560	M	B	Business Partner	Peer Elect
Doris Hinson	P.O. Box 1345 Quincy, FL 32353	850-627-3667 850-510-8943	F	B	Community Member	Peer Elect
Alma Venisee	P.O. Box 105 Quincy, FL 32353	850-270-2003	F	B	Parent	Peer Elect
Angelique Moore	107 Waters Street Chattahoochee, FL 32324	850-212-0784	F	B	Parent	Peer Elect
Dorothy Thomas	583 Shiloh Road Quincy, FL 32351	850-510-8693	F	B	Parent	Peer Elect
Jera Francis	355 Earlene Lane Quincy, FL 32351	850-661-1911	F	B	Parent	Peer Elect
LaShanna Clark	110 W. 16 th Avenue #141 Havana, FL 32333	850-520-2862	F	B	Parent	Peer Elect
Belinda Dubose	86 Dilworth Avenue Gretna, FL 32332	850-856-8222	F	B	Parent	Peer Elect
Letita Hall	818 Pine Avenue Chattahoochee, FL 32324	850-274-9998	F	B	Parent	Peer Elect
Selena Britt	404 Circle Drive Quincy, FL 32351	850-556-8817	F	B	Parent	Peer Elect
Ms. Dollene Williams	100 Lake Gretna Drive Gretna, FL 32332	850-559-2218	F	B	Parent	Peer Elect

Tyshun Ruffin	631 S. Stewart Street Quincy, FL 32351	850-627-6030	M	B	Student	Peer Elect
Jartavious Russ	404 Circle Drive Quincy, FL 32351	850-627-6030	M	B	Student	Peer Elect
Alonzetta Simpkins	34 Axie Smith Road Quincy, FL 32352	850-590-3981	F	B	SGA	Peer Elect
Ms. Shereka Hutley	631 S. Stewart St. Quincy, FL 32351	850-322-7943	F	B	Educational Support	Peer Elect
Ms. Jeanne Gunn	631 S. Stewart St. Quincy, FL 32351	850-210-4417	F	B	Instructional Representative	Peer Elect
Mr. Barkley Lewis	631 S. Stewart St. Quincy, FL 32351	850-895-6637	M	B	Parent Liaison	Peer Elect

**School Advisory Council Membership Roster
Chattahoochee Elementary School**

School Year 2020-2021

Telephone # 850-662-2080

Principal's Signature _____

Date 11/6/2020

SAC Chairperson _____

Date 4/6/20

Name	Address	Phone #	Sex	Race	Position	Method of Selection *
Valencia Denson	335 Maple St. Chattahoochee, FL 32324	850- 662-2080	F	B	Principal	Appointed
Genaya Miller	555 Satsuma Road Chattahoochee, FL 32324	850-509-8033	F	B	SAC Chairperson/Parent	Elected
Gwendolyn Streeter	775 Quail Roost Drive Quincy, FL 32351	850-694-3539	F	B	Parent	Elected
Isidora Mendoza	159 Smith Lane Chattahoochee, FL 32324	850-841-0697	F	H	Parent	Elected
Cheryl Carter-Jackson	424 Line Street Chattahoochee, FL 32324	850-296-4146	F	B	Parent	Elected
Ola Blue	222 Line Street Chattahoochee, FL 32324	850-663-2748	F	B	Parent	Elected
Tatyana Dobson	720 Congo Road Chattahoochee, FL 32324	850-566-4450	F	B	Parent	Elected
Angela Russ	104 Drury Lane Chattahoochee, FL 32324	850-879-6641	F	B	Parent	Elected
Marsha Bryant	444 Lincoln Drive Chattahoochee, FL 32324	850-320-3163	F	B	Secretary/Parent	Elected
Cheryl Aikens	PO Box 314 Chattahoochee, FL 32324	850-559-3114	F	B	Parent	Elected
Madalya Washington	5716 Blue Star Memorial Hwy #6 Chattahoochee, FL 32324	352-222-8174	F	B	Parent	Elected
Diane White	P.O. Box 997 Chattahoochee, FL 32324	1-229-202- 6568	F	B	Community Member	Elected
Rena Nelson	335 Maple St. Chattahoochee, FL 32324	850-662-2080	F	B	Staff	Elected
Mellany Wiggins	335 Maple St. Chattahoochee, FL 32324	850-662-2080	F	B	Staff	Elected
Ruth Hinson	335 Maple St. Chattahoochee, FL 32324	850-662-2080	F	B	Staff	Elected
Natasha Richardson	335 Maple St. Chattahoochee, FL 32324	850-662-2080	F	B	Staff	Elected

**Gadsden County
School Advisory Council Membership Roster**

School Year 2020-2021

School: Crossroad Academy Charter School

Telephone #: 850-875-9626

Principal's Signature: _____

Date: 10/30/2020

SAC Chairperson's Signature: _____

Date: 10/29/2020

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Geraldine Smith	115 Jim William Rd Quincy, FL 32351	850-627-2260	F	B	Community Member	Elected
Monica Proctor	601 N. Adams St. Quincy, FL 32351	850-339-1668	F	B	Community Member	Elected
Daniel Wells*	901 Arlington Circle Quincy, FL 32351	850-627-2643	M	B	Chair Community Member	Elected
Ida Thompson	1021 Laura Street Quincy, FL 32351	850-545-2855	F	B	Community Member	Elected
Kerwyn Wilson	433 Canopy Lane Quincy, FL 32351	850-459-6140	F	B	Parent	Elected
Phealandrea Gunn	15 Spires Rd Quincy, FL 32351	850-566-4010	F	B	Parent	Elected
Dr. Alicia Jackson	1240 Rustling Pines Blvd. Midway, FL 32341	404-751-6684	F	B	Community Member	Elected
Natalie Bradwell	624 Pat Thomas PKWY, Quincy, FL 32351	850-933-9488	F	B	Parent	Elected
Pearleane James	470 Strong Rd. Quincy, FL 32351	850-875-9626	F	B	Teacher	Elected
Dinesha Hill	470 Strong Rd. Quincy, FL 32351	850-875-9626	F	B	Teacher	Elected
Ashley Brown	635 Strong Road 53 Quincy, FL 32351	850-556-2164	F	B	Parent	Elected
Lina Douglas	470 Strong Rd. Quincy, FL 32351	850-875-9626	M	B	Parent	Elected
Stacey Hannigon	216 S Jackson St. Quincy, FL 32351	850-321-5148	F	B	Parent	Elected
Tenesia Clark	175 Woodward Rd. Quincy, FL 32352	850-556-1576	F	B	Parent	Elected
Lonyell Black	160 Hutley Rd Quincy, FL 32353	850-556-7953	F	B	Parent	Elected
Kevin E. Forehand	470 Strong Rd Quincy, FL 32351	850-875-9626	M	B	Principal	Appointed

School Advisory Council Membership Roster

School Year: 2020-2021 School: Gadsden County High School
 Telephone #: (850) 662-2300 Date: September 24, 2020
 SAC Chairperson Signature: *[Signature]* Date: Nov 5, 2020
 Principal Signature: *[Signature]* Date: 11/5/2020

Name	Address	Phone #	Gender	Race	Position	Method Of Selection
Pamela Jones	27001 Blue Star Memorial Hwy Havana, FL 32333	850-662-2300	F	B	Principal	Appointed
Emanuel Sapp	PO BOX 1308 Quincy, FL 32353	850-508-8447	M	B	Business Community	Elected
Rev. Charles Flowers	799 Friday Rd Quincy, FL 32352	850-766-2883	M	B	Faith-Based Community	Elected
Shelanda Shaw	236 UPTAIN RD QUINCY FL 32352	850-524-7885	F	B	Parent	Elected
Devonta Knight	27001 Blue Star Memorial Hwy Havana, FL 32333	850-662-2300	M	B	Staff	Elected
Robyn Daniels	515 W Franklin St. Quincy, FL 32351	919-665-8592	F	B	Community	Elected
Cynthia Holloway	50 Dora & Buster Rd Quincy, FL 32351	850-556-7973	F	B	Parent	Elected
Lucius Holloway	50 Dora & Buster Rd Quincy, FL 3351	850-294-6929	M	B	Parent	Elected
Martha Anderson	601 N 9 th St Quincy, FL 32351	850-354-4789	F	B	Staff	Elected
Tommasena Godwin	645 E BETLINET DR QUINCY FL 32351	850-363-8022	F	B	Parent	Elected
Nyama Williams	605 Gore Ave Tallahassee, FL 32310	850-508-8985	F	B	Community	Elected
Rev. Al Williams	605 Gore Ave Tallahassee, FL 32310	850-508-8985	M	B	Community	Elected
Dolores Quintero	27001 Blue Star Memorial Hwy Havana, FL 32333	850-662-2300	F	H	Staff	Elected
Lori Livingston	725 Salter Rd Quincy, FL 32352	850-519-1337	F	B	Staff	Elected
Judy Ware	711 E CIRCLE DR QUINCY FL 32351	(850) 766-1401	F	B	Parent	Elected
Van Crews	27001 Blue Star Memorial Hwy	850-662-2300	M	B	Parent	Elected

	Havana, FL 32333					
Regina Thompson	907 3RD STREET SW QUINCY FL 32351	(850) 274-4025	F	B	Parent	Elected
Contreaba Shannon	70 CARPENTERS RD QUINCY FL 32352	(850) 661-3500	F	B	Parent	Elected
Jerrilyn Harris	27001 Blue Star Memorial Hwy Havana, FL 32333	(850) 508-7470	F	B	Parent	Elected
Tiffany Powell	997 Bainbridge Hwy Quincy, FL 32352	(850)875-4643	F	B	Parent	Elected
Terry Starks	1069 Mt Hosea Church Rd Quincy, FL 32352	(850)662-1305	M	B	Parent	Elected
Mimi Robinson	111 Grove Rd Quincy, FL 32351	(850)445-7559	F	B	Parent	Elected

SCHOOL ADVISORY COUNCIL MEMBERSHIP ROSTER

SCHOOL YEAR: 2019-2020 SCHOOL: Gadsden Elementary Magnet School

PHONE NUMBER: 850-627-7557

PRINCIPAL'S SIGNATURE *Allysun Davis* DATE: 10/31/20

SAC CHAIRPERSON'S SIGNATURE *Kinghy Lobe* DATE: 10-21-20

NAME	ADDRESS	PHONE #	SEX	RACE	POSTION	METHOD OF SELECTION
Cole, Timothy	373 Ball Farm Rd Quincy 32352	(850) 510-2485	M	B	Parent, Chair	Peer Selection
Verna White	62 Bellamy Road Chattahoochee, FL 32324	(850) 663-5195	F	B	Community	Peer Selection
Reginald Washington	18 North Adams Street Quincy, FL 32351	(850) 508-8739	M	B	Business	Peer Selection
Washington, Donnie	635 Selman Rd Quincy 32351	(850) 556-9331	M	B	Parent	Peer Selection
Antionne Lawson	35 5 th Street Gretna, FL 32332	(850) 340-0997	M	B	Parent	Peer Selection
Roshmeri Mendez, Catlerina	150 Hogue Landing Lane Quincy 32351	(850) 567-8393	F	H	Parent	Peer Selection
Hernandez, Juan Lemus	2215 W. Jefferson St Lot 9 Quincy 32351	(850) 743-7338	M	H	Parent	Peer Selection
Nikki Cole	373 Ball Farm Rd Quincy, FL 32352	(850) 879-2830	B	F	Parent	Peer Selection
Dilworth-Porter, LaTasha	500 W. King St Quincy 32351	(850) 627-7557	F	B	Teacher	Peer Selection
Lewis, jari	500 W. King St Quincy 32351	(850) 627-7557	F	B	Teacher	Peer Selection
Davis, Allysun	500 W. King St Quincy 32351	(850) 627-7557	F	B	Principal	Appointed

**Gadsden County
School Advisory Council Membership Roster**

School Year 2020-2021

Greensboro Elementary School

Telephone # 442-6327

Principal's Signature Stephen H. Pitts Date 10-15-2020

SAC Chairperson's Signature Shekinah Dawkins Date 10-15-2020

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Shekinah Dawkins	1029 Juniper RD Quincy, Fl 32351	254-5854	F	B	Chairperson/ Parent	Elected
Brittney Burns	212 Audie Clark Rd Quincy, Fl 32351	363-5508	F	W	Parent	Elected
Beatriz Aguilar	3390 Pine Grove Church Rd. Quincy, Fl 32351	597-2918	F	H	Parent	Elected
Kassandra Gonzalez	334 Kever Lane Quincy, Fl 32351	509-0920	F	H	Parent	Elected
Shari Hamilton	425 Downs RD Quincy, Fl 32352	5974740	F	B	Parent	Elected
Hitalina Morales	177 Perez Lane Quincy, Fl 32351	728-9989	F	H	Vice-Chair/ Parent	Elected
Shun Thurman	332 Lonnie Clark Rd Quincy, Fl 32351	284-5812	M	B	Parent	Elected
Sandra Joseph	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	F	B	Teacher	Elected
Stephen Pitts	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	M	W	Principal	Appointed
Dawn Weeks	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	F	W	Media Specialist	Elected
Gloria Matos	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	F	H	Teacher	Elected
Sharon Bentley	Sycamore Methodist Church 3246 Sycamore Rd. Quincy, Florida 32351	442-4543	M	W	Business Partner	Elected
Patsy Pitts	Greensboro Methodist Church PO Box 226 Greensboro, FL 32330	442-4491	F	W	Business Partner	Elected
Barry Young	Pine Bloom Primitive Baptist Church PO Box 556 Greensboro, Fl 32330	408-4821	M	B	Business Partner	Elected

Havana Magnet School Advisory Council Membership Roster

School Year 2020-21 School Havana Magnet School
 Telephone # 850-662-2750
 Principal's Signature  Date 10/8/2020
 SAC Chair Signature  Date 8 Oct. 2020

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Melissa McGriff	5042 PRYOR COURT TALLAHASSEE, FL 32303	850-519-4743	F	B	Parent President	Peer-Elected
Cedric Akins	101 STEVENS DR MIDWAY, FL 32343	(850) 212-1607	M	B	Parent Vice President	Peer-Elected
Parish Williams	1204 Poplar Dr. Tall., FL 32304	850-524-9067	M	B	Principal	Appointed
Tamela McGriff	406 S U.S. 27 HAVANA, FL 32333	(850) 868-0766	F	B	Parent	Peer-Elected
Derrick Sailor	166 TOBACCO RD HAVANA, FL 32333	(850) 539-3770	M	B	Parent	Peer-Elected
Kim Sailor	166 TOBACCO RD HAVANA, FL 32333	(850) 539-3770	F	B	Parent Parliamentarian	Peer-Elected
Quashier Flood-Strouble	1935 Sabar Drive, Tall., FL 32303	631-949-6886	F	B	Teacher Secretary	Peer-Elected
Carla Derico	713 SHORT ST HAVANA, FL 32333	(850) 567-5587	F	B	Parent Treasurer	Peer-Elected
Terrance Roberts	362 FRANCES DR HAVANA, FL 32333	850-868-1319	M	B	Parent	Peer-Elected
Natalie Roberts	362 FRANCES DR HAVANA, FL 32333	850-868-1319	F	B	Parent	Peer-Elected
Eric Hinson	PO Box 925 Havana, FL 32333	850-519-5393	M	B	Community Member	Peer-Elected
Dionne Mathews-Nelloms	4920 Outlook Court Tallahassee, FL 32303	678-764-0495	F	B	Teacher	Peer-Elected
Curtricia Douglas	207 Northeast 4 th Street Havana, FL 32333	850-524-7182	F	B	Parent	Peer-Elected
Adrian Williams	1415 Colorado Street Tallahassee, FL 32304	850-284-8892	M	B	Teacher	Peer-Elected

School Advisory Council Membership Roster

School Year: 2020-2021

School: School Stewart Street Elementary

Telephone #: (850) 627-3145

Date: Tuesday, October 13, 2020

Principal's Signature: _____

Date 10/13/2020

SAC Chairperson's Signature: _____


Date 10/13/20

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Lisa Robinson	749 South Stewart St.	(850) 627-3145	F	B	Principal	Appointed
Shonda Pruitt	749 South Stewart St.	(850) 627-3145	F	B	Teacher	Elected
Carol Kincy	603 N. Bellamy Drive	(850) 443-7438	F	H	Parent	Elected
Jennifer Anderson	1918 Doomar Drive	(850) 363-2795	F	B	Reading Resource	Elected
Tonica McDonald	635 Strong Rd. Apt. # 15	(850) 264-6445	F	B	Chairperson Parent	Elected
Annequah Knight	737 S. Adam Street	(850) 322-4752	F	B	Vice Chairperson Parent	Elected
Giselda Pringley	64 N. Cleveland St. Apartment 1104	(850) 212-1733	F	B	Secretary Parent	Elected
Kimi Green	513 Fourth Street	(850) 443-9176	F	B	Parliamentarian Teacher	Elected
Karen Toussaint	3352 Woodbriar Lane	(850) 510-8275	F	W	Treasurer Teacher	Elected
Shauntae Smith	622 2 nd St.	(850) 661-6533	F	B	Parent	Elected
Shydell Hall	1208 Bainbridge Hwy.	(850) 766-6033	F	B	Parent	Elected
Audrey Wynn	430 Frank Jackson Rd.	(850) 631-2574	F	B	Parent	Elected
Shendora Murphy	749 Stewart Street	(850) 567-5166	F	B	Parent	Elected
Eva Davis-Sweet	44 Shiloh Road	(850) 408-7293	F	B	Teacher	Elected
Polly Love	703 Hardin Street	(850) 294-9186	F	B	Parent	Elected
Cathy Robinson	411 MLK Blvd.	(850) 274-7741	F	B	Parent	Elected
Yessenia Jimenez	1700 Mt. Pleasant Rd.	(850)-228- 2042	F	H	Parent	Elected
Callarious Williams	77 Carmen Maria Ln.	(850)- 556-0259	M	B	Parent	Elected
Travis Wood	988 Joe Adams Rd.	(850)-339-7610	M	B	Parent	Elected

School Advisory Council Membership Roster

School Year: **2020-2021**
 Telephone: **850-442-9500**

School: **West Gadsden Middle School**

Principal's Signature: 

Date: **November 2, 2020**

SAC Chair Signature: 

Date: **November 2, 2020**

Name	Address	Phone #	Gender	Race	Position	Method of Selection
LaWanda Mathews	2116 Barack Obama Blvd. Quincy, FL 32351	850-875-2832	F	B	Chairperson/Parent	Elected
Willie Fagg	7429 Blue Star Hwy Chattahoochee, FL 32324	850-363-2245	M	B	Vice Chair/Staff	Elected
Hope Bradwell	Bradwell Funeral Home	850-510-0918	F	B	Business Partner	Elected
Bill Proctor	Salem A.M.E. Church 205 Kemp St. Greensboro, FL	850-4424913	M	B	Community Partner	Elected
Ofelia Ortiz	621 Coleman Ave. Quincy, FL 32351	850-491-7779	F	H	Parent	Elected
Kimberly McNealy	101 Henry Dr. Gretna FL 32332	850-661-7205	F	B	Parent	Elected
Laura Cayetano	6446 Greensboro Hwy Quincy, FL 32351	850-274-2037	F	H	Parent	Elected
Howard Mathews	2116 Back Obama Blvd. Quincy, FL 32351	850-321-5603	M	B	Parent	Elected
Katrina Cloud	4550 Mt. Pleasant Rd. Quincy FL 32351	850-661-7205	F	B	Parent	Elected
Annette Vickers	1008 W. Clark St. Quincy, FL 32351	850-510-6458	F	B	Teacher	Elected
Jada McNealy	101 Henry Dr. Gretna FL 32332	850-661-7205	F	B	Student	Elected
Rycca Chaffin	670 Jep Martin Rd. Quincy, FL 32352	229-291-8534	F	W	Student	Elected
Lydia Desue	4550 Mt. Pleasant Rd. Quincy, FL 32351	850-661-7205	F	B	Student	Elected
Juliette Jackson	200 Providence Road Quincy, FL 32351	850-442-9500	F	B	Principal	Appointed

0274

**Gadsden Technical Institute
Institutional Advisory Council Membership Roster**

School Year	<u>2019/2020</u>	School	<u>Gadsden Technical Institute</u>
Telephone #	<u>850-875-8324/850-627-9651</u>	Date	<u>October 19, 2020</u>
Director's Signature		Date	<u>10/20/20</u>
IAC Chair Signature	<u>Maciel Green</u>	Date	<u>10-19-2020</u>

Name	Address	Phone #	Gender	Race	Position	Method of Selection
Dr. Joy Anderson	Gadsden County Healthy Start Coalition, Inc. P.O. Box 1323 Quincy, FL 32351	850-662-1061	F	AA	Executive Director	Elected
Tiffany Barnes	Tallahassee Community College 223 Pat Thomas Pky Quincy, FL 32351	850-201-6062	F	AA	Gadsden Center Director	Elected
Harold Fields	Gadsden Technical Institute 201 MLK, Jr. Blvd. Quincy, FL 32351	850-875-8324	M	AA	Student	Elected
Tatia Thomas	Gadsden Technical Institute 201 MLK, Jr. Blvd. Quincy, FL 32351	850-875-8324	F	AA	Career Counselor	Elected
Maciel Green	Talquin Electric, Coop. Inc. P.O. Box 1679 Quincy, FL 32351	850-627-7651	F	AA	Communications & Outreach Manager	Elected
Dr. Sylvia R. Jackson	Gadsden Technical Institute 201 MLK, Jr. Blvd. Quincy, FL 32351	850-875-8324	F	AA	Director	Appointed
Angela G. Sapp	Gadsden Technical Institute 201 MLK, Jr. Blvd. Quincy, FL 32351	850-875-8324	F	AA	CTE Coordinator	Appointed
Kourtney Lewis	Tallahassee Community College 223 Pat Thomas Pky Quincy, FL 32351	850-558-3624	M	W	Center Manager	Elected
Lisa D. Williams	Florida Dept. of Education 325 West Gaines Street Tallahassee, FL 32399	850-245-7884	F	AA	Program Specialist	Elected
Carmita McCall	Gadsden Co. Health Coalition P.O. Box 1323 Quincy, FL 32351	850-662-1061	F	H	Director Program Dev.	Elected

Gadsden County
School Advisory Council Membership Roster

School Year 2020-2021

School James A. Shanks Middle School

Telephone # 850-875-8737

Principal's Signature



Date 10/21/2020

SAC Chairperson's Signature



Date 10/21/2020

Name	Address	Phone#	Sex	Race	Position	Method of Selection*
Tanisha Brown	225 Grove Road Quincy, Fl 32351	850-459-5553	F	B	Parent, Chairperson	Peer Selection
Keyichee Burke	655 South Stewart Street Quincy, Fl 32351	850-875-7249	F	B	Community	Peer Selection
Wanda Favors	607 Dusty House Rd. Quincy, Fl 32352	850-274-2743	F	B	Parent	Peer Selection
Gwendolyn Forehand	318 Dusty House Rd Quincy, Fl 32351	850-627-3116	F	B	Parent	Peer Selection
Gekettia Harris	122 N. Cleveland Street Quincy, Fl 32351 Apt 1A	850-567-5779	F	B	Support Staff	Peer Selection
John McGriff	703 South Main Street Havana, Fl 32333	850-570-0426	M	B	Parent	Peer Selection
Bufford Manion	2108 Continental Ave Tallahassee, Fl 32304	850-321-2558	M	B	Teacher	Peer Selection
Chrissy Shorter	121 James Circle Quincy, Fl 32351	352-446-0423	F	B	Community	Peer Selection
Camelia Showers	28758 Bluestar Hwy Havana, Fl 32333	850-274-5777	F	B	Teacher	Peer Selection
Maurice Stokes	1400 W. King Street Quincy, Fl 32351	850-875-8737	M	B	Principal	Appointed
Charise Stokes	855 Porter Mitchell Road Quincy Fl 32352	850-666-9657	F	B	Parent	Peer Selection
Stacey Wood	225 Grove Road Quincy, Fl 32351	850-459-4453	M	B	Parent	Peer Selection
Terell Woods	187 Tyler Sanders Road Quincy, Fl 32352	850-743-8002	M	B	Parent	Peer Selection

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: November 17, 2020

TITLE OF AGENDA ITEM: Title I Parent and Family Engagement Plans (PFEPs)

DIVISION: Federal Programs

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

Title I Parent and Family Engagement Plans (PFEPs) for each Title I school and the district are required to be developed annually by Florida Department of Education (FDOE) to meet compliance of Every Student Succeeds Act (ESSA). A written PFEP, jointly developed by parents, School Advisory Councils (SAC), and the community are part of the requirements to be a Title I school. Districts are obligated to provide outreach to all parents and the community to implement programs, activities, and procedures for the involvement of parents and family members. Plans must involve meaningful and timely participation with parents. Plans should be aligned with the School Improvement Plans (SIPs), the district strategic plan, and other required plans for federal and state educational programs. The plans are required to be uploaded into the SIPs for all schools that do not meet state or federal levels of improvement.

The district PFEP should provide direction, coordination, technical assistance, and other supports to assist and build the capacity of all participating Title I schools within the district in planning and implementing effective parent and family activities to improve student academic achievement and school performance. Individual school PFEPs should do these things on a smaller scale but would be more specific to the needs of the school and its students. The PFEP must be evaluated annually by parent groups, such as SAC and Community Assessment Teams (CAT), and by parents during Annual Title I meetings. Plans should be periodically updated in response to changing parent needs identified in parent meetings.

FUND SOURCE: N/A

AMOUNT: \$0.00

PREPARED BY: Vicki Muse-Johnson

POSITION: Parent Services Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered _____

CHAIRMAN’S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

Gadsden County Public Schools (GCPS) receives Title I, Part A funds only if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members Title I, Part A programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Annually, GCPS shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

The policy shall establish the GCPS's expectations and objectives for meaningful parent and family involvement, and describe how the agency will:

- (A) involve parents and family members in jointly developing the plan and development of support and improvement plans;
- (B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within GCPS in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which will include meaningful consultation with employers, business leaders, and faith-based organizations;
- (C) coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- (D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served by Title I and will address:
 - (i) barriers to greater participation by parents in activities 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;
 - (ii) needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - (iii) strategies to support successful school and family interactions;
- (E) use the findings of annual PFEP and parent services evaluations and surveys to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the PFEP; and

- (F) involve parents in the activities of the schools, which includes a school parent advisory board representative of parents or family members served by the district to adequately represent the needs of Gadsden County.

GCPS shall reserve at least 1 percent of its allocation under Title I, Part A to assist schools to carry out parent activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how of the 1% are allotted for parental involvement activities. 90 percent of the funds shall be distributed to GCPS Title I schools with priority given to high need schools. Funds shall be used to carry out activities and strategies consistent with GCPS's PFEP to support professional development for teachers, principals, school leaders, and parents with programs that reach parents and family members at home; will disseminate information focused on parent and family engagement, and through collaboration will engage in other activities and strategies that are appropriate and consistent with GCPS's PFEP.

Each GCPS Title I school shall:

- (1) 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 how the school will provide services for parents with the Title I set-aside for parent involvement;
- (2) Parents shall be notified of the availability of the PFEP in an understandable format and, to the extent practicable, in a language the parents can understand;
- (3) The PFEP shall be made available to the local community through a variety of media and other dissemination methods and updated periodically to meet the changing needs of parents and the school;
- (4) If parent input of the Title I PFEP dictates the district should amend it, it will amend the plan to the extent feasible within the constraints of federal law and monitoring requirements to the satisfaction of the parents of participating children.

Each GCPS Title I school shall:

- (1) 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 in Title I and to explain the requirements of Title I, and the right of the parents to be involved;
- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, child care, or services that relate to parental involvement;
- (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of school plans, including the planning, review, and improvement of the school PFEP and the joint development of the school-wide Title I program;

- (4) provide parents of participating children timely information about programs; 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 the challenging State academic standards; provide 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.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level PFEP, each GCPS Title I school shall 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 State's high standards.

Such school-parent 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 to meet the challenging State 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; and
- (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress;
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - (D) 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.

BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement, each Title I school and the district shall:

- (1) provide assistance to parents of children served as appropriate, in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children, this could include training and use of the Skyward Parent Portal;
- (2) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster more meaningful parental involvement;
- (3) educate teachers, specialized instructional support personnel, principals, school leaders, 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, implementing and coordinating parent programs, and building ties between parents and the school;
- (4) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children;
- (5) ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) involve parents in the development of training, as practicable and necessary for better parent involvement;
- (7) pay reasonable and necessary expenses associated with local parental involvement activities, to enable parents to participate in school-related meetings and training sessions;
- (8) train parents to enhance the involvement of other parents;
- (9) arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (10) adopt and implement model approaches to improving parental involvement;
- (11) establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (12) develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

- (13) provide such other reasonable support for parental involvement activities as parents may request.

ACCESSIBILITY.—In carrying out the PFEP, Gadsden and its public 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 in a format and, to the extent practicable, in a language such parents understand.

FAMILY ENGAGEMENT IN EDUCATION PROGRAMS GCPS shall inform parents and organizations of the existence of the PFEP.

Needs Assessment

The 2018 school year was disrupted by the turmoil presented by Hurricane Michael and that disruption created a major effect on Gadsden County schools which continued into the beginning of the current school-year. This year is ending with an unprecedented scenario of school interruptions caused by Covid-19. These two events drastically impacted the district's ability to quantify the level of parental engagement because of the small number and quality of survey responses received from parents. The level of parent response to the survey was indicative of the true level of parental involvement and engagement. While these events caused a negative impact, it also exposed some cracks in the system and redirected the strategies of the district's approach to parental engagement. Therefore, this year's plan is based on anecdotal data.

1. Communication and Outreach

- 1a.** Gadsden County parents are younger than in past years, and the methods by which they communicate have changed. GCPS has initiated a social media effort at the district and school level. The district is using Facebook and other social media outlets to connect with parents, and during the coming year, each school will create and maintain its own social media presence. The district also has a districtwide automated notification system (Skylert) that provides alerts and attendance notifications via phone call, email and/or text message. This system allows individual schools to distribute messages that are unique to their targeted parents. During the upcoming school year, some schools will also use "Remind" which is an email or text driven system to broaden our connections with parents. One of the major benefits of using Remind is it does not require Internet access. Gadsden County is a rural community with large pockets scattered throughout the county that are without broadband capabilities. This system removes the responsibility of relying on students to deliver and return necessary forms needing parent feedback by including attachments that can be delivered and returned in a text message. Parents, with the capabilities of receiving text messages, are then able to complete forms on their phone and forward back to the school. Each of these systems has a built-in tracking system which provides an automatic analysis of messages delivered and responses received. The district will maximize its use of Google Classroom and/or Canvas Learning Management System (LMS) to increase

parental involvement. These tools are designed to promote communication and allow parents to closely monitor their child’s progress by posting grades, attendance, and other records. As cited by Brent Mundy of Blackboard Learn, “millennial parents are a rapidly growing population in K-12 school districts, that’s why it’s important for K-12 professionals to understand how to most effectively communicate school information with them. In fact, 43% of current parents in schools are millennials, as are [90% of new parents now](#)”.

Source: Mundy, Brent. “Sharing Coronavirus Contingency Planning Best Practices.” *Blackboard Blog, Blackboard Learn*, 3 Mar. 2020, blog.blackboard.com/sharing-coronavirus-contingency-planning-best-practices. **ESSA Tier 2**

- 1b.** Parent engagement is an issue at most Title I schools throughout the country and Gadsden County is no exception. The fact that the county is designated as a Title I district signifies the magnitude of concerns related to parental and family engagement. Addressing Title I communities requires an understanding or premise that most parents are disengaged because of experiences during their school days. Overcoming the distrust and skepticism of disconnected parents requires a different approach. Other school-based activities targeted at parent outreach involve events that encourage non-threatening on-campus visits such as Breakfast with Dads, grandparent’s day, classroom activities and other school sponsored events that include the students. These events are intended to use the child as the central focus of both school and parent. As in the past, the district has instituted a parent/teacher engagement opportunity at the end of each nine-week reporting period. These events, titled Parent Expos, are designed to provide school staff an opportunity to establish a professional and also personal relationship with parents and the ability to communicate with parents in a non-threatening environment. Larry Ferlazzo of Education Week states that schools need to “accept disengaged parents for where they are. There’s often a direct connection between the child’s lack of engagement and the parent’s negative school experience.” The use of his research will continue to help our district create a parental culture where parents feel safe and engage.

Source: Ferlazzo, Larry. “Response: Several Ways To ‘Motivate’ the Unmotivated To Learn.” *Classroom Q&A With Larry Ferlazzo, Education Week*, 25 Aug. 2011, blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2011/08/several_ways_to_motivate_the_unmotivated_to_learn.html. **ESSA Tier 2**

- 1c.** To ensure that non-English speaking parents are not neglected, all correspondences are translated in Spanish. During meetings and other activities, translators are provided. Activities and programs will continue to be implemented that are culturally sensitive and that reflect the social and environmental aspects of the county.

Source: Education Development Center. *Strategies for Engaging Refugee and Immigrant Families*. Newton, MA: Education Development Center; 2011: Available at http://sshs.promoteprevent.org/webfm_send/2254. **ESSA Tier 2**

- 1d.** Parent/teacher/school meetings are conducted at times more conducive to the schedules of parents rather than teachers and/or school administrators. Meetings via Facetime, Zoom

and other social media outlets as well as moving meetings off campus to community venues will be implemented to increase the possibilities of increasing parental/family engagement. **Source:** *Garcia-Dominic O, Wray LA, Treviño RP, Hernandez AE, Yin Z, Ulbrecht JS. Identifying barriers that hinder onsite parental involvement in a school-based health promotion program. Health Promotion Practice 2010;11(5):703–713. ESSA Tier 2*

2. Partnerships

2a. Collaborative efforts will be expounded upon to convince parents, community leaders, non-profit organizations and businesses to become actively involved with students and schools. Each school will maintain a functioning School Advisory Council (SAC) which consist of, and led by, parents or other community members. This is to ensure that parents and the community are given an active role in setting meeting agenda, a voice in the development and evaluation of school improvement plan and input in how the school’s Title I budget will be utilized. Each school-based SAC will select a parent/community member to represent and voice their interest at the district level SAC. Epstein et al found in their study that when schools encourage parents to be a part of the decision-making process, they have by-in and they participate more.

Sources: *Epstein JL. School, Family, and Community Partnerships: Preparing Educators and Improving Schools Second Edition. Boulder, CO: Westview Press; 2011. Michael S, Dittus P, Epstein J. Family and community involvement in schools: results from the School Health Policies and Programs Study 2006. Journal of School Health 2007;77:567–579. ESSA Tier 1*

2b. The district will expand its “Faith In Gadsden Students” (FIGS) initiative that focuses on the faith-based community. Local churches will be encouraged to adopt a school and provide student mentoring, school volunteers and in some instances serve as a liaison between school and parents. Church fellowship halls will be used as community meeting locations for schools which to alleviate transportation issues for those parents that find it difficult to meet on school campus. The district will also reach out to community-based organizations and businesses and create collaborative agreements on how they can provide various social service activities to students and families. This initiative will expand the county’s resource guide of community services that will be made accessible for parents. As noted by Caspe et al., “community engagement efforts should emphasize partnership.” **Source:** *Caspe, M. et al. “Family Involvement in Elementary School Children’s Education.” Op. cit., p. 7. - “Making the Case for Parent Involvement and Engagement.” Harvard Family Research Project, May 11, 2005. ESSA Tier 2*

2c. Parent liaisons facilitate involvement through a variety of avenues. Parent liaisons foster the school-family bond, respond to family demand for educational and skill-building programming, and facilitate communication with parents. They are responsible at the school level for: organizing regular educational workshops for parents, raising parent awareness of academic standards and standardized testing, arranging family intervention assistance, and facilitating volunteering opportunities to parents and community members. **Source:** *Adapted from: “Parent Liaisons.” Creighton School District. ESSA Level 1*

3. Technical Assistance

3a. The lack of parental engagement is not always the fault of parents. School administrators and teachers often have a preconceived perception of Title I parents that sometimes taint their ability or willingness to encourage parental involvement. A district-level infrastructure has been created to develop, implement and coordinate family engagement efforts. This framework legitimizes the district's ability to assess the efficacy of parental engagement activities while identifying best practices within the district that can be communicated and distributed between schools. Staff development activities/workshops are provided for district and school level staff that emphasize the relevance of and process for effective parental engagement.

*Source: Westmoreland, H. et al. "Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement." Harvard Family Research Project, July 2009. p. 2. <http://www.hfrp.org/familyinvolvement/publications-resources/seeing-is-believing-promising-practices-for-how-school-districts-promote-family-engagement>
ESSA Level 2*

3b. Johnston et al., in their 2003 study, found that if parents are provided with seminars, workshops, parent leadership qualities, and information on topics that relate directly to their needs and understanding, schools will see a rise in student success. Our county will build on this research by planning a parent engagement conference during the first semester of the school year or prior to the beginning of the new school year. The conference will be structured to provide information for parents and school staff on the tools for effective parental engagement. Staff development activities will be provided for teachers that could award in-service points towards certificate renewal. Skill building and leadership skills workshops will be provided for parents and other presentations that will target topics that parents believe most important to them will be presented.

*Source: Johnston R, Cross D, Costa C, Giles-Corti B, Cordin T, Milne E, et al. Sun safety education intervention for school and home. Health Education Research 2003;103(6):342-351. **ESSA Level 1***

4. Monitoring

4a. Family engagement is more likely to be sustained when it is outcome-oriented and tied to the instructional goals for a student, with specific benchmarks across the school year. When parents are alerted to their child's academic progress and equipped with effective tools to address challenges, they can positively impact student learning.

*Source: Weiss, H., M Lopez, and D. Stark. "Breaking New Ground: Data Systems Transform Family Engagement in Education." Harvard Family Research Project, January 2011, p. 1-16. **ESSA Level 4***

4b. Led by the staff of the District Parent Resource Center, along with input from parents, school staff and community stakeholders, will revise the parent satisfaction survey to ensure that the data elements of the "Parent Satisfaction Survey" not only garner

information most important to the district but also are representative to the concerns of parents.

- 4c.** Using the database “Parent Engagement and Family Involvement – Quantified” (PEFi-Q), the district will identify ten expectations for every school to assess parent engagement and require that each school identify an additional ten expectations for assessing parent engagement that is unique to that school’s parent engagement plan. An analysis of the outcome garnered from this tool will help quantify the extent to which parents are involved and identify focus areas for which a continuous improvement plan should begin. PEFi-Q could also show the correlation between student outcomes and parental involvement. A widely cited 2005 Harvard Family Research Project meta-analysis offered strong evidence for the importance of parental involvement to academic achievement. *ESSA Level 4*
- 4d.** Parents will be given a self-assessment survey titled Different Levels of Parental Involvement (DLOPI). This survey will provide parents with the opportunity to conduct a self-reflection of their interpretation on the extent to which they have been actively involved with the child’s education and school experience.

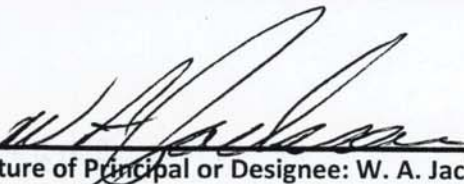
An analysis and comparison of the results of the PeFi-Q data vs. that of the DLOPI data will provide the beginning of a dialogue that leads to the following year’s revision of the school and district parent engagement plan.

CARTER-PARRAMORE ACADEMY

I, Willie A. Jackson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.


Signature of Principal or Designee: W. A. Jackson

6-18-2020

MISSION STATEMENT

CPA will provide a learning environment that is safe and conducive for learning to develop students for college and/or careers.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

CPA will involve parents in all aspects of its Title I program. The SAC along with all other parents provide input into the development, implementation and evaluation of the parent family engagement plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice and other assistances their child will receive by virtue of being in a Title I school-wide program. other parent meetings and EXPOs will be held throughout the school year, especially to seek parent involvement and their input regarding how the school invests federal dollars in parents in activities. During the monthly SAC meetings input will be solicited from council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals related to the development of the school improvement plan by the SAC. Parents are also surveyed at least once for Title I and again for 21st century Community Learning Centers for their input an activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

CPA will provide full opportunities for participation in parental involveent activities to all parents, student and community members. Memandums and letters announcing various parental involvement activities will be reviewed for ease of readabiity to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/ELL/migrant offices to blend activities into each all plans to provide appropriate services and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a spanish translator will be provided at all major parent meetings and will be available upon request for other school or teacher parent activities. All Skylert messages will be in English and Spanish, as well as acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. CPA offers parent friendly environment where parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. CPA will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can undersstand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parental Involvement and Student Achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings		Improve English Language Arts Achievement	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Campus Display on M		Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension, to provide them with the training and the tools to assist their children at home; to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations.	

Building Capacity to Support Parents' Involvement in School

2. Shall provide assistance to parents of children served to understand State and local assessments.

Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, Mathematics Standards, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Civics, Understanding the Florida Standards Assessment Student Report		Improve parent involvement program, Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	

METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To inform parents of ways to assist with ELA, mathematics, science, civics, Biology, and Algebra in preparation for standardized assessments	
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity	Impact of Activity	
Provide Information on the Title I Program, DLOPI Training, Training module on building tie between parents and the school, School Advisory Council Meetings	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School		
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity	Impact of Activity	
Effective utilization of parent/teacher communication tool(s)*, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at School, School Advisory Council Meetings	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent	All Parents, Teachers, Specialized Instructional Support Personnel	

Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference, Data Chat meetings		
Communication Tools	Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email	Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity	Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)	To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity	Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions	Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor	All Parents	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent / Teacher Conference, Staff Training		
Communication Tools	Coordination with:	
Flyer or Invitation	Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)	To ensure all parents understand how to improve their child(ren) academic performance	
Building Capacity to Support Parents' Involvement in School		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	

First Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools	Coordination with:	
Flyer or Invitation, Email	Title II, Part A- Staff Training	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To ensure all teachers know how to effectively communicate and work with parents and colleagues	
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity	Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions	Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant	Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools	Coordination with:	
Flyer or Invitation, School or District Website, Email	Title II, Part A- Staff Training	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda	To improve ties between home and school , To improve communication between home and school	
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	
Training module on building tie between parents and the school	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Other Staff	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	

METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools		Coordination with:
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement
Evidence of Activity		Reason for Activity
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve ties between home and school
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity		Impact of Activity
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program
Improve by 5%		
Person(s) Delivering Content		Person(s) Receiving Content
Principal		All Parents, Specialized Instructional Support Personnel
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference		
Communication Tools		Coordination with:
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings
Building Capacity to Support Parents' Involvement in School		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity		Impact of Activity
Provide information on Parent Engagement and Educational Programs		Improve knowledge of the Title I Program
Improve by 5%		
Person(s) Delivering Content		Person(s) Receiving Content
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team		All Stakeholders, Community Members
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools		Coordination with:
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement

Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION			
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's			
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo, Parent Expo/Parent Conference Nights		3	30-50
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data		Shared student progression in regards to classwork and assessment data	
BUILDING CAPACITY ADDRESSED			
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Educational Fairs - Bring your Parent to School Days		2	30-50
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas		Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
motivational assemblies		2	75-125
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	
Parents are invited to participate in activities and events organized by school to recognize and reward students for academic accomplishments		Shared student progression in regards to classwork and assessment data	
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Community Meetings and Health Fairs		3	30-50
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	
Parents are urged to participate in informational meetings, fairs, programs throughout the year to educate, train, and provide services to families to bridge the gap between home and school		Shared strategies that helped to bridge the gap between home and school and led to improvements in academic achievement	
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Anti-bullying program implemented		2	30-50
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	

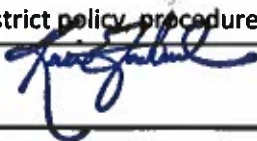
parents are invited to understand the issue of bullying and what they can do to help reduce the behavior	reduced incidents of bullying	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Assist with non-English speaking parents to participate	2	10-20
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Improve communications with non-English speaking parents	hired a bi-lingual paraprofessional to assist with translations during meetings and at the parent resource center	
Activities Not Implemented		
none		

Crossroad Academy

I, Roger P. Milton, 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., I, Kevin Forehand, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



10/1/2020

Crossroad Academy provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to provide appropriate services and to ensure connections to service providers are made available to parents upon identified need. Spanish translators are provided at all parent meetings and are available upon request for any other parent activities. All Skylert messages are in English and Spanish and any acronyms in written correspondence are identified and explained. Spanish translations are provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Crossroad is a school and parent friendly facility. Parents are provided information during Open House regarding the availability of parent involvement opportunities and resources. Crossroad Academy collaborates to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parental Involvement and Student Achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity	Impact of Activity	
English Language Arts Standards, Florida Standards Assessment-English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings	Improve English Language Arts Achievement	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents, Teachers	

Timeline of Activity

Calendar Timeframe	Time of Day
First Quarter, Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference

Communication Tools	Coordination with:
Skylert, School or District Website, Flyer or Invitation, Campus Dis	Title I, Part A- Parent Involvement, Title II, Part A- Staff Training, Title III, Part A- ELL, Title IX Homeless Student Education, State Voluntary Pre-K, IDEA- Federal ESE

Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	CRA believes involving parents in all aspects of its educational program so they can assist the school in helping ensure all student succeed academically.

Building Capacity to Support Parents' Involvement in School

2. Shall provide assistance to parents of children served to understand State and local assessments.

Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, I-Ready Diagnostic- English Language Arts, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Biology, Understanding the Florida Standards Assessment Student Report, Parent Teacher Expos, School Advisory Council Meetings, Effective utilization of parent/teacher communication tool(s)*		Improve parent involvement program, Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement, Title IX Homeless Student Education, Title III, Part A- ELL, State Voluntary Pre-K, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra, To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments	

3. Shall provide assistance to parents of children served to understand the requirements of Title I.

Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, Training module on parent value and contributions, Provide other resources that eliminate barriers to greater participation		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Assistant Principal, Guidance Counselor, School Advisory Council Chair, Teacher		All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting			

Communication Tools		Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A-ELL, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Mathematics Standards, i-Ready Diagnostic- English Language Arts, Provide information on Parent Engagement and Educational Programs		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools		Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email		Title I, Part A- Parent Involvement, Title III, Part A-ELL, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, Mathematics Standards, Understanding the Florida Standards Assessment Student Report, Curriculum nights, Training module on parent value and contributions		Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			

Parent / Teacher Conference, Staff Training		
Communication Tools		Coordination with:
Flyer or Invitation		Title I, Part A- Parent Involvement, Title III, Part A-ELL, IDEA- Federal ESE, State Voluntary Pre-K
Evidence of Activity		Reason for Activity
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)		To ensure all parents understand how to improve their child(ren) academic performance
Building Capacity to Support Parents' Involvement in School		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
Building Capacity Activity		Impact of Activity
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team		Teachers, Professional Learning Team, Other Staff
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools		Coordination with:
Flyer or Invitation, Email		Title II, Part A- Staff Training
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To ensure all teachers know how to effectively communicate and work with parents and colleagues
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity		Impact of Activity
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions		Improve parent satisfaction Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Consultant		Teachers
Timeline of Activity		
Calendar Timeframe	Page 83	Time of Day

First Quarter, Second Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)
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METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Staff Training

Communication Tools	Coordination with:
Flyer or Invitation, School or District Website, Email	Title II, Part A- Staff Training

Evidence of Activity	Reason for Activity
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda	To improve ties between home and school , To improve communication between home and school

Building Capacity to Support Parents' Involvement in School

8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.

Building Capacity Activity	Impact of Activity	
Training module on building tie between parents and the school	Improve Parent Participation Rates, Improve parent involvement program	Improve by 5%

Person(s) Delivering Content	Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Other Staff

Timeline of Activity

Calendar Timeframe	Time of Day
First Quarter, Second Quarter	Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Staff Training, Online Self-guided Training, Professional Learning Community

Communication Tools	Coordination with:
Flyer or Invitation, Email	Title II, Part A- Staff Training, Title I, Part A- Parent Involvement

Evidence of Activity	Reason for Activity
Meeting/Training Sign-in Sheets, Meeting/Training Agenda	To improve ties between home and school

Building Capacity to Support Parents' Involvement in School

9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.

Building Capacity Activity	Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation	Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%

Person(s) Delivering Content	Person(s) Receiving Content
Principal	All Parents

Timeline of Activity

Calendar Timeframe	Time of Day
First Quarter, Third Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website	Title I, Part A- Parent Involvement, Title III, Part A-ELL, IDEA- Federal ESE	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To increase parent participation at school-level meetin	
Building Capacity to Support Parents' Involvement in School		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity	Impact of Activity	
Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team	All Stakeholders, Community Members	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Back to school Events	4	400
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards	Parents were informed on the changes in standards and curriculum	

to classwork and assessment data

for the school year and how to best help their students at home. The faith-based community informed parents on after school programs and tutoring services offered at their churches. Research has shown that when parents and community join forces, student academics is positively affected.

BUILDING CAPACITY ADDRESSED

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Building Ties between home and School	4	400

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Staff participated in parent -communication professional development; This activity including role playing and how to handle parent-teacher conferences. When parents and teachers foster positive relationships, students benefit from the support of both stakeholders.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent involvement training	4	100

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Staff were trained on a variety of ways to involve parents in their child

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Curriculum Expectations	2	50-100

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Informed parents of school curriculum expectations

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo	3	400

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Informed parents of student progress

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Partner Program	1	50-100

Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Students will gain assistance from parents which will impact their achievement	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Volunteer/Conference	4	400
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Parents are made aware of their child's academic progress so that they will be able to continuously monitor progress to ensure academic success	
Activities Not Implemented		
none		

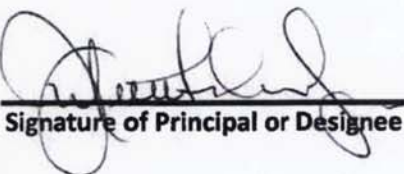
2020-2021 Title I, Part A Parent and Family Engagement Plan

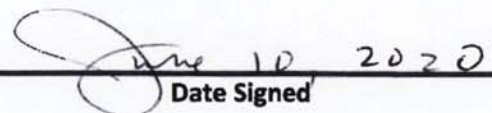
WEST GADSDEN MIDDLE SCHOOL

I, Juliette Fisher-Jackson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.


Signature of Principal or Designee


Date Signed

MISSION STATEMENT

West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship., West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

West Gadsden Middle School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children. As we are extremely concerned for the health, safety, and well-being of our students and parents; as well as ourselves, we will take precautionary measures in accordance with CDC guidelines to mitigate the spread of the corona virus.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

West Gadsden Middle School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All sktlert messages will be in English and Spanish and any acronyms in written correspondence will be identifies and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. West Gadsden Middle is a parent friendly school. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. West Gadsden Middle School will make every effort and opportunity to make sure all families participate in parent involvement activities and have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parental Involvement and Student Achievement will be our focus this year as we "Work Together to Reach our Targets" in Parental Involvement and Student Achievement. Reading, Math, and especially Science.

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8		Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve parent involvement program	Improve proficiency by 10% for grades 4-8
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Campus Display on M		Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training, 21st CCLC	
Evidence of Activity		Reason for Activity	

Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments.	
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, Mathematics Standards, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Civics, Industry Certification Assessments	Improve parent involvement program, Improve Parent Participation Rates	Improve proficiency by 10% for grades 4-8
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter, Third Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments.	
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity	Impact of Activity	
Provide Information on the Title I Program, DLOPI Training, Training module on building tie between parents and the school, School Advisory Council Meetings	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting		
Communication Tools	Coordination with:	

Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity	Impact of Activity	
Effective utilization of parent/teacher communication tool(s)*, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, School Advisory Council Meetings, Provide other resources that eliminate barriers to greater participation	Improve Parent Participation Rates, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Parents, Teachers, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference, Data Chat meetings		
Communication Tools	Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	o improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity	Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions	Improve Parent Participation Rates, Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent	All Parents, Teachers, Specialized Instructional Support Personnel	
Timeline of Activity		

Calendar Timeframe		Time of Day	
Second Quarter, Third Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools		Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email		Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To ensure all teachers know how to effectively communicate and work with parents and colleagues	
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.			
Building Capacity Activity		Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions		Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant		Teachers	
Timeline of Activity			

Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training			
Communication Tools		Coordination with:	
Flyer or Invitation, School or District Website, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda		To improve ties between home and school , To improve communication between home and school	
Building Capacity to Support Parents' Involvement in School			
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training module on building tie between parents and the school		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve ties between home and school	
Building Capacity to Support Parents' Involvement in School			
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.			
Building Capacity Activity		Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal		All Parents, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement	

Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team		All Stakeholders, Community Members	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To improve parent relations with the school district	

EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo/Parent Conference Nights	3	100-150

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared student progression in regards to classwork and assessment data	Shared student progression in regards to classwork and assessment data

BUILDING CAPACITY ADDRESSED

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Literacy Night/Parent Expo	2	50-100

ESTABLISHED GOAL	ACTUAL OUTCOME(S)

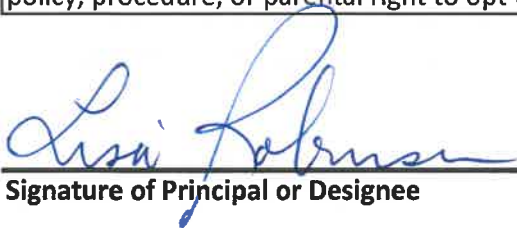
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject		Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Trainings		2	25-30
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	
Provide parents information on academic and leadership skills to assist parents in being able to help children with homework		A Parent workshop was provided with strategies to assist them at home with their children. It is our goal to offer two trainings this year to parents.	
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Open House		1	150-200
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	
Provide parents an opportunity to meet with faculty and staff discussing data, curriculum, and , Provide parents an opportunity to meet with faculty and staff discussing data,		Parents were provided an opportunityhands-on workshops with strategies to assist them at home with their children, Parents were provided an opportunity to meet and greet faculty, staff and administration	
Activities Not Implemented			
none			

STEWART STREET ELEMENTARY SCHOOL

I, Lisa Robinson, 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., Rose finally answered her phone

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee

10/09/2020

Date Signed

2020-2021 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT

Stewart Street Elementary believes that positive parental involvement is vital to student achievement and therefore encourages such involvement in school educational planning and operations. The parent involvement plan acts as a blueprint to strengthen the partnership between Stewart Street Elementary School parents, faculty, staff, and neighboring community

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Stewart Street Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and the Parent Family Engagement Plan (PFEP). Parent input is collected throughout the year in surveys from parents during parent meetings. The school involves parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the SAC meetings. Title I information is provided along with the Florida Standards. Funds are allotted according to the different goals and trainings planned for the school during the school year. The SAC, along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Parent meetings and expos are held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

Stewart Street Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the

2020-2021 Title I, Part A Parent and Family Engagement Plan

ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Stewart Street Elementary School happenings, especially issues regarding their children.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

More active parent engagement and involvement in children's education; improved student achievement, More active parent engagement and involvement in children's education; improved student achievement; more training on the test and with parent portals; more resources sent home for parents to assist children; better communication in both languages, More

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Mathematics Standards, Provide other resources that eliminate barriers to greater participation, Provide information on Parent Engagement and Educational Programs, Understanding the Florida Standards Assessment Student Report, School Advisory Council Meetings, Enhance Parent Resource Center at school	Improve English Language Arts Achievement	Improve by 3% in grades 3-5	
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Principal, Assistant Principal, Resource Teacher	All Parents, Teachers		
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm), Morning (7:00am-10:30am)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, Parent / Teacher Conference, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Flyer or Invitation, Campus Display on Marquee, Skylert, School or District		Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student	

2020-2021 Title I, Part A Parent and Family Engagement Plan

Website	Education, IDEA- Federal ESE, Title IX Homeless Student Education	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting Minutes	To help increase the knowledge of the Florida Standards, To help increase the knowledge and understanding of the Florida Standards Assessment.	
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity		Impact of Activity
English Language Arts Standards, i-Ready Diagnostic- English Language Arts, Understanding the Florida Standards Assessment Student Report, Parent Teacher Expos	Improve English Language Arts Achievement	Improve by 3% in grades 3-5
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Guidance Counselor, Teacher		All Parents
Timeline of Activity		
Calendar Timeframe		Time of Day
Open House		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting, Title I Annual Meeting, Annual parent input training, Data Chat meetings		
Communication Tools		Coordination with:
Flyer or Invitation, Campus Display on Marquee, Skylert, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To help increase the knowledge of the Florida Standards, To help increase the knowledge and understanding of the Florida Standards Assessment.	
Building Capacity to Support Parents' Involvement in School		
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity		Impact of Activity
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, Data Chats, School Advisory Council Meetings	Improve parent involvement program, Improve knowledge of the Title I Program	Improve attendance by 2%
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher		All Parents

2020-2021 Title I, Part A Parent and Family Engagement Plan

Timeline of Activity			
Calendar Timeframe	Time of Day		
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting			
Communication Tools	Coordination with:		
Campus Display on Marquee, Flyer or Invitation, Skylert, School or District Website	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, Title IX Homeless Student Education		
Evidence of Activity	Reason for Activity		
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts, Meeting Minutes	To increase parent's understanding of Title I, while providing them with resources needed to impact their child's learning., To increase parent's understanding of Title I, while providing them with resources needed to impact their child's learning.		
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity	Impact of Activity		
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report, Conducting an effective parent/teacher conference	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement</td> <td style="width: 30%;">Improve by 3% in grades 3-5</td> </tr> </table>	Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by 3% in grades 3-5
Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by 3% in grades 3-5		
Person(s) Delivering Content	Person(s) Receiving Content		
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	All Parents, Teachers		
Timeline of Activity			
Calendar Timeframe	Time of Day		
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools	Coordination with:		
Skylert, School or District Website, Flyer or Invitation, Backpack	Title I, Part A- Parent Involvement, 21st CCLC, State Voluntary Pre-K, IDEA- Federal ESE		
Evidence of Activity	Reason for Activity		
Meeting/Training Agenda, Parent/Teacher Conference Completed Forms	To empower parents with resources to assist their child(ren)		

2020-2021 Title I, Part A Parent and Family Engagement Plan

(Sampling), Meeting/Training Sign-in Sheets	with strategies that will lead to increased student achievement.
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Building Capacity to Support Parents' Involvement in School

5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity	Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding the Florida Standards Assessment Student Report	Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by 3% in grades 3-5
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	All Parents	

Timeline of Activity

Calendar Timeframe	Time of Day
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

School Advisory Council Meeting, Parent / Teacher Conference, Staff Training

Communication Tools	Coordination with:
Skylert, Flyer or Invitation, School or District Website, Newsletter	Title I, Part A- Parent Involvement, 21st CCLC

Evidence of Activity	Reason for Activity
Parent/Teacher Conference Completed Forms (Sampling), Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To support parents with an understanding of ways to use tools at home to raise their child's level of achievement in school.

Building Capacity to Support Parents' Involvement in School

6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.

Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Data Chats, Understanding STAR diagnostic, Understanding i-Ready Diagnostic Report	Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators	

Timeline of Activity

2020-2021 Title I, Part A Parent and Family Engagement Plan

Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Professional Learning Community, Online Self-guided Training			
Communication Tools		Coordination with:	
Email, Flyer or Invitation		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts		To strengthen relationships between the school and parents as equal partners to increase overall communication.	
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.			
Building Capacity Activity		Impact of Activity	
Training developed in collaboration with parents to support parent involvement, Training module on building tie between parents and the school, Training module on communicating with parents or diverse populations		Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher		Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training			
Communication Tools		Coordination with:	
Email, School or District Website, Campus Display on Marquee		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts		To strengthen the relationship between the school and parents as equal partners to increase overall communication.	
Building Capacity to Support Parents' Involvement in School			
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	

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Training module on parent value and contributions, Training developed in collaboration with parents to support parent involvement, Provide other resources that eliminate barriers to greater participation		Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher		Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Professional Learning Community, Online Self-guided Training			
Communication Tools		Coordination with:	
Campus Display on Marquee, School or District Website, Email, Flyer or Invitation		Title I, Part A- Parent Involvement, Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts		To continue increasing school and home relationships between, To continue increasing the school and home relationships among all stakeholders.	
Building Capacity to Support Parents' Involvement in School			
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.			
Building Capacity Activity		Impact of Activity	
Provide childcare at activity to eliminate barriers to greater participation, Provide other resources that eliminate barriers to greater participation, Training module on communicating with parents or diverse populations		Improve parent participation rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter		Weekend (9 a.m. to noon), Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Flyer or Invitation		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs			

2020-2021 Title I, Part A Parent and Family Engagement Plan

supported under Title I Parent Involvement.

Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Training module on building tie between parents and the school, Training module on communicating with parents or diverse populations		Improve knowledge of the Title I Program	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Director of Elementary Education, Director of Federal Programs, Parent Services Team		Community Members, All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To improve parent relations with school and district	

EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parents Florida Standards Nights, Parents Florida Standards Nights; quarterly parent meetings; parent	2	20

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
improve parent involvement in their child's education at home	parents provided opportunity to learn about Florida standards, and review School Public Accountability Report, followed up by actual practice in the standards they can use at home

BUILDING CAPACITY ADDRESSED

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos	2	40

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
parent awareness of report cards and reading activities, parents involvement with	parents provided opportunity to meet with teachers to discuss grades on report cards and also provided opportunities to read with children

2020-2021 Title I, Part A Parent and Family Engagement Plan

BUILDING CAPACITY ADDRESSED		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Family building Better Readers Night, Family Building Better Readers Night	2	40
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Build better ELA skills	Parents are able to discuss children's specific content weaknesses and strengths with teachers and receive information and strategies to be used to help children at home.	
BUILDING CAPACITY ADDRESSED		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Staff training for Title I	1	48
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
awareness of federal programs and parent rights	Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Student cumulative folder meeting, Student cumulative folder meeting; provide parents with individual student test scores and instructions on accessing parent portal	2	48
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
awareness of federal programs and parent rights	Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education, Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education; parents became better partners helping children at home	
Activities Not Implemented		
none		

GREENSBORO ELEMENTARY SCHOOL

I, Stephen Pitts, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



10/1/2020

Signature of Principal or Designee

Date Signed

MISSION STATEMENT

Keep it REAL: Responsibility; Excellence; Achieving; Learning. Engaged families combined with highly effective leaders are essential to a successful school

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Greensboro Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). This year's Title I meeting will be virtual and will allow parents to watch at times convenient to them and respond with questions and suggestions to school administrators. The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year, especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

Greensboro Elementary School will provide opportunities for participation in parental involvement activities to all parents, students, and community members. Memos, letters, Skylert, emails, and class Dojo announcing various parental involvement activities will be reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Greensboro Elementary is a school and parent friendly facility. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Greensboro Elementary School will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

We will provide parents the resources to help their child academically. The biggest barrier for accomplishing this problem is the parents lack of familiarity with FSA. We will host parent nights in November and December to help parents become familiar with strategies that will help them better help their child.

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Mathematics Standards, Provide other resources that eliminate barriers to greater participation, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions	Improve English Language Arts Achievement	Improve to 40% proficiency in 3rd grade ELA

Person(s) Delivering Content	Person(s) Receiving Content
Teacher, Principal, Assistant Principal, Resource Teacher	All Parents, Teachers

Timeline of Activity	
Calendar Timeframe	Time of Day
Second Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Weekend (9 a.m. - 1 p.m.), Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference, Online Self-guided Training

Communication Tools		Coordination with:	
Newsletter, Skylert, Backpack, Campus Display on Marquee, Facebook		Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, Title IX Homeless Student Education, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Handouts		ELA data indicates that only 35% of the students at Greensboro Elementary School scored a level 3 or above on the FSA. In correlation with test data, 66% of the parent survey forms indicate a need for opportunities that will help parents help their child at home.	
Building Capacity to Support Parents' Involvement in School			
2. Shall provide assistance to parents of children served to understand State and local assessments.			
Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Understanding the Florida Standards Assessment Student Report, Curriculum Nights		Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 3%
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Resource Teacher, Assistant Principal		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Data Chat Meetings, Online Self-guided Training			
Communication Tools		Coordination with:	
Newsletter, Campus Display on Marquee, Skylert		Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title IX Homeless Student Education, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes		Parent surveys indicate a need for parents to better understand how and why assessments are given and to inform parents of ways to assist with ELA and mathematics.	
Building Capacity to Support Parents' Involvement in School			
3. Shall provide assistance to parents of children served to understand the requirements of Title I.			
Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, Training module on building tie between parents and the school, School Advisory Council Meetings		Improve knowledge of the Title I Program	Improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	

Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Parents, All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Newsletter, Skyward Student Data System, Campus Display on Marquee, School or District Website, Skylert	Title I, Part A- Parent Involvement, IDEA- Federal ESE, Headstart- Federal Pre-K, State Voluntary Pre-K, Title III, Part A ELL, Title I, Part C- Migrant Student Education	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School		
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity	Impact of Activity	
Understanding the Florida Standards Assessment Student Report, Understanding STAR diagnostic, Understanding i-Ready Diagnostic Report, Enhance Parent Resource Center at School, Understanding Report Cards	Improve parent involvement program	Improve by 3% on FSA Math and Language.
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Parent, Resource Teacher	All Parents, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting, Data Chat Meetings		
Communication Tools	Coordination with:	
Newsletter, Skyward Student Data System, Campus Display on Marquee, Backpack	Parent Involvement Resource Center, Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Parent/Teacher Conference Completed Forms (Sampling)	To improve student achievement in academic areas	

Building Capacity to Support Parents' Involvement in School

5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
Understanding STAR diagnostic, Develop Parent Resource Center at School, Understanding the Florida Standards Assessment Student Report, Data Chats		Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Staff Training, Online Self-guided Training			
Communication Tools		Coordination with:	
Newsletter, Flyer or Invitation, Campus Display on Marquee		Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Parent/Teacher Conference Completed Forms (Sampling)		To ensure all parents understand how to improve their child(ren) academic performance	

Building Capacity to Support Parents' Involvement in School

6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.

Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Effective utilization of parent/teacher communication tool(s)*, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates	Improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Parent Services Team, Professional Learning Team		Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Morning (7:00am-10:30am), Weekend (9 a.m. - noon), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email, Newsletter		Title II, Part A- Staff Training	

Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		Parent surveys indicate a need for better communication between parents and teachers.	
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.			
Building Capacity Activity		Impact of Activity	
Training module on parent value and contributions, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs		Improve parent involvement program	improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Consultant, Guidance Counselor, Professional Learning Team		Teachers, Other Staff	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training			
Communication Tools		Coordination with:	
Email, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement, Parent Involvement Resource Center, Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting Minutes		To improve ties between home and school; to improve communication between home and school	
Building Capacity to Support Parents' Involvement in School			
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Training module on building tie between parents and the school		Improve Parent Participation Rates	improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Professional Learning Team, Parent Services Team		Teachers, Other Staff, School Administrators	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			

Staff Training, Professional Learning Community, Online Self-guided Training		
Communication Tools		Coordination with:
Email, Flyer or Invitation		Parent Involvement Resource Center, All Federal, State and Local resources coordinate to support
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting/Training Handouts, Meeting/Training Sign-in Sheets		To improve ties between home and school; to improve communication between home and school
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity		Impact of Activity
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program
		Improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content
Principal		All Parents, Specialized Instructional Support Personnel
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference		
Communication Tools		Coordination with:
Campus Display on Marquee, Backpack, Skylert, School or District Website		All Federal, State and Local resources coordinate to support
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings
Building Capacity to Support Parents' Involvement in School		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity		Impact of Activity
Provide information on Parent Engagement and Educational Programs		Improve knowledge of the Title I Program
		Improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content
Parent Services Team, Director of Federal Programs, School Advisory Council Chair		Community Members, All Stakeholders
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Third Quarter, Fourth Quarter		Weekend (9 a.m. - noon), Evening (6:00pm-8:00pm)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Parent Training, School Advisory Council Meeting	
Communication Tools	Coordination with:
Skylert, Backpack, School or District Website, Flyer or Invitation	All Federal, State and Local resources coordinate to support
Evidence of Activity	Reason for Activity
Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Agenda	To improve parent relations with school district

EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Workshop to identify strategies and activities that parents can use to help their child academically.	1	50

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Parents will be given strategies to better help their child with homework.	Use of the I-Ready at home increased significantly.

BUILDING CAPACITY ADDRESSED

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent workshops; parent/teacher conferences throughout the school year, Parent workshops; parent/teacher conferences throughout the school year; technology night on Florida Standards	2	50

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Shared student progression in regards to classwork and assessment data; shared strategies for improving standards

Activities Not Implemented

Covid 19 limited us to only 1 workshop.

HAVANA MAGNET SCHOOL

, Parish Williams, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee



Date Signed

MISSION STATEMENT

It is the mission of Havana Magnet school to ensure every learner is provided a network of support. Family, community organizations, local businesses, and other stakeholders are integral elements within the development of the whole child. Therefore, we have further made it our mission to fortify the bond between home, school, and the community by granting all stakeholders a position within the site-based decision making process, offering adult learning experiences both on and off campus, and inviting the community into our school as mentors and volunteers.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Havana Magnet School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC), along with all other parents, provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child/children will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year – especially to seek parental involvement and input regarding how the school invests federal dollars in parent activities. During the quarterly School Advisory Council (SAC) meeting, Council members and all parents in attendance are expected to offer input regarding specific goals they have for the school, decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Also, parents are surveyed at least once for Title I and for 21st Century Community Learning Centers (CCLC) respectively for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

Havana Magnet School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Thorough memos and letters ensuring understanding for all stakeholders will be disseminated to make certain all special populations are aware of any events and/or activities held at the school. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish, and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parental Involvement and Student Achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards.,
2. Shall provide assistance to parents of children served to understand State and local assessments.,
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.,
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity

Impact of Activity

English Language Arts Standards, Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings		Improve English Language Arts Achievement	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee, Facebook		Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension; provide them with the training and the tools to assist their children at home; and provide parents with an understanding of the testing standards and how they are scored so that they can work with children to reach higher expectations	
Building Capacity to Support Parents' Involvement in School			
2. Shall provide assistance to parents of children served to understand State and local assessments.			
Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, End of Course Exam- Biology, End of Course Exam- Civics, Parent Teacher Expos, Curriculum nights, Data Chats, Enhance Parent Resource Center at School, School Advisory Council Meetings		Improve parent involvement program, Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Facebook		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments	
3. Shall provide assistance to parents of children served to understand the requirements of Title I.			
Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, DLOPI Training, Training module on building tie between parents and the school, School Advisory Council Meetings		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal		All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			

Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting	
Communication Tools	Coordination with:
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website, Facebook	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC
Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff, and be fully aware of the school and district's academic achievement status via standardized tests.
Building Capacity to Support Parents' Involvement in School	
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.	
Building Capacity Activity	Impact of Activity
Effective utilization of parent/teacher communication tool(s)*, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at School, School Advisory Council Meetings	Improve Parent Participation Rates Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent	All Parents, Teachers, Specialized Instructional Support Personnel
Timeline of Activity	
Calendar Timeframe	Time of Day
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Parent Training, Parent / Teacher Conference, Data Chat meetings	
Communication Tools	Coordination with:
Flyer or Invitation, Backpack, Skylert, Email	Title I, Part A- Parent Involvement, 21st CCLC
Evidence of Activity	Reason for Activity
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)	To improve student achievement in academic areas
Building Capacity to Support Parents' Involvement in School	
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.	
Building Capacity Activity	Impact of Activity
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions	Improve English Language Arts Achievement, Improve Mathematics Achievement Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content
Teacher, Parent Services Team, Guidance Counselor	All Parents
Timeline of Activity	
Calendar Timeframe	Time of Day
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Parent / Teacher Conference, Staff Training	
Communication Tools	Coordination with:
Flyer or Invitation	Title I, Part A- Parent Involvement, 21st CCLC
Evidence of Activity	Reason for Activity
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)	To ensure all parents understand how to improve their child/children's academic performance
Building Capacity to Support Parents' Involvement in School	
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.	
Building Capacity Activity	Impact of Activity

Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools		Coordination with:
Flyer or Invitation, Email		Title II, Part A- Staff Training
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To ensure all teachers know how to effectively communicate and engage with parents and colleagues
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity		Impact of Activity
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions		Improve parent satisfaction Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Consultant		Teachers
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools		Coordination with:
Flyer or Invitation, School or District Website, Email		Title II, Part A- Staff Training
Evidence of Activity		Reason for Activity
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda		To improve communication between home and school
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		
Building Capacity Activity		Impact of Activity
Training module on building tie between parents and the school		Improve Parent Participation Rates Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools		Coordination with:
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent
Evidence of Activity		Reason for Activity
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve the school-to-home connection
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		

Building Capacity Activity		Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal		All Parents, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team		All Stakeholders, Community Members	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION			
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS	
Parent Expo, Parent Expo/Parent Conference Nights (Including Virtual/Online)	3	50-300	
ESTABLISHED GOAL	ACTUAL OUTCOME(S)		
Shared student progression in regards to classwork and assessment data	Shared student progression in regards to classwork and assessment data		
BUILDING CAPACITY ADDRESSED			
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS	
Curriculum Nights (Including Virtual/Online)	2	200-300	
ESTABLISHED GOAL	ACTUAL OUTCOME(S)		

Shared student progression regarding classwork and assessment data and content-specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Shared content-specific strategies to increase parents' knowledge of standards assessed in various core subject areas	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo, Parent Involvement Workshops (Including Virtual/Online)	2	50-300
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home and awareness of standards and how to maximize students' performance	Shared student progression in regards to classwork and assessment data	
Activities Not Implemented		
none		

Chattahoochee Elementary School

I, Valencia Denson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]: and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee



Date Signed

MISSION STATEMENT

CES strives to empower student(s) to discover their interests and develop the talents necessary to pursue their goals and dreams.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Chattahoochee Elementary believes that parents should be involved and help make decisions concerning Title I. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parental Family Engagement Plan (PFEP). The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. School Advisory Council is composed of 51% parents and 49% school and community members. All parents are given the opportunity to review the plan and offer their input prior to approval. During the SACS meeting, the council will decide how the funds will be used. During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. The school involves all parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds. Funds are allotted according to the different goals and trainings in the plan. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos are held throughout the school year, especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

Chattahoochee Elementary continually holds meetings where information is presented about Title I, curriculum, and academic assessments. Parents obtain information about the schoolwide programs, how to set up conferences with teachers, and have opportunities to participate in decisions. They receive a copy of the PFEP in a language they can understand. Parents obtain the parent handbook, with more detailed information. Parents are able to visit with teachers during these meetings where they receive additional information on courses, home-school folders, and how parents can help at home. Teachers maintain sign-in sheets. Teachers prepare an information packet for all the parents that are not able to attend. CES provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Any informational documents sent to EL parents and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Translating machines with a Spanish translator are provided at all major parent meetings and are available upon request for any other school or teacher parent activities. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of CES happenings, especially issues regarding their children. Accommodations are provided during parent activities for special populations. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. The school communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academic achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Chattahoochee Elementary will create a family friendly school and work to expand and enhance the school parent resource center to better accommodate parents and their needs. In addition, the school will work with the district parent resource center to help our parents with more resources and materials.

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
Enhance Parent Resource Center at school		Improve Parent Participation Rates	Improve attendance by 10%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Afternoon (3:00pm-6:00pm)	

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Title I Annual Meeting, Professional Learning Community, School Advisory Council Meeting, Parent Training

Communication Tools		Coordination with:	
Flyer or Invitation, Campus Display on Marquee, Skylert		Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes		To make parent aware of state assessments and their parental rights.	
Building Capacity to Support Parents' Involvement in School			
2. Shall provide assistance to parents of children served to understand State and local assessments.			
Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report		Improve English Language Arts Achievement	Improve by 15% in grades 3-5
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Resource Teacher		All Stakeholders, Parents of At-Risk Students	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
School Advisory Council Meeting, Title I Annual Meeting			
Communication Tools		Coordination with:	
Backpack, Campus Display on Marquee, Flyer or Invitation		Title I, Part A- Parent Involvement, Title IX Homeless Student Education, Title III, Part A- ELL, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes		Based on student data from last year, only 27% of our students are proficient in Reading.	
Building Capacity to Support Parents' Involvement in School			
3. Shall provide assistance to parents of children served to understand the requirements of Title I.			
Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings		Improve knowledge of the Title I Program	Improve parent participation by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Director of Federal Programs, Parent Services Team		All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Morning (7:00am-10:30am), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Title I Annual Meeting, Parent Training, School Advisory Council Meeting			
Communication Tools		Coordination with:	

School or District Website, Flyer or Invitation	Parent Involvement Resource Center, Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes	To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.	
Building Capacity to Support Parents' Involvement in School		
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity		Impact of Activity
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the STAR Diagnostic, Understanding the Florida Standards Assessment Student Report	Improve Student Attendance	Improve attendance by 10%
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Resource Teacher		All Parents, Teachers
Timeline of Activity		
Calendar Timeframe		Time of Day
Second Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent / Teacher Conference, Data chat meetings, Parent Training		
Communication Tools		Coordination with:
Backpack		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Headstart- Federal Pre-K
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes	Provide parents with information that they can use to understand how their child is performing in his/her academic courses.	
Building Capacity to Support Parents' Involvement in School		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity		Impact of Activity
Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report	Improve English Language Arts Achievement	Improve by 10% in grades 3-5
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Resource Teacher		All Parents
Timeline of Activity		
Calendar Timeframe		Time of Day
Second Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent / Teacher Conference, Parent Training		
Communication Tools		Coordination with:
Skylert, Flyer or Invitation, Email		Title II, Part A- Staff Training
Evidence of Activity	Reason for Activity	

Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes	To show parents their child's strengths and areas of need down to the sub-skill level. This report help pinpoint the area of target.
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Building Capacity to Support Parents' Involvement in School

6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.

Building Capacity Activity	Impact of Activity	
Training module on building tie between parents and the school, Training developed in collaboration with parents to support parent involvement	Improve Parent Participation Rates	Improve parent participation by 10%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Resource Teacher	All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators	

Timeline of Activity

Calendar Timeframe	Time of Day
Third Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Parent Training, Online Self-guided Training

Communication Tools	Coordination with:
Flyer or Invitation, Email	Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IXHomeless Student Education, Early Learning Coalition

Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes	Identify how perceptions effect reality and identify barriers and possible solutions to parental participation.

Building Capacity to Support Parents' Involvement in School

7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.

Building Capacity Activity	Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement	Improve parent satisfaction, Improve Parent Participation Rates	Improve parent participation by 10%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Resource Teacher	Teachers	

Timeline of Activity

Calendar Timeframe	Time of Day
First Quarter	Day (11:00am-2:00pm), Morning (7:00am-10:30am)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Staff Training

Communication Tools		Coordination with:	
Email, School or District Website, Campus Display on Marquee		Title II, Part A- Staff Training, Title III, Part A- ELL	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Sign-in Sheets		Create parent friendly notices and create a list of the required parent notifications.	
Building Capacity to Support Parents' Involvement in School			
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training module on building tie between parents and the school, Training module on parent value and contributions		Improve parent involvement program	Improve parent participation by 1%
Person(s) Delivering Content		Person(s) Receiving Content	
School Advisory Council Chair, Principal		All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Third Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
School Advisory Council Meeting, Parent Training			
Communication Tools		Coordination with:	
Skylert, Campus Display on Marquee, Flyer or Invitation		All Federal, State and Local resources coordinate to support	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes		Parents and teachers each have important roles in advancing a child's success. To make sure they both have the same goals in mind.	
Building Capacity to Support Parents' Involvement in School			
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.			
Building Capacity Activity		Impact of Activity	
Provide childcare at activity to eliminate barriers to greater participation, Provide other resources that eliminate barriers to greater participation		Improve Parent Participation Rates	Improve parent participation by 10%
Person(s) Delivering Content		Person(s) Receiving Content	
Resource Teacher		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Morning (7:00am-10:30am), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Professional Learning Community, Annual parent input training			
Communication Tools		Coordination with:	
Backpack, Campus Display on Marquee, Flyer or Invitation		Parent Involvement Resource Center, Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets		Parents will be able to attend meetings.	

Building Capacity to Support Parents' Involvement in School

13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.

Building Capacity Activity	Impact of Activity	
Training module on building tie between parents and the school, Provide information on Parent Engagement and Educational Programs	Improve parent involvement program	Improve parent participation by 10%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Parent Services Team	All Parents	

Timeline of Activity	
Calendar Timeframe	Time of Day
Second Quarter	Afternoon (3:00pm-6:00pm), Morning (7:00am-10:30am)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Parent Training	
Communication Tools	Coordination with:
Flyer or Invitation, Skylert, School or District Website	Parent Involvement Resource Center, Title I, Part A- Parent Involvement
Evidence of Activity	Reason for Activity
Meeting/Training Handouts, Meeting/Training Agenda, Meeting Minutes	To assist in the annual preparation and evaluation of the school improvement plan and in the school's annual budget.

EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Building communication between home and school	10	100

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Increase parentand school involvement	Attendance and performance improved marginally

BUILDING CAPACITY ADDRESSED

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Face to Face meetings	6	75

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
To make parents aware of the importance of an education and to provide grade level standards.	Parents know the importance of the standards and how they build upon each other from grade level to grade level

BUILDING CAPACITY ADDRESSED

13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.

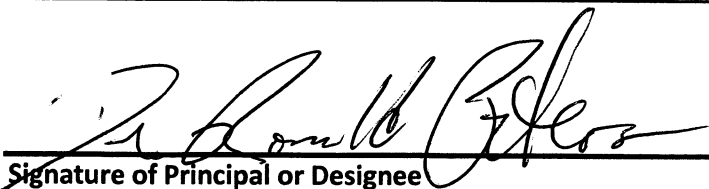
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
School Advisory Council Meetings		2	25
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	
Increase parent and school involvement		The school will be able to correlate parent involvement with student achievement.	
BUILDING CAPACITY ADDRESSED			
2. Shall provide assistance to parents of children served to understand State and local assessments.			
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos		3	75
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	
Increase proficiency		Some attendance and academic improvement	
Activities Not Implemented			
none			

George W. Munroe Elementary School

I, Dr. Ronald Peterson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.


Signature of Principal or Designee


Date Signed

MISSION STATEMENT

George W. Munroe Elementary School faculty and staff work cooperatively and collaboratively with students, parents and community. We will set high expectations and create a positive learning environment for students, faculty and staff in order to enhance performance and promote development of critical skills. Students will be provided a challenging curriculum in a clean, safe, non-threatening and drug free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be a key in the delivery of instruction.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

George W. Munroe Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement Plan (PFEP). During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the first meeting of SAC. Funds are allotted according to the different goals and trainings during the first semester of school. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings and expos are held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

George W. Munroe Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of George W. Munroe Elementary School happenings, especially issues regarding their children.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

More active parent engagement and involvement in children's education; improved student achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Mathematics Standards, Provide other resources that eliminate barriers to greater participation, Provide information on Parent Engagement and Educational Programs, Understanding the Florida Standards Assessment Student Report, School Advisory Council Meetings, Enhance Parent Resource Center at school		Improve English Language Arts Achievement	Improve by at least 5% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Principal, Assistant Principal, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter, First Quarter, Third Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, Parent / Teacher Conference, School Advisory Council Meeting			
Communication Tools		Coordination with:	

Flyer or Invitation, Campus Display on Marquee, Skylert, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K, Headstart- Federal Pre-K, Early Learning Coalition	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting Minutes	To help increase the knowledge of the Florida Standards, To help increase the knowledge and understanding of the Florida Standards Assessment. To ensure early learners are fully prepared with skills necessary to make the successful as students in upper level grades.	
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity		Impact of Activity
Florida Standards Assessment- English Language Arts, District Standards Assessment Grades 6-12- English Language Arts, Parent Teacher Expos, Enhance Parent Resource Center at school, School Advisory Council Meetings	Improve English Language Arts Achievement	Improve by at least 5% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Guidance Counselor, Teacher		All Parents
Timeline of Activity		
Calendar Timeframe		Time of Day
Open House		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting, Title I Annual Meeting, District wide parent training		
Communication Tools		Coordination with:
Flyer or Invitation, Campus Display on Marquee, Skylert, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To help increase the knowledge of the Florida Standards, To help increase the knowledge and understanding of the Florida Standards Assessment. To ensure early learners are fully prepared with skills necessary to make the successful as students in upper level grades.	
Building Capacity to Support Parents' Involvement in School		
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity		Impact of Activity
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, Data Chats, School Advisory Council Meetings, Understanding STAR diagnostic, Improve Student Behavior*	Improve parent involvement program, Improve knowledge of the Title I Program	Improve attendance by 2%
Person(s) Delivering Content		Person(s) Receiving Content

Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team	All Parents, Teachers, Community Members	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. to noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Annual parent input training		
Communication Tools	Coordination with:	
Campus Display on Marquee, Flyer or Invitation, Skylert, School or District Website	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K, Headstart- Federal Pre-K, Parent Involvement Resource Center	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts, Meeting Minutes	To increase parent's understanding of Title I, while providing them with resources needed to impact their child's learning.	
Building Capacity to Support Parents' Involvement in School		
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity	Impact of Activity	
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report, Conducting an effective parent/teacher conference, Understanding STAR diagnostic	Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by at least 5% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	All Parents, Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference, Data Chat meetings, District wide parent training		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Backpack	Title I, Part A- Parent Involvement, 21st CCLC, State Voluntary Pre-K, IDEA- Federal ESE, Title IX Homeless Student Education	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Parent/Teacher Conference Completed Forms (Sampling), Meeting/Training Sign-in Sheets	To empower parents with resources to assist their child(ren) with strategies that will lead to increased student achievement.	
Building Capacity to Support Parents' Involvement in School		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		

Building Capacity Activity		Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding the Florida Standards Assessment Student Report, Enhance Parent Resource Center at school, School Advisory Council Meetings		Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by at least 5% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, School Advisory Council Chair, Parent Services Team		All Parents, Teachers, Community Members	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
School Advisory Council Meeting, Parent / Teacher Conference, Staff Training, District wide parent training, Professional Learning Commun			
Communication Tools		Coordination with:	
Skylert, Flyer or Invitation, School or District Website, Newsletter		Title I, Part A- Parent Involvement, 21st CCLC, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K	
Evidence of Activity		Reason for Activity	
Parent/Teacher Conference Completed Forms (Sampling), Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To support parents with an understanding of ways to use tools at home to raise their child's level of achievement in school.	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training developed in collaboration with parents to support parent involvement		Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team		All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Professional Learning Community, Online Self-guided Training			
Communication Tools		Coordination with:	

Email, Flyer or Invitation, Campus Display on Marquee, Newsletter	Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts	To strengthen relationships between the school and parents as equal partners to increase overall communication.	
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity	Impact of Activity	
Training developed in collaboration with parents to support parent involvement, Training module on building tie between parents and the school	Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools	Coordination with:	
Email, School or District Website, Campus Display on Marquee	Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts	To strengthen the relationship between the school and parents as equal partners to increase overall communication.	
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	
Training module on parent value and contributions, Training developed in collaboration with parents to support parent involvement, Provide other resources that eliminate barriers to greater participation	Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team	Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity		
Calendar Timeframe	Time of Day	

First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Staff Training, Professional Learning Community, Online Self-guided Training	
Communication Tools	Coordination with:
Campus Display on Marquee, School or District Website, Email, Flyer or Invitation	Title I, Part A- Parent Involvement, Title II, Part A- Staff Training
Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts	To continue increasing school and home relationships between, To continue increasing the school and home relationships among all stakeholders.
Building Capacity to Support Parents' Involvement in School	
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.	
Building Capacity Activity	Impact of Activity
Provide childcare at activity to eliminate barriers to greater participation, Provide other resources that eliminate barriers to greater participation	Improve parent participation rates Improve participation by 2%
Person(s) Delivering Content	Person(s) Receiving Content
Principal, Parent Services Team	All Parents
Timeline of Activity	
Calendar Timeframe	Time of Day
First Quarter, Second Quarter, Third Quarter	Weekend (9 a.m. to noon), Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Parent Training, Parent / Teacher Conference	
Communication Tools	Coordination with:
Campus Display on Marquee, Flyer or Invitation	Title I, Part A- Parent Involvement
Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To increase parent participation at school-level meetings
Building Capacity to Support Parents' Involvement in School	
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.	
Building Capacity Activity	Impact of Activity
Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program Improve participation by 2%
Person(s) Delivering Content	Person(s) Receiving Content
Director of Elementary Education, Director of Federal Programs, Parent Services Team	Community Members, All Stakeholders

Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting, District wide parent training		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with school and district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Back to school/orientation/open house	3	150
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
improve parent involvement in their child's education at home	parents provided opportunity to learn about Florida standards, and review School Public Accountability Report, followed up by actual practice in the standards they can use at home	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos	4	200-250
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
parent awareness of report cards and reading activities, parents involvement with child's education, parent awareness	parents provided opportunity to meet with teachers to discuss grades on report cards and also provided opportunities to read with children	
BUILDING CAPACITY ADDRESSED		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
FSA Training/Literacy parent night out workshops/content area parent workshops	3	150-175
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
build better academic content skills and understanding of assessments	parents are able to discuss children's specific content weaknesses and strengths with teachers and receive information and strategies to be used to help children at home	

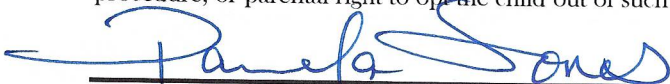
BUILDING CAPACITY ADDRESSED		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
staff training in customer service and Title I parent rights	2	35-40
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
awareness of federal programs and parent rights	Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Grade level parent night meetings	10	75-150
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
awareness of student grades, tests, specific student weaknesses, and what parents can do to help	Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education	
Activities Not Implemented		
none		

GADSDEN COUNTY HIGH SCHOOL

I, Pamela Jones, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(c)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(c)(1)(B)(ii)];
- Provide each parent 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)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee

6/18/2020

Date Signed

MISSION STATEMENT

Gadsden County High School will provide all students with a safe and nurturing learning environment. We will teach a curriculum that is rich and rigorous and that respects diversity in students' learning styles. We have one guiding principle: Preparing students for college and/or careers. We strive for our students to prepare themselves to be self-sufficient adults.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and

2020-2021 Title I Parent Family Engagement Plan

improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Gadsden County High School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

Gadsden County High School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Gadsden County High School is a school and parent friendly facility. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Gadsden County High School will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parent Involvement, Student Achievement, and Graduation Readiness

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards.

Building Capacity Activity	Impact of Activity	
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings	Improve English Language Arts Achievement	Improve proficiency in grades 9-10 by 5%.
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents, Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Semester, Second Semester	Evening (6:00 to 8:00 p.m.)	

2020-2021 Title I Parent Family Engagement Plan

METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting, Parent/Teacher Conference, Orientation, Senior Parent Meeting			
Communication Tools	Coordination with:		
Skylert, School or District Website, School or District Social Media Site, Campus Display on Marquee (when applicable), Pamphlets and Guides.	Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX, Homeless Student Education, Title II, Part A- Staff Training, 21st CCLC		
Evidence of Activity	Reason for Activity		
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To inform parents of ways to assist with vocabulary and comprehension; to provide them with the training and the tools to assist their children at home; to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations. To abreast parents of the new Florida Standards being implemented over the next two years.		
Building Capacity to Support Parents' Involvement in School			
2. Shall provide assistance to parents of children fulfilling graduation requirements.			
Building Capacity Activity	Impact of Activity		
Parent Teacher Expos, Data Chats with Parents (i.e., discuss GPA, number of credits, online requirement, scholarships, etc.), Enhance Parent Resource Center at School, School Advisory Council Meetings, Updates n School or District Website, Social Media Site	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Improve parent involvement program, Improve Parent Participation Rates</td> <td style="width: 30%;">Will establish a baseline to measure from in 2020-2021</td> </tr> </table>	Improve parent involvement program, Improve Parent Participation Rates	Will establish a baseline to measure from in 2020-2021
Improve parent involvement program, Improve Parent Participation Rates	Will establish a baseline to measure from in 2020-2021		
Person(s) Delivering Content	Person(s) Receiving Content		
Principal, Assistant Principal, Teacher, Graduation Coach, School Counselors, Parent Liaison	All parents		
Timeline of Activity			
Calendar Timeframe	Time of Day		
First Semester, Second Semester	Evening (6:00pm-8:00pm)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent Expo, Orientations			
Title I, Part A, Parent Involvement, Part A ELL, IDEA, Federal ESE, 21st CCLC			
Communication Tools	Coordination with:		
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC		
Evidence of Activity	Reason for Activity		
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To inform parents of the requirements students will need to graduate in four years. Up-front knowledge will allow the parents to keep track of whether or not their child is progressing throughout the year.		
Building Parent's Capacity to support College and Career Awareness			
3. Shall provide assistance to parents of children served to understand the requirements of Title I. 3a. Shall provide assistance to parents of children served to understand how to become college and/or career ready.			
Building Capacity Activity	Impact of Activity		

2020-2021 Title I Parent Family Engagement Plan

Provide other resources that eliminate barriers to greater participation. Training developed in collaboration with parents to support parent involvement, School Advisory Council Meetings, Pathways to college and/or career readiness, Industry Certification Information. Provide information on Parent Engagement and Educational Programs. Enhance Parent Resource Center at School	Increase information about pathways to college and/or career readiness, Improve Industry Certification rates	Will set baseline in 2020-2021 school year and begin to measure
Provide Information on the Title I Program, Provide other resources that eliminate barriers to greater participation, Training developed in collaboration with parents to support parent involvement, School Advisory Council Meetings	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal, School Counselor, Graduation Coach, Parent Liaison	All Stakeholders	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Semester, Second Semester	Evening (6:00p.m.-8:00p.m.)	
First Quarter	Evening (6:00p.m.-8:00p.m.)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting, Orientations, Parent Expos		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee (when applicable), School or District Website, School Social Media Site.	Title I, Part A - Parent Involvement, Title I, Part C - Migrant Student Education, Title III, Part A - ELL, IDEA - Federal ESE, 21st CCLC	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting, Meeting/Training Handouts	To provide parents with awareness and knowledge of college and career pathways available for their child.	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School		
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
4 a. Shall provide assistance to parents of children served to understand how to navigate online academic portals for virtual learning		
4 b. Shall provide assistance to parents of children served to understand how to improve their child's achievement on SAT/ACT/FSA/EOCs.		
Building Capacity Activity	Impact of Activity	

2020-2021 Title I Parent Family Engagement Plan

Effective utilization of parent/teacher communication tool(s)*, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at School, School Advisory Council Meetings	Improve Parent Participation Rates	Improve by 5%
4b. Effective utilization of parent/teacher communication tool(s), Understanding the Florida Standards Assessment Student Report, Understanding STAR diagnostic, Google Classroom, Edgenuity	Improve parent's knowledge of online academic portals	Will set baseline in 2020-2021 school year and begin to measure
4c. English Language Arts Standards, End of Course Exam- Algebra 1, End of Course Exam- Geometry, End of Course Exam- Biology, End of Course Exam- U.S. History, ACT/SAT Preparation	Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Biology & US History Achievement, Improve passing rates on End-of-Course Examinations, Improve SAT and ACT scores	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
4a. Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent	All Parents, Teachers, Specialized Instructional Support Personnel	
4b. Assistant Principal, Guidance Counselor, Teacher, Edgenuity Proctor, Parent	All parents, teachers, specialized instructional support personnel.	
4c. Teacher, Parent Services Team, Guidance Counselor, Graduation Coach, Reading Coach, Reading Specialist, Math Specialist	All parents	
Timeline of Activity		
Calendar Timeframe	Time of Day	
4a. Second Quarter	Evening (6:00p.m.-8:00p.m.)	
4b. First Semester	Evening (6:00p.m.-8:00p.m.)	
4c. First Semester, Second Semester	Evening (6:00p.m.-8:00p.m.)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
4a. Parent Training, Parent/Teacher Conference, Data Chat meetings		
4b. Parent Training, Parent/Teacher Conference, Parent Expo, Orientation		
4c. Parent/Teacher Conference, Parent Training, Expo, Orientation		
Communication Tools	Coordination with:	
4a. Flyer or Invitation, Skylert, Email	Title I, Part A - Parent Involvement, 21st CCLC	
4b. Flyer or Invitation, Skylert, Email	Title I, Part A - Parent Involvement, 21st CCLC	
4c. Flyer or Invitation, Skylert, School website and social media site	Title I, Part A - Parent Involvement, 21st CCLC	
Evidence of Activity	Reason for Activity	
4a. Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)	To improve student achievement in academic areas	
4a. Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling) Meeting Agenda and Sign-in Sheet	parents participation in assisting students virtually	
4c. Meeting minutes, parent/teacher conference Completed Forms (Sampling)	To ensure all parents understand how to improve their student's academic performance on state-standardized assessments and college readiness assessments.	
Building Parent's Capacity to understand Title I requirements		
3a. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity	Impact of Activity	

2020-2021 Title I Parent Family Engagement Plan

Provide Information on the Title I Program, Provide other resources that eliminate barriers to greater participation, Training developed in collaboration with parents to support parent involvement, School Advisory Council Meetings	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00p.m.-8:00p.m.)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Staff Training on Parent Involvement		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00p.m.-8:00p.m.)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools	Coordination with:	
Flyer or Invitation, Email	Title II, Part A- Staff Training	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To ensure all teachers know how to effectively communicate and work with parents and colleagues	
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity	Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions	Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Consultant	Teachers	

2020-2021 Title I Parent Family Engagement Plan

Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00p.m.-8:00p.m.)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools	Coordination with:	
Flyer or Invitation, School or District Website, Email	Title II, Part A- Staff Training	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda	To improve ties between home and school; To improve communication between home and school	
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	
Training module on building tie between parents and the school	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Other Staff	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools	Coordination with:	
Flyer or Invitation, Email	Title II, Part A- Staff Training, Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda	To improve ties between home and school	
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity	Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation	Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal	All Parents, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00p.m.-8:00p.m.)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School		

2020-2021 Title I Parent Family Engagement Plan

13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity		Impact of Activity
Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team		All Stakeholders, Community Members
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00p.m.-8:00p.m.)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools		Coordination with:
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To improve parent relations with the school district
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos	2	50-100
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data	Parents provided training on FSA and EOC requirements; content specific sessions provided with information on grade level proficiency, strategies parents can use at home and assessment methods	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent training on curriculum and assessment	2	75
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas.	Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas.	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos	3	200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Shared student progression in regards to classwork and assessment data	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
College Readiness	2	75

2020-2021 Title I Parent Family Engagement Plan

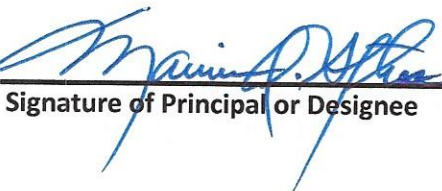
ESTABLISHED GOAL	ACTUAL OUTCOME(S)
Assist with college readiness for seniors and other classes of students working on graduation requirements	Improved awareness
Activities Not Implemented	
none	

James A. Shanks Middle School

I, Maurice Stokes, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee

10/6/2020
Date Signed

Our primary mission at James A. Shanks Middle School is to find ways of enhancing each child's learning opportunities. We strive to help students nurture a love for learning and to develop lifelong learners. We believe that each child should be given opportunities to achieve, be successful, and understand that active participation of parents and family will help promote this success.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

James A. Shanks Middle School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

James A. Shanks Middle School (JASMS) will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. JASMS is a school and parent friendly facility. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. JASMS will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:		
Parental Involvement and Student Achievement		
Building Capacity to Support Parents' Involvement in School		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity		Impact of Activity
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings	Improve English Language Arts Achievement	Improve proficiency to 40% for grades 4-8
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference		
Communication Tools		Coordination with:
Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee		Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title II, Part A- Staff Training, Title III, Part A- ELL, Title IV, Safe and Supportive Program, Title V- Rural Education Program, Title IX Homeless Student Education, IDEA- Federal ESE, 21st CCLC
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension; to provide them with the training and the tools to assist their children at home; to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations.
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity		Impact of Activity
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 4-8, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, End of Course Exam- Biology, End of Course Exam- Civics, Parent Teacher Expos, Curriculum nights, Data Chats, Enhance Parent Resource Center at School, School Advisory Council Meetings	Improve parent involvement program, Improve Parent Participation Rates	Improve proficiency to 40% for grades 4-8
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents
Timeline of Activity		

Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To inform parents of ways to assist with ELA, mathematics, science, Civics, Biology, and Algebra in preparation for standardized assessments and End of Course exams.	
3. Shall provide assistance to parents of children served to understand the requirements of Title I.			
Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, DLOPI Training, Training module on building tie between parents and the school, School Advisory Council Meetings		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal		All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website		Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity		Impact of Activity	
Effective utilization of parent/teacher communication tool(s)*, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at School, School Advisory Council Meetings		Improve Parent Participation Rates	Improve by 5%

Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent		All Parents, Teachers, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools		Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email		Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
Building Capacity Activity		Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions		Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent / Teacher Conference, Staff Training			
Communication Tools		Coordination with:	
Flyer or Invitation		Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)		To ensure all parents understand how to improve their child(ren) academic performance	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates, improve knowledge of parent portal and its use	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	

Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Specialized Instructional Support Personnel
Timeline of Activity	
Calendar Timeframe	Time of Day
First Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Staff Training, Online Self-guided Training, Professional Learning Community	
Communication Tools	Coordination with:
Flyer or Invitation, Email	Title II, Part A- Staff Training
Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To ensure all teachers know how to effectively communicate and work with parents and colleagues.
Building Capacity to Support Parents' Involvement in School	
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.	
Building Capacity Activity	Impact of Activity
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions	Improve parent satisfaction Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Consultant	Teachers
Timeline of Activity	
Calendar Timeframe	Time of Day
First Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Staff Training	
Communication Tools	Coordination with:
Flyer or Invitation, School or District Website, Email	Title II, Part A- Staff Training, Title IV, Safe and Supportive Program, Title V- Rural Education Program
Evidence of Activity	Reason for Activity
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda	To improve ties between home and school , To improve communication between home and school
Building Capacity to Support Parents' Involvement in School	
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.	
Building Capacity Activity	Impact of Activity

Training module on building tie between parents and the school, Effective utilization of parent/teacher communication tool(s)*, Improve Student Behavior*	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools	Coordination with:	
Flyer or Invitation, Email	Title II, Part A- Staff Training, Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda	To improve ties between home and school	
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity	Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation; Provide more resources in character education and extra resources for parents to work with children at home on homework	Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Principal		All Parents, Specialized Instructional Support Personnel
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity	Impact of Activity	

Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team		All Stakeholders, Community Members
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools		Coordination with:
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To improve parent relations with the school district. To assist with helping parents and children change their mindset about school to be more of a growth mindset.
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo, Parent Expo/Parent Conference Nights	3	150-200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data	Shared student progression in regards to classwork and assessment data; allowed quarterly visits during parent expos to student classrooms and communicated that access to teachers was 24/7 through parent portal	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Curriculum Nights	3	75-125
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo, Parent Involvement Workshops	3	150-200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Shared student progression in regards to classwork and assessment data	
Activities Not Implemented		
none; however activities that will be enhanced during the upcoming year are the addition of more community input through better implementation of SAC activities into school improvement; better usage of parent portal in the upcoming year; and providing parents more student resources, more access to teachers, and more communication between school and home		

SUMMARY SHEET
RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: November 17, 2020

TITLE OF AGENDA ITEM: University of Florida /Florida Department of Education
Flamingo Literacy Matrix

DIVISION: Professional Learning (PL)

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

Gadsden has been selected by the Florida Department of Education to be a participating district in the 2020-2021 launch of the University of Florida (UF) Flamingo Literacy Matrix as a route for Reading Endorsement for Florida educators. The Florida Department of Education will be paying for a select number of educators who provide instruction to students in Kindergarten through fifth grade (**K-5**) to earn their Reading Endorsement. Participating teachers will complete all Reading Endorsement Competencies or Unfinished Reading Competencies.

The Flamingo Literacy Matrix is a competency-based professional development system for educators to learn knowledge and skills for effective literacy instruction that supports students' literacy achievement and is an approved add-on plan for the Florida Reading Endorsement. The courses will be offered **online** for ease of access, each concept presented in the Literacy Matrix includes content and job-embedded strategies across all 5 Competencies. Please see the attached Literacy Matrix flyer and for additional information.

PL was approved for an allotment of **106** K-5 educators to participate in the project. The Florida Department of Education will be paying for the **106** educators to earn their Reading Endorsement by completing all or select competencies. At this time Gadsden allotment is firm; however, additional spots should become available, PL will be notified. The name/contact information for each identified Gadsden Teacher in grades K-5 needing to complete their Reading Endorsement will be submitted to UF. UF will email each participating teacher with registration instructions. Participants in the Literacy Matrix are expected to get started within a week of receiving their registration information, and then make progress each week towards completion.

FUND SOURCE: N/A
AMOUNT: N/A
PREPARED BY: Ella-Mae Daniel
POSITION: Director, Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

GADSDEN COUNTY PUBLIC SCHOOLS

University of Florida

**LITERACY MATRIX 2020 - 2021
A ROUTE TO READING ENDORSEMENT**

Prepared by

University of Florida Lastinger Center

University of Florida Literacy Matrix

Website: <http://literacymatrix.com/>

Contact: Shaunté Duggins, Ph.D.

shaunte@coe.ufl.edu

Office: 352-273-3654

Recommended to the Gadsden County District School Board on November 17, 2020.

Superintendent

Approved by the Gadsden County District School Board on November 17, 2020.

Chairman of the Board

Approved Florida Reading Endorsement Alignment Matrix for UF Literacy Matrix

Reading Endorsement Guiding Principle: Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem-solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem-solving process is recursive and ongoing, utilized for effective instructional decision making.

FOUNDATIONAL READING SKILL: COMPREHENSION

Competency 1: Foundations of Reading Instruction

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Course Number and Name of Course	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Comprehension Foundations	HO: Aspects of Language HO: Text Selection	1.A.1	Understand that building oral and written language facilitates comprehension.	Comprehension Foundations- Try -It Out Activity will address the following indicators: 1.A.1, 1.A.5, 1.A.6, 1.A.7, 1.A.8 After completing the Comprehension Foundations module including required readings, teachers will refer to the guidelines outlined in the module and select a range of texts (e.g. literary, informational, digital, domain specific) in order to plan an oral language and writing activity to support comprehension of each text. The plan will include methods for using explicit instruction to build on students’ background knowledge, ability to make inferences, and ability to self-monitor. Teachers will plan questions around the following cognitive targets: locate and recall, integrate and interpret, and critique and evaluate. Finally, included in the plan will be a description of how they will explain the various forms and functions of texts.	Comprehension Foundations Post Assessment Big Picture Foundations Post Assessment

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				*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.
Big Picture Foundations	HO: Establishing a Motivating and Engaging Literacy Classroom	1.A.2*	Understand the importance of learning syntax, semantics, pragmatics, vocabulary and text structures required for comprehension of formal written language of school, often called “academic language.”	<p>Big Pic Foundations Try-it Out Activity will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1</p> <p>After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Learners’ home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>
	Add HO: Constructing Meaning from a Variety of Texts	1.A.3	Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure and text complexity).	
	HO: Elements of Reading Comprehension	1.A.4	Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	
		1.A.5	Identify cognitive targets (e.g., locate/recall,	

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<p>Comprehension Foundations</p>	<p>HO: Considerations for English Language Learners</p> <p>HO: The Role of Assessment</p>		<p>integrate/interpret, critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.</p>	<p>Comprehension Foundations- Try -It Out Activity will address the following indicators: 1.A.1, 1.A.5, 1.A.6, 1.A.7, 1.A.8</p> <p>After completing the Comprehension Foundations module including required readings, teachers will refer to the guidelines outlined in the module and select a range of texts (e.g. literary, informational, digital, domain specific) in order to plan an oral language and writing activity to support comprehension of each text. The plan will include methods for using explicit instruction to build on students’ background knowledge, ability to make inferences, and ability to self-monitor. Teachers will plan questions around the following cognitive targets: locate and recall, integrate and interpret, and critique and evaluate. Finally, included in the plan will be a description of how they will explain the various forms and functions of texts.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
<p>Comprehension Foundations</p>		<p>1.A.6</p>	<p>Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.</p>		
<p>Comprehension Foundations</p>	<p>1.A.7</p>	<p>Understand the reading demands posed by domain specific texts.</p>			
<p>Comprehension Foundations</p>	<p>1.A.8</p>	<p>Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.</p>			
<p>Big Picture Foundations</p>	<p>1.A.9</p>	<p>Understand how <u>English language learners’</u> linguistic and cultural background will influence their comprehension.</p>	<p>Big Pic Foundations Try-it Out Activity will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1</p> <p>After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology,</p>		

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				<p>syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Learners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
<p>Big Picture Foundations</p>		<p>1.A.10</p>	<p>Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.</p>	<p>Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11</p> <p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to</p>	

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				<p>provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
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FOUNDATIONAL READING SKILL: ORAL LANGUAGE

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Foundations Vocabulary Foundations	HO: Aspects of Language	1.B.1	Understand how the students’ development of phonology, syntax, semantics and pragmatics relates to comprehending written language.	<p>Big Pic Foundations Try-it Out Activity will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1</p> <p>After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Learners’ home/cultural and linguistic background and build on social and oral language through differentiated instruction.</p>	<p>Vocabulary Foundations Post Assessment</p> <p>Big Picture Foundations Post Assessment</p>
		1.B.4	Understand that the variation in students’ oral language exposure and development requires differentiated instruction.		
Big Picture Foundations		1.B.2	Understand the differences between social and academic language.		

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<p>Vocabulary Foundations</p>	<p>HO: Considerations for English Language Learners</p> <p>HO: The Role of Assessment</p>	<p>1.B.3</p>	<p>Understand that writing enhances the development of oral language.</p>	<p>Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
		<p>1.B.5</p>	<p>Recognize the importance of English language learners' home languages, and their significance for learning to read English.</p>	<p>Big Pic Foundations Try-it Out Activity will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1</p> <p>After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Learners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological</p>	

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				<p>variable to differentiate reading instruction for all students will be included.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>
Big Picture Foundations		1.B.6	<p>Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.</p>	<p>Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11</p> <p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>

FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS

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Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Phonological Awareness Foundations		1.C.1	Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	<p>PA Foundations- Try -It Out Activity will address the following indicators: 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.G.2</p> <p>After completing the Big Picture Foundations module including readings, participants will create a plan to display their understanding of phonology as it relates to language development and reading achievement. The plan will include writing in conjunction with appropriate multisensory instruction to provide students with opportunities to increase oral/aural language to bolster phonological awareness. Teachers will refer to the phonological continuum to provide a rationale for the level and skill of phonological awareness they will target. Teachers will identify similarities and differences in sound production as well as phonological, phonemic awareness, semantics, and syntactic variability in English and a language they select. Next, participants will identify how such factors impact English Language Learners' reading development, written and oral discourse patterns.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	<p>Phonological Awareness Foundations Post Assessment</p> <p>Big Picture Foundations Post Assessment</p>
	1.C.2	Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).			
Phonological Awareness Foundations	1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development.			
Phonological Awareness Foundations	1.C.4	Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns			

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	HO: Considerations for English Language Learners		(e.g., language and dialect differences).		
Big Picture Foundations	HO: The Role of Assessment	1.C.5	Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.		
		1.C.6	Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	<p>Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11</p> <p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	

FOUNDATIONAL READING SKILL: PHONICS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Decoding, II Foundations	HO: The Role of Assessment	1.D.1	Understand that phonological units (words, syllables, onset-rimes and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	<p>Decoding, II Foundations Try-it Out Activity will address the following indicators: 1.D.1, 1.D.3</p> <p>After completing the Decoding, II Foundations module including readings, participants will demonstrate their understanding of the structural analysis of words by matching phonological units (words, syllables, onset-rimes, and phonemes) to corresponding orthographic units (words, rimes, letters).</p> <p>*Try -it out activity addresses specific indicators. Participants will submit the completed activity to the facilitator and receive feedback.</p>	<p>Decoding, I Foundations Post Assessment</p> <p>Decoding, II Foundations Post Assessment</p> <p>Big Picture Foundations Post Assessment</p>
Decoding, I Foundations		1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	<p>Decoding, I Foundations Try-it Out Activity will address the following indicators: 1.D.2, 1.D.4</p> <p>After completing the Decoding, I Foundations module including readings, participants will understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules). Participants will make a plan that demonstrates their understanding of how oral language and writing can be used to enhance phonics instruction. Participants will identify a students' level of development according to Ehri's Phases of word reading to assist in the development of the plan to provide research-based phonics instruction.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	

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Decoding, II Foundations		1.D.3	Understand structural analysis of words.	<p>Decoding, II Foundations Try-it Out Activity will address the following indicators: 1.D.1, 1.D.3</p> <p>After completing the Decoding, II Foundations module including readings, participants will demonstrate their understanding of the structural analysis of words by matching phonological units (words, syllables, onset-rimes, and phonemes) to corresponding orthographic units (words, rimes, letters).</p> <p>*Try -it out activity addresses specific indicators. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
Decoding, I Foundations Decoding, II Foundations		1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction.	<p>Decoding, I Foundations Try-it Out Activity will address the following indicators: 1.D.2, 1.D.4</p> <p>After completing the Decoding, I Foundations module including readings, participants will understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules). Participants will make a plan that demonstrates their understanding of how oral language and writing can be used to enhance phonics instruction. Participants will identify a students' level of development according to Ehri's Phases of word reading to assist in the development of the plan to provide research-based phonics instruction.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
Big Picture Foundations		1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	<p>Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11</p> <p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or</p>	

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				<p>have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
FOUNDATIONAL READING SKILL: FLUENCY					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Fluency Foundations	HO: Fluency Components	1.E.1	Understand that the components of reading fluency are accuracy, expression and rate which impact reading endurance and comprehension.	<p>Fluency Foundations Try-it Out Activity will address the following indicators: 1.E.1, 1.E.2, 1.E.3, 1.E.4</p> <p>After completing the Fluency Foundations module including readings, participants will demonstrate understanding of the components of reading fluency (accuracy, expression, and rate) and the impact on reading endurance and comprehension by matching fluency terms to their corresponding definitions. Participants will make a plan to the demonstrate understanding</p>	<p>Fluency Foundations Post Assessment</p> <p>Big Picture Foundations Post Assessment</p>
		1.E.2	Understand that effective readers demonstrate flexibility by adjusting their		

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			reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	of the relationships among fluency, word recognition, comprehension, oral language, and writing. Teachers will select texts of varying complexities. Participants will administer selected texts to effective readers and note the readers' adjustments in reading rate that correspond to each text.
		1.E.3	Understand the relationships among fluency, word recognition and comprehension.	*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.
Fluency Foundations		1.E.4	Understand that both oral language and writing enhance fluency instruction.	
Big Picture Foundations	HO: The Role of Assessment	1.E.5	Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	<p>Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11</p> <p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p>

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				*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
FOUNDATIONAL READING SKILL: VOCABULARY					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Vocabulary Foundations	HO: Forms of Vocabulary	1.F.1	Understand the goal of receptive and expressive vocabulary instruction is the application of a student’s understanding of word meanings to multiple oral and written contexts.	Vocabulary Foundations Try-it Out Activity will address the following indicators: 1.F.1, 1.F.2, 1.F.3, 1.F.5 After completing the Vocabulary Foundations module including required readings, teachers will understand that the goal of receptive and expressive vocabulary instruction is the application of a student’s understanding of word meanings to multiple oral and written contexts.	Vocabulary Foundations Post Assessment Decoding, II Foundations Post Assessment Big Picture Foundations Post Assessment
Vocabulary Foundations Decoding, II Foundations	HO: Principles of Semantics	1.F.2	Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	Teachers will plan a lesson that incorporates morphemic analysis, principles of semantics, and a writing component to display understanding of morphology as it relates to vocabulary development. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Vocabulary Foundations		1.F.3	Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).		
Big Picture Foundations	HO: Aspects of Language	1.F.4	Understand the domain specific vocabulary demands of academic language.	Big Pic Foundations Try-it Out Activity will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4,	

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<p>Vocabulary Foundations</p>	<p>HO: The Role of Assessment</p>	<p>1.F.5</p>	<p>Understand that writing can be used to enhance vocabulary instruction.</p>	<p>1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1 After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Learners’ home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
<p>Big Picture Foundations</p>		<p>1.F.6</p>	<p>Understand the role of formal and informal vocabulary assessment to make instructional decisions</p>	<p>Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11</p>	

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			to meet individual student needs.	<p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Foundations	HO: Aspects of Language HO: Considerations	1.G.1	Identify language characteristics related to social and academic language	<p>Big Pic Foundations Try-it Out Activity will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1</p> <p>After completing the Big Picture Foundations module including readings,</p>	Big Picture Foundations Post Assessment

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	<p>for English Language Learners</p> <p>HO: The Role of Assessment</p>			<p>participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Learners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
<p>Big Picture Foundations</p>		<p>1.G.2</p>	<p>Identify phonemic, semantic, and syntactic variability between English and other languages.</p>	<p>PA Foundations- Try -It Out Activity will address the following indicators: 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.G.2</p> <p>After completing the Big Picture Foundations module including readings, participants will</p>	

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				<p>create a plan to display their understanding of phonology as it relates to language development and reading achievement. The plan will include writing in conjunction with appropriate multisensory instruction to provide students with opportunities to increase oral/aural language to bolster phonological awareness. Teachers will refer to the phonological continuum to provide a rationale for the level and skill of phonological awareness they will target. Teachers will identify similarities and differences in sound production as well as phonological, phonemic awareness, semantics, and syntactic variability in English and a language they select. Next, participants will identify how such factors impact English Language Learners' reading development, written and oral discourse patterns.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
		1.G.3	<p>Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.</p>	<p>Big Pic Foundations Try-it Out Activity will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1</p> <p>After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan</p>	
Big Picture Foundations		1.G.4	<p>Understand the impact of oral language, writing and an information intensive environment upon reading development.</p>		

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Big Picture Foundations		1.G.5	<p>Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.</p>	<p>to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Learners’ home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self- correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
Big Picture Foundations		1.G.6	<p>Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.</p>	<p>Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11</p> <p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results</p>	

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				<p>are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
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FOUNDATIONAL READING SKILL: COMPREHENSION

Competency 2: Application of Research-Based Instructional Practices

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading.

Teachers will engage in the systematic problem solving process.

Course Number and Name of Course	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Comprehension Instruction	HO: Comprehension Strategies	2.A.2	Use both oral language and writing experiences to enhance comprehension. ★	Comprehension Instruction Try-it Out Activity will address the following indicators: 2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.6, 2.A.7, 2.A.8, 2.A.9, 2.G.2 After completing the Comprehension Instruction module including required readings, participants will apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking,	Comprehension Instruction Post Assessment Big Picture Foundations Post Assessment
		2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote		

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			motivation and student engagement.	<p>comprehension skills, metacognitive skills, comprehension monitoring and self-correcting. The plan will include attention to oral/aural language and writing experiences to enhance comprehension. Instructional practices will take into account students' strengths and areas of growth, text structure, and reading demands of domain specific text. Further, multisensory instructional activities should support students' ability to read a variety of texts (e.g. print/digital, narrative/informational) and to synthesize information within, across and beyond those texts. Participants will plan to engage students in discussions based on appropriate texts that will enhance comprehension, promote motivation, and student engagement with an intentional plan to include higher order thinking skills for students with different levels of proficiency in English. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>
Comprehension Instruction		2.A.5	Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.	
		2.A.6	Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. ★	
Comprehension Instruction		2.A.3	Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text. ★	
		2.A.1	Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.). ★	

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		2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting. ★	
Comprehension Instruction		2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	
Big Picture Foundations Comprehension Instruction	HO: The Role of Assessment	2.A.9	Recognize, describe, and incorporate appropriate comprehension assessments <u>to guide instruction.</u> ★	<p>Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11</p> <p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the</p>

				completed activity to the facilitator and receive feedback.	
FOUNDATIONAL READING SKILL: ORAL LANGUAGE					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Instruction		2.B.1	Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). ★	<p>Big Picture Instruction Try-it Out Activity will address the following indicators: 2.B.1, 2.B.2, 2.B.3, 2.B.4, 2.G.3, 2.G.4</p> <p>After completing the Big Picture Instruction module including required readings, participants will apply intentional, explicit, and systematic instructional practices, including writing experiences, for scaffolding development of oral/aural language skills in an information intensive environment where students practice appropriate social and academic language to discuss diverse texts (e.g. domain specific print, digital text, literary/informational, varying interest and reading levels). Teachers will discuss how they will build on English language learner’s home language to support development of oral language in English. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	Big Picture Instruction Post Assessment
Big Picture Instruction		2.B.2	Create an environment where students practice appropriate social and academic language to discuss diverse texts.		
Big Picture Instruction		2.B.4	Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). ★		

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Big Picture Instruction		2.B.3*	<p>Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English. ★</p>		
Big Picture Instruction Big Picture Foundations	HO: The Role of Assessment	2.B.5	<p>Recognize, describe, and incorporate appropriate oral language assessments <u>to guide instruction</u>. ★</p>	<p>Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11</p> <p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS					

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Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Phonological Awareness Instruction		2.C.1	Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness (e.g., blending and segmenting syllables, onset-rimes and phonemes). ★	<p>Phonological Awareness Instruction Try-it Out Activity will address the following indicators: 2.C.1, 2.C.2, 2.C.3, 2.C.4, 2.C.5</p> <p>After completing the Phonological Awareness Instruction module including required readings, participants will make a plan to apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness by providing opportunities for students to use oral/aural language to enhance phonological awareness.</p>	Phonological Awareness Instruction Post Assessment
Phonological Awareness Instruction		2.C.2	Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). ★	<p>Activities should include multisensory instructional strategies. The plan will incorporate writing experiences, in conjunction with phonological instruction, to enhance reading achievement with attention to applying knowledge of how variations in phonology across languages impact English Language learners' reading and writing development. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs.</p>	
Phonological Awareness Instruction		2.C.4	Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards). ★	<p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	

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Phonological Awareness Instruction		2.C.3	Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development. ★		
Phonological Awareness Instruction		2.C.5	Recognize, describe, and incorporate appropriate phonological awareness assessments <u>to guide instruction.</u> ★		
FOUNDATIONAL READING SKILL: PHONICS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Decoding, Part I Instruction Decoding, Part II Instruction		2.D.1	Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level. ★	Decoding, I Instruction Try-it Out Activity will address the following indicators: 2.D.1, 2.D.2, 2.D.3, 2.D.4 After completing the Decoding, I Instruction module including required readings, participants will make a plan to apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level. The plan will incorporate multisensory oral/aural language and writing experiences to enhance phonics instruction. Teachers will discuss how they will build on English language learner’s home language to support development of phonics in English. Finally, teachers will provide a rationale	Decoding, Part I Instruction Post Assessment Decoding, Part II Instruction Post Assessment
Decoding, Part I Instruction Decoding, Part II Instruction		2.D.2	Recognize and apply an English language learner’s home language as a foundation and strength to support the development of phonics in English. ★		

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Decoding, Part I Instruction		2.D.3	Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases and pocket charts). ★	for the assessment(s) used to guide instruction and support individual needs. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Decoding, Part II Instruction					
Decoding, Part I Instruction		2.D.4	Recognize, describe, and incorporate appropriate phonics assessments to guide instruction. ★		
Decoding, Part II Instruction					
FOUNDATIONAL READING SKILL: FLUENCY					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Fluency Instruction		2.E.1	Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader’s theater, etc.). ★	Fluency Instruction Try-it Out Activity will address the following indicators: 2.E.1, 2.E.2, 2.E.3 After completing the Fluency Instruction module including required readings, participants will apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance. The plan will include attention to oral/aural language and writing experiences to enhance fluency and a plan to support students with diverse educational histories. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs.	Fluency Instruction Post Assessment
Fluency Instruction		2.E.2	Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). ★	*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the	
Fluency Instruction		2.E.3	Recognize, describe, and incorporate appropriate		

			fluency assessments to guide instruction. ★	completed activity to the facilitator and receive feedback.	
FOUNDATIONAL READING SKILL: VOCABULARY					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Vocabulary Instruction		2.F.1	Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). ★	<p>Vocabulary Instruction Try-it Out Activity will address the following indicators: 2.F.1, 2.F.2, 2.F.3, 2.F.4, 2.F.5, 2.F.6, 2.F.7, 2.F.8</p> <p>After completing the Vocabulary Instruction module including required readings, participants will make a plan to apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development that utilizes multiple methods of vocabulary instruction. Instruction should incorporate the use of analogies and allow for integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language. The plan will include attention to oral/aural language and writing experiences in an environment that supports wide reading of various texts (e.g. print/digital, informational/literary) to enhance vocabulary development. Multisensory and instructional practices should develop authentic uses of English to assist English language learners in learning academic vocabulary and content. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement</p>	Vocabulary Instruction Post Assessment
Vocabulary Instruction		2.F.4	Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.		
Vocabulary Instruction		2.F.5*	Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. ★		
Vocabulary Instruction		2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples		

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			and non-examples, elaborations, etc.). ★	their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Vocabulary Instruction		2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots). ★		
Vocabulary Instruction		2.F.2	Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.		
Vocabulary Instruction		2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). ★		
Vocabulary Instruction		2.F.8	Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction. ★		

FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Instruction		2.G.5	Demonstrate understanding of similarities and differences between home	Big Pic Foundations Try-it Out Activity will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4,	Big Picture Instruction Post Assessment

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	<p>HO: Selecting Texts for Instruction</p>		<p>language and second language reading development.</p>	<p>1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1</p> <p>After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Learners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self- correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
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Big Picture Instruction		2.G.1	Apply comprehensive instructional practices, including writing experiences that integrates the reading components. ★	<p>Big Picture Practicum will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13</p> <p>In the Big Picture Practicum participants will apply comprehensive instructional practices, including writing experiences, that integrate the reading components with a focus on building on and developing oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency. *Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
Big Picture Instruction		2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	<p>Big Picture Instruction Try-it Out Activity will address the following indicators: 2.B.1, 2.B.2, 2.B.3, 2.B.4, 2.G.3, 2.G.4</p> <p>After completing the Big Picture Instruction module including required readings, participants will apply intentional, explicit, and systematic instructional practices, including writing experiences, for scaffolding development of oral/aural language skills in an information intensive environment where students practice appropriate social and academic language to discuss diverse texts (e.g. domain specific print, digital text, literary/informational, varying interest and reading levels). Teachers will discuss how they will build on English language learner’s home language to support development of oral</p>	
		2.G.4	Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency (e.g., young adult		

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			literature, informational texts).	language in English. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
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COMPETENCY 3: FOUNDATIONS OF ASSESSMENT

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Assessment	HO: Classifying Assessment and Identifying Skills	3.2	Understand the purposes of various <u>informal assessments</u> (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	<p>Big Picture Practicum will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13</p> <p>In the Big Picture Practicum participants will apply comprehensive instructional practices, including writing experiences, that integrate the reading components with a focus on building on and developing oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.</p>	<p>Big Picture Assessment post assessment</p> <p>Phonological Awareness Assessment post assessment</p> <p>Decoding, I Assessment post assessment</p> <p>Decoding, II Assessment post assessment</p> <p>Fluency Assessment post assessment</p>
		3.1	Understand and apply measurement concepts and characteristics of reading assessments.		
3.3	Understand the purpose of various <u>formal assessments</u> including the differences between norm-referenced and criterion-referenced				
Big Picture Assessment	HO: Common Standard Scores				

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Big Picture Assessment PA Assessment Decoding, I Assessment Decoding, II Assessment Fluency Assessment Vocabulary Assessment Comprehension Assessment			assessments and how to interpret data reports.	*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback. Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	Vocabulary Assessment post assessment Comprehension Assessment post assessment
		3.4	Understand the meaning of test reliability, validity and standard error of measurement, and describe major types of derived scores from standardized tests.	*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. Big Pic Assessment Try-it Out Activity 2 will address the following indicator: 3.4	
		3.1	Understand and apply measurement concepts and characteristics of reading assessments.	After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	
		3.5	Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).	After completing the Big Picture Assessment module including readings, participants will	
		3.6	Analyze data to identify trends that indicate		

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<p>Big Picture Assessment</p> <p>PA Assessment</p> <p>Decoding, I Assessment</p> <p>Decoding, II Assessment</p> <p>Fluency Assessment</p> <p>Vocabulary Assessment</p> <p>Comprehension Assessment</p>			<p>adequate progress in student reading development.</p> <p>3.7</p> <p>Understand how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students (e.g., grouping practices, appropriate curriculum materials).</p>	<p>complete an activity in which they are required to describe reliability, validity, and standard error of measurement. Additionally, given a sample standardized assessment report, participants will analyze the report and describe the types of derived scores presented in the report.</p> <p>*Try -it out activity address the specific indicator. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Phonological Awareness Assessment Try-it Out Activity will address the following indicators: 3.5, 3.6, 3.7, 3.8</p> <p>After completing the Phonological Awareness Assessment module including required readings, participants will identify students in need of additional support in phonological awareness and administer targeted assessments. Participants will describe the assessments (e.g. knowledge of the characteristics, type) and create a plan for ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.</p>	
		<p>3.8</p>	<p>Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.</p>	<p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Decoding Assessment Try-it Out Activity will address the following indicators: 3.5, 3.6, 3.7, 3.8</p> <p>After completing the Decoding Assessment module including required readings, participants will identify students in need of additional support in phonics and administer targeted assessments. Participants will describe the assessment (e.g. knowledge of the</p>	

				<p>characteristics, type) and create a plan for ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Fluency Assessment Try-it Out Activity will address the following indicators: 3.5, 3.6, 3.7, 3.8</p> <p>After completing the Fluency Assessment module including required readings, participants will identify students in need of additional support in fluency and administer targeted assessments. Participants will describe the assessment (e.g. knowledge of the characteristics, type) and create a plan for ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Vocabulary Assessment Try-it Out Activity will address the following indicators: 3.5, 3.6, 3.7, 3.8</p> <p>After completing the Vocabulary Assessment module including required readings, participants will identify students in need of additional support in vocabulary and administer targeted assessments. Participants will describe the assessment (e.g. knowledge of the characteristics, type) and create a plan for</p>	
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				<p>ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Comprehension Assessment Try-it Out Activity will address the following indicators: 3.5, 3.6, 3.7, 3.8</p> <p>After completing the Comprehension Assessment module including required readings, participants will identify students in need of additional support in comprehension and administer targeted assessments. Participants will describe the assessment (e.g. knowledge of the characteristics, type) and create a plan for ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
Big Picture Assessment		3.9	Identify interpretive issues that may arise when assessments in English are	Big Pic Assessment Try-it Out Activity 1 will address the following indicators: 1.A.10, 1.B.6,	

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			used to measure reading proficiency in English language learners.	1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11	
Big Picture Assessment		3.10	Identify appropriate assessments and accommodations for monitoring reading progress of all students.	<p>After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
		3.11	Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.		

COMPETENCY 4: FOUNDATIONS & APPLICATION OF DIFFERENTIATED INSTRUCTION

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product and context. Teachers will engage in the systematic problem solving process.

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
		4.7	Compare language, cognitive, and reading		

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Big Picture Intervention	HO: Reading Acquisition		acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	<p>Big Picture Intervention Try-it Out Activity will address the following indicators: 4.2, 4.3, 4.4, 4.5, 4.7, 4.11, 4.18, 4.19</p> <p>After completing the Big Picture Intervention module including required readings, participants will: understand the stages of English language acquisition for English language learners, learn how to differentiate reading instruction for students at different levels of English language proficiency based on current theories to differentiate instruction, recognize how characteristics of both language and cognitive development impact reading proficiency, compare language, cognitive, and reading acquisition of different age and abilities.</p> <p>Participants will complete an activity identifying factors impeding student reading development in each of the reading components and make a plan for how they will scaffold instruction for students having difficulty in each of the components and differentiate the reading period to account for individual differences of all students, including those with significant cognitive disabilities. Specifically, participants will include appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	<p>Big Picture Intervention Post Assessment</p> <p>Phonological Awareness Intervention Post Assessment</p> <p>Decoding, I Intervention Post Assessment</p> <p>Decoding, II Intervention Post Assessment</p> <p>Fluency Intervention Post Assessment</p> <p>Vocabulary Intervention Post Assessment</p> <p>Comprehension Intervention Post Assessment</p>
	HO: Factors that Impact Reading Proficiency	4.5	Recognize how characteristics of both language and cognitive development impact reading proficiency.		
		4.6	Recognize the characteristics of proficient readers to more effectively differentiate instruction. ★		
Comprehension Intervention	HO: Characteristics of Proficient Readers	4.4	Identify factors impeding student reading development in each of the reading components or the integration of these components.		
Big Picture Intervention		4.11	Scaffold instruction for students having difficulty in each of the components of reading. ★		
		4.12	Implement a classroom level plan for monitoring student		
				<p>Big Picture Practicum will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13</p> <p>In the Big Picture Practicum participants will apply comprehensive instructional practices,</p>	

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			reading progress and differentiating instruction. ★	including writing experiences, that integrate the reading components with a focus on building on and developing oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency. *Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Intervention		4.14	Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. ★	Phonological Awareness Intervention Try-it Out Activity will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14	
Phonological Awareness Intervention				After completing the Phonological Awareness Intervention module including required readings, participants will plan and to implement research-based instructional practices in phonological awareness with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor	
Decoding, I Intervention		4.13	Monitor student progress and use data to differentiate instruction for all students. ★		
Decoding, II Intervention					
Fluency Intervention					

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<p>Vocabulary Intervention</p> <p>Comprehension Intervention</p>				<p>student progress to differentiate instruction based on student needs.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Decoding, I Intervention Try-it Out Activity will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14</p>	
<p>Big Picture Intervention</p> <p>Phonological Awareness Intervention</p> <p>Decoding, I Intervention</p>		4.9	<p>Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups. ★</p>	<p>After completing the Decoding, I Intervention module including required readings, participants will plan and implement research-based instructional practices in phonics with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs.</p>	
<p>Decoding, II Intervention</p> <p>Vocabulary Intervention</p>		4.15	<p>Implement research-based instructional practices for developing students’ higher order thinking. ★</p>	<p>After completing the Decoding, I Intervention module including required readings, participants will plan and implement research-based instructional practices in phonics with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs.</p>	
<p>Vocabulary Intervention</p> <p>Comprehension Intervention</p>		4.16	<p>Implement research-based instructional practices for developing students’ ability to read critically. ★</p>	<p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Decoding, II Intervention Try-it Out Activity will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14</p> <p>After completing the Decoding, II Intervention module including required readings, participants will plan and implement research-based instructional practices in decoding with students. Teachers will provide a rationale for</p>	

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	<p>HO: Differentiating for English Language Learners</p>			<p>developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Fluency Intervention Try-it Out Activity will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14</p> <p>After completing the Fluency Intervention module including required readings, participants will plan and implement research-based instructional practices in fluency with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
	<p>HO: Accommodations for Students with Special Needs</p>			<p>developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	

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				<p>Vocabulary Intervention Try-it Out Activity will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14</p> <p>After completing the Vocabulary Intervention module including required readings, participants will plan and implement research-based instructional practices in vocabulary with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
<p>Comprehension Intervention</p>		<p>4.17</p>	<p>Implement research-based instructional practices using writing to develop students' comprehension of text. ★</p>	<p>Comprehension Intervention Try-it Out Activity will address the following indicators: 4.6, 4.8, 4.9, 4.10, 4.13, 4.14, 4.15, 4.16, 4.17</p> <p>After completing the Comprehension Intervention module including required readings, participants will plan and implement research-based instructional practices in comprehension with a focus on incorporating instructional practices including writing to develop students' higher order thinking and ability to read critically. Teachers will provide a rationale</p>	

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				<p>for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs. Participants will recognize the characteristics of proficient readers to more effectively differentiate instruction.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>
Big Picture Intervention		4.1*	<p>Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. ★</p>	<p>Big Pic Foundations Try-it Out Activity will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1</p> <p>After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading</p>
Phonological Awareness Intervention		4.8	<p>Select and use developmentally appropriate materials that address sociocultural and linguistic differences. ★</p>	
Decoding, I Intervention				
Decoding, II Intervention				

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<p>Fluency Intervention</p> <p>Vocabulary Intervention</p> <p>Comprehension Intervention</p>				<p>comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Learners’ home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will model and incorporate comprehension monitoring strategies (e.g. self- correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
<p>Big Picture Intervention</p>		<p>4.2</p>	<p>Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency. ★</p>	<p>Big Picture Intervention Try-it Out Activity will address the following indicators: 4.2, 4.3, 4.4, 4.5, 4.7, 4.11, 4.18, 4.19</p> <p>After completing the Big Picture Intervention module including required readings, participants will: understand the stages of English language acquisition for English language learners, learn how to differentiate reading instruction for students at different levels of English language proficiency based on current theories to differentiate instruction, recognize how characteristics of both language and cognitive development impact reading proficiency,</p>	
		<p>4.3*</p>	<p>Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of</p>		

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Phonological Awareness Intervention Decoding, I Intervention Decoding, II Intervention Vocabulary Intervention Comprehension Intervention			diverse backgrounds and various levels of prior education. ★	compare language, cognitive, and reading acquisition of different age and abilities. Participants will complete an activity identifying factors impeding student reading development in each of the reading components and make a plan for how they will scaffold instruction for students having difficulty in each of the components and differentiate the reading period to account for individual differences of all students, including those with significant cognitive disabilities. Specifically, participants will include appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan.
		4.8	Select and use developmentally appropriate materials that address sociocultural and linguistic differences. ★	
		4.10	Differentiate reading instruction for English language learners with various levels of first language literacy. ★	*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.
		4.18	Implement appropriate and allowable instructional accommodations as specified in the Individual Educational Plan or 504 Plan when differentiating instruction for students with disabilities.	Big Picture Intervention Try-it Out Activity will address the following indicators: 4.2, 4.3, 4.4, 4.5, 4.7, 4.11, 4.18, 4.19 After completing the Big Picture Intervention module including required readings, participants will: understand the stages of English language acquisition for English language learners, learn how to differentiate reading instruction for students at different levels of English language proficiency based on current theories to differentiate instruction, recognize how characteristics of both language and cognitive development impact reading proficiency, compare language, cognitive, and reading acquisition of different age and abilities.
Big Picture Intervention		4.19	Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access	Participants will complete an activity identifying factors impeding student reading development in each of the reading components and make a plan for how they will scaffold instruction for

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			to general education instruction. ★	<p>students having difficulty in each of the components and differentiate the reading period to account for individual differences of all students, including those with significant cognitive disabilities- teachers will modify both instruction and assessment for students but still have high expectations for students with cognitive disabilities to access the general education instruction. Specifically, participants will include appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan.</p> <p>*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
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COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHMENT

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

Course Number and Name of Course	Required Course Reading (<i>If there are no required readings, put N/A in the column.</i>)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Practicum Phonological Awareness Practicum		5.3	Demonstrate research-based instructional practices for developing oral/aural language development. ★	<p>Big Picture Practicum will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13</p> <p>In the Big Picture Practicum participants will apply comprehensive instructional practices, including writing experiences, that integrate the reading components with a focus on building on and developing</p>	<p>Big Picture Practicum Rubrics</p> <p>Phonological Awareness Practicum Rubrics</p> <p>Decoding, I Practicum Rubrics</p> <p>Decoding, II Practicum Rubrics</p>
		5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to		

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Decoding, I Practicum Decoding, II Practicum Fluency Practicum Vocabulary Practicum Comprehension Practicum			ensure an increase in student learning. ★	oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency. *Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback. Decoding, I Practicum will address the following indicators: 5.1, 5.5, 5.12, 5.14 In the Decoding, I Practicum participants will demonstrate research-based instructional practices for developing students’ phonics and word recognition skills. Multisensory instructional practices to motivate and engage students will be included. Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to	Fluency Practicum Rubrics Vocabulary Practicum Rubrics Comprehension Practicum Rubrics
		5.14	Use a variety of instructional practices to motivate and engage students in reading. ★		
		5.4	Demonstrate research-based instructional practices for developing students’ phonological awareness . ★		
		5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★		
		5.14	Use a variety of instructional practices to motivate and engage students in reading. ★		
		5.5	Demonstrate research-based instructional practices for developing phonics skills and word recognition. ★		
		5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★		

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		5.14	Use a variety of instructional practices to motivate and engage students in reading. ★	<p>English Language Learners with varying levels of English proficiency.</p> <p>*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Decoding, II Practicum will address the following indicators: 5.1, 5.5, 5.11, 5.12, 5.14, 5.15</p> <p>In the Decoding, II Practicum participants will demonstrate research-based instructional practices for developing students’ phonics and word recognition skills with intentional explicit, systematic writing instruction as it relates to the ability to read written language. Multisensory instructional practices to motivate and engage students will be included. Participants will demonstrate differentiation of instruction for all students by utilizing increasingly complex print and digital text. Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.</p> <p>*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect.</p>	
		5.6	Demonstrate research-based instructional practices for developing reading fluency and reading endurance. ★		
		5.8	Demonstrate research-based instructional practices to facilitate students’ monitoring and self-correcting in reading. ★		
		5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★		
		5.14	Use a variety of instructional practices to motivate and engage students in reading. ★		
		5.7	Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary . ★		
		5.1	Use assessment and data analysis to monitor student progress and guide		

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			instruction over time to ensure an increase in student learning. ★	Participants will submit the completed activity to the facilitator and receive feedback.
		5.14	Use a variety of instructional practices to motivate and engage students in reading. ★	Phonological Awareness Practicum will address the following indicators: 5.1, 5.4, 5.12, 5.14 In the Phonological Awareness Practicum participants will demonstrate research-based instructional practices for developing students’ phonological awareness.
		5.2	Demonstrate research-based instructional practices for facilitating reading comprehension. ★	Multisensory instructional practices to motivate and engage students will be included.
		5.9	Demonstrate research-based comprehension instructional practices for developing students’ higher order thinking to enhance comprehension. ★	Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.
		5.10	Demonstrate research-based instructional practices for developing students’ ability to read critically. ★	*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect.
		5.11	Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. ★	Participants will submit the completed activity to the facilitator and receive feedback.
		5.13	Create an information intensive environment that includes print and digital text.	Fluency Practicum will address the following indicators: 5.1, 5.6, 5.12, 5.14 In the Fluency Practicum participants will demonstrate research-based instructional practices for developing students’ reading

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		5.1	<p>Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★</p>	<p>fluency and reading endurance. Multisensory instructional practices to motivate and engage students will be included. Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.</p> <p>*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Vocabulary Practicum will address the following indicators: 5.1, 5.7, 5.12, 5.14</p> <p>In the Vocabulary Practicum participants will demonstrate research-based instructional practices for developing both academic and domain specific vocabulary. Multisensory instructional practices to motivate and engage students will be included. Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.</p> <p>*Practicum activities address specific indicators as teachers work with students</p>	
		5.14	<p>Use a variety of instructional practices to motivate and engage students in reading. ★</p>		
		5.15	<p>Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language. ★</p>		
		5.12*	<p>Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. ★</p>		

				<p>to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Comprehension Practicum will address the following indicators: 5.1, 5.2, 5.8, 5.9, 5.10, 5.12, 5.14</p> <p>In the Comprehension Practicum participants will demonstrate research-based instructional practices for facilitating reading comprehension, students' monitoring and self-correcting, higher order thinking to enhance reading comprehension, and students' ability to read critically. Multisensory instructional practices to motivate and engage students will be included. Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.</p> <p>*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.</p> <p>Big Picture Practicum will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13</p>	
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UF Literacy Matrix in Collaboration with Gadsden County

				<p>In the Big Picture Practicum participants will apply comprehensive instructional practices, including writing experiences, that integrate the reading components with a focus on building on and developing oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.</p> <p>*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.</p>	
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Florida Reading Add-On Plan Vendors

The following vendors have reading endorsement plans that have been approved by Just Read, Florida!

Beacon Educator

Website: beaconeducator.com

Contact: Cathy Starling

starlca@bay.k12.fl.us

Office: 800-311-6437

Literacy Solutions and More, Inc.

Website: <https://www.literacysolutions.net/>

Contact: Tad Szulc

literacysolutions.net@gmail.com

Office: 505-400-3219

EdHub of Florida, Inc.

Website: <https://www.edhubfl.org/>

Contact: Lisa Robbins

lisa@edhubfl.org

Office: 904-201-9566

LETRS (Voyager Sopris Learning)

Website: <https://www.voyagersopris.com/professional-development/letrs/letrs-k-12>

Contact: David Traviesa

David.traviesa@voyagersopris.com

Cell: 813-326-2686

Office: 800-547-6747 ext. 7278

Schultz Center

Website: <https://schultzcenter.org/institute>

Contact: Stacy Thomas

thomass@schultzcenter.org

Direct line: 904-348-5156

Main line: 904-348-5757

University of Florida Literacy Matrix

Website: <http://literacymatrix.com/>

Contact: Shaunte Duggins, Ph.D.

shaunte@coe.ufl.edu

Office: 352-273-3654

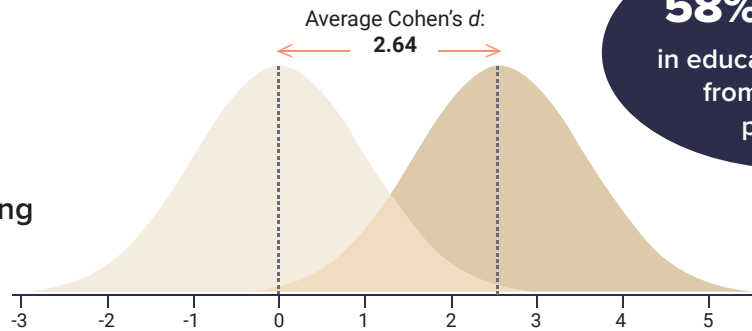


LITERACY MATRIX 2020 - 2021

A ROUTE TO READING ENDORSEMENT

Created in collaboration with Just Read, Florida! and the Florida Department of Education, the Flamingo Literacy Matrix (LM) is a **competency-based online professional development system** designed to increase the capacity of educators to:

- 1** teach reading effectively,
- 2** diagnose reading problems, and
- 3** intervene appropriately using evidence-based methods.



58% growth
in educator knowledge
from pre-test to
post-test.

**Cohen's d Conventions for small, medium, and large effects - a measure that allows examination of the relative importance of a difference between means by reporting the size of the difference (small= .2, medium= .5, large= .8)

2020-21 Flamingo Literacy Matrix Features and Enhancements:

- Customized learning pathways: complete individual competencies or all 5 competencies required for Florida Reading Endorsement
- Individualized participant guidance and job-imbedded support provided by LM Course Navigators
- Virtual learning communities, collaboration, and resource sharing to aid educators in strategy implementation
- Personalized and timely feedback
- Live help desk (weekdays, 7:00 AM - 8:00 PM EST) and technical support along with 24/7 email support

LITERACY MATRIX

Prerequisite	Phonological Awareness	Decoding I	Decoding II	Fluency	Vocabulary	Comprehension
The Big Picture	COMPETENCY 1: FOUNDATIONS OF READING					
	COMPETENCY 2: INSTRUCTIONAL PRACTICES					
	COMPETENCY 3: ASSESSMENT OF READING					
	COMPETENCY 4: INTERVENTION					
	COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHMENT					

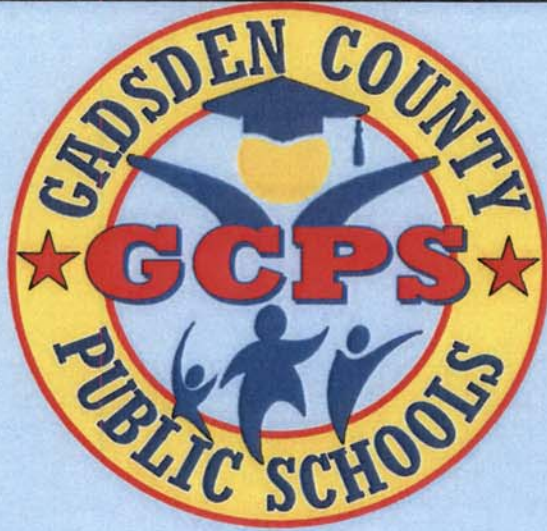
Enroll your district today!

Contact us with questions or for more information:

LiteracyMatrix@coe.ufl.edu

“The Literacy Matrix delivered the fundamentals of early reading instruction in a systematic and explicit way that allowed me to immediately turn around and deliver more impactful literacy instruction to my students. It remains, hands down, the most rewarding online professional development I have ever participated in.”

- Alachua County Teacher



"Putting Children First"

Roger P. Milton

Superintendent

miltonr@gcpsmail.com

**Gadsden County
2019-2020
Annual Equity Update**

GADSDEN COUNTY SCHOOL DISTRICT

2019-2020 Annual Equity Update

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2019-20 Annual Equity Update

PART I: PROCEDURAL REQUIREMENTS:

A. Changes to Nondiscrimination and Anti-Harassment Policies or Grievance Procedures

Submit any policies or procedures revised since the last Equity Update.

N/A

B. Annual Notification of Nondiscrimination for Vocational Education Programs

1. Annual Notification of Nondiscrimination for Vocational Education Programs

Explain how annual notification of nondiscrimination is disseminated/published; and submit copies of materials that include the annual notification of nondiscrimination for vocational programs.

2. Continuous Notification of Nondiscrimination

Identify documents used to provide the continuous notification of nondiscrimination; and submit copies of materials that include the continuous notification of nondiscrimination.

C. Notice for Availability of Reasonable Accommodations to Applicants for Employment

Submit copies of webpages or printed materials for applicants for employment that include the notice that reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. The notices should also include contact information for requesting accommodations.

PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

A. Any Items identified during equity on-site review.

N/A

B. Any other items identified on the current or past monitoring work plans as incomplete.

N/A

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

(1) Grades 9-12, Advanced Placement (AP), IB and AICE

Grades 9-12 Total Enrollment 2019-20 (1,248/310 = 24.8%)

White	Black	Hispanic	ELL Students
23 (1.84%)	929 (74.44%)	277 (22.20%)	57 (4.57%)

Whites	Whites	Whites	Whites	Whites	Whites
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
0% (0)	0% (0)	16.28% (43)	48% (13)	17.4% (6)	21.74% (5)
White Males	White Males	White Males	White Males	White Males	White Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
0% (0)	0% (0)	15.38% (4)	38% (6)	18.67% (3)	28.6% (4)
Blacks	Blacks	Blacks	Blacks	Blacks	Blacks
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4% (43)	1% (10)	6.94% (74)	53% (506)	23.59% (221)	23.90% (222)
Black Males	Black Males	Black Males	Black Males	Black Males	Black Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4% (20)	1% (6)	6.43% (34)	45% (213)	23.78% (110)	23.1% (106)
Hispanics	Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
6% (13)	5% (10)	20.69% (48)	67% (161)	21.18% (54)	28.52% (79)
Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
7% (7)	5% (5)	10.81% (12)	64% (76)	23.13% (31)	26.1% (40)
ELL Students	ELL Students	ELL Students	ELL Students	ELL Students	ELL Students
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2016-17	2017-18	2018-19	2019-20		
		28.13% (9)	66% (23)	21.95% (9)	24.56% (14)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Evaluation must include 2015-16 to 2019-20.

Evaluation of the improvements for the 2015-2016 to 2017-2018 academic years of AP/IB/AICE courses shows the following comparisons across the subgroups participation. In 2015-2016, White (0%), White Males (0%); Blacks (1%), Black Males (1%); and Hispanics (5%), Hispanic Males (5%) remained the same or showed a slight reduction from 2014-2015. The 2016-2017 academic year showed an increase across all subgroups participation: White (16%), White Males (15%); Blacks (7%), Black Males (6%); Hispanics (21%), Hispanic Males (11%); and ELL (28%) compared to the 2015-2016 academic year. Likewise, the 2017-2018 academic year showed significant increases in participation of all subgroups:

White (48%), White Males (38%); Blacks (53%), Black Males (45%); Hispanics (67%), Hispanic Males (64%); and ELL (66%) compared to the 2016-2017 academic year.

Similarly, of the 1,248 total enrollments in grades 9-12, 310 (24.8%) students were enrolled in the AP/IB/AICE courses during the 2019-2020 school year. The demographical breakdown is as follows: White students (21.74%), Black students (23.90%), Hispanic students (28.52%); and ELL students (24.56%). These percentages are fairly representative of the overall demographics of the Gadsden County High school. The overall enrollment across all demographical groups showed an increase in AP/IB/AICE as shown in the chart below:

	White	Black	Hispanic	ELL
2018-2019	17.14%	23.59%	21.18%	21.95%
2019-2020	21.74%	23.90%	28.52%	24.56%

While each demographical group showed an increase participation in AP/IB/AICE, there was only a slight increase for black students, which can be attributed to a decrease in student interest and motivation in the aforementioned courses. The Hispanic subgroup showed the most significant increase of 7.34%, from 21.18% for the 2018-19 school year to 28.52% for the 2019-20 school year. These increases show that the District meet its accountability measure for increasing each subgroup participation in AP course by 1% by the timeline of the 2019-2020 school year.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in AP/IB/AICE courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

Strategies being used to improve enrollments in AP classes are to work with incoming 9th graders in an Academy setting and provide them with the interventions necessary to ensure that they are performing at grade level in core content classes. This includes providing them with interventionists and mentors. These strategies are used for all subgroups. Students are placed in rigorous coursework as preparation for their placement in AP courses. The District will continue to focus on ensuring that minority populations are provided every opportunity to be successful in accelerated classes before placement. Gadsden continues to:

1. Recruit minority students for AP classes through closer guidance counseling, including counseling for parents and students together and by increasing student advisory sessions.
2. Target trained AP teachers in the district's Personnel recruitment and retention efforts.
3. Improve marketing at the school level of the benefits of AP classes for the student.
4. Develop better vertical articulation between middle and high school courses to ensure students are better prepared for success in AP classes.
5. Use national predictors like PSAT and PLAN to identify students for enrollment into advanced classes.
6. Continue to prioritize professional learning for teachers to have the credentials to teach advanced classes.
7. Work with guidance counselors to ensure they are identifying all students with the potential of success in advanced coursework.
8. Host more parent awareness workshops on advanced coursework.
9. Work closer on partnerships with postsecondary institutions to promote connections between college and career readiness.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

In order to build capacity for increasing enrollment for black, Hispanic, black males, Hispanic males and

ELL students in AP/IB/AICE courses, additional training for teachers in Advanced Placement courses will be provided. The Gadsden County School District proposes to:

1. Increase the number of Black and Black male students in grades 9-12 enrolling in AP by 1% by the end of the 2020-2021 school year.
2. Increase the number of Hispanic and Hispanic male students in grades 9-12 enrolling in AP by 1% by the end of the 2020-2021 school year.
3. Increase the number of ELL students who are prepared to take advanced coursework to enroll in AP by 1% by the end of the 2020-2021 school year.

Grades 9-12, Dual Enrollment (DE)

Grades 9-12 Total Enrollment 2019-20 (1,248/117)

White 0 & 0% Black 81 & 6% Hispanic 36 & 17% ELL Students 0 & 0%

Whites	Whites	Whites	Whites	Whites	Whites
In DE	In DE	In DE	In DE	In DE	In DE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
3% (1)	6% (2)	4.65% (2)	4% (1)	2.86% (1)	0% (0)
White Males	White Males	White Males	White Males	White Males	White Males
In DE	In DE	In DE	In DE	In DE	In DE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
6% (1)	5% (1)	7.69% (2)	6% (1)	5.56% (1)	0% (0)
Blacks	Blacks	Blacks	Blacks	Blacks	Blacks
In DE	In DE	In DE	In DE	In DE	In DE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4% (36)	1% (10)	4.59% (49)	5% (44)	3.63% (34)	6% (56)
Black Males	Black Males	Black Males	Black Males	Black Males	Black Males
In DE	In DE	In DE	In DE	In DE	In DE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
3% (14)	1% (8)	3.4% (18)	4% (21)	1.94% (9)	5.5% (25)
Hispanics	Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
In DE	In DE	In DE	In DE	In DE	In DE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4% (9)	3% (7)	13.79% (32)	6% (14)	3.14% (8)	7.9% (22)
Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males
In DE	In DE	In DE	In DE	In DE	In DE
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2% (2)	1% (1)	10.81% (12)	3% (4)	1.49% (2)	9.2% (14)
		ELL Students	ELL Students	ELL Students	ELL Students
		In DE	In DE	In DE	In DE
		2016-17	2017-18	2018-19	2019-20
		0% (0)	0% (0)	0% (0)	0% (0)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Evaluation must include 2014-15 to 2019-20.

There are 117 enrollments in DE in 2019-20 compare to 55 in 2018-2019 academic year. In 2019-20 the enrollment for Blacks and Hispanics increased while the enrollment for Whites decreased and ELL remained the same. These enrollment numbers showed the fluctuation in increase/decrease of enrollment across subgroups since the 2014-2015 academic year with the exception of ELL students,

which remained at 0% enrollment.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in DE courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

Strategies implemented for 2019-2020 include the review of articulation agreements with TCC and FAMU to address strategies necessary in communicating: (1) the value of the program for parents in reduced payments of college tuition, (2) identify potential students for DE and assist them with the supports necessary to take and be successful in those classes, (3) Disaggregate district data to better identifies males and minorities with GPAs of 3.0 or higher to encourage enrollment DE courses, (4) Use high school registration/recruitment fairs to encourages students to be part of its accelerated program so that they can be better prepared for college and careers, (5) Meet regularly with post-secondary institutions and other community partners to provide secondary teachers with additional training in the teaching of advanced placement and DE courses, as well as increase the offering of variety of DE courses, and (6) Provide targeted DE promotional materials in dual language to encourage ELL students' participation in DE courses.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

1. Increase the number of Black and Black male students in grades 9-12 enrolling in DE by 1% by the end of the 2020-2021 school year.
2. Increase the number of Hispanic and Hispanic male students in grades 9-12 enrolling in DE by 1% by the end of the 2020-2021 school year.
3. Increase the number of ELL students who are prepared to take advanced coursework to enroll in DE by 1% by the end of the 2020-2021 school year.

Grades 9-12, All Level 3 courses (including AP, IB, AICE, DE and honors)

Grades 9-12 Total Enrollment 2019-20 (1,248)

White 24 & 1.92% Black 719 & 57.61% Hispanic 278 & 22.28% ELL Students 20 & 1.60%

Whites	Whites	Whites	Whites	Whites	Whites
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
16% (47)	41% (14)	44.19% (19)	48% (13)	42.86% (15)	60.9 % (14)

White Males	White Males	White Males	White Males	White Males	White Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
56% (10)	50% (10)	46.15% (12)	38% (6)	33.3% (6)	71.4% (10)

Blacks	Blacks	Blacks	Blacks	Blacks	Blacks
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
38% (381)	28% (299)	39.27% (419)	53% (506)	54.54% (511)	53.7% (499)

Black Males	Black Males	Black Males	Black Males	Black Males	Black Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
34% (176)	24% (133)	32.33% (171)	45% (213)	47.73% (221)	48% (220)

Hispanics	Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
52% (106)	42% (93)	56.03% (130)	67% (161)	58.43% (149)	65% (180)

Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
50% (48)	44% (43)	46.85% (52)	64% (76)	63.43% (85)	64.1% (98)

		ELL Students	ELL Students	ELL Students	ELL Students
		All Level 3	All Level 3	All Level 3	All Level 3
		2016-17	2017-18	2018-19	2019-20
		37.5% (12)	66% (23)	48.78% (20)	35.1% (20)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. **Evaluation must include 2014-15 to 2019-20.**

From 2014-15 to 2019-20, there have been fluctuations (increase/decrease) in the numbers of students enrolled in Level 3 courses for all subgroups in an accelerated program. The increase in enrollment is a result of the district providing direct assistance to students in order that they are able to reach higher academic proficiency and be better prepared for postsecondary courses upon graduation. Likewise, the fluctuation in the percent of decrease in enrollment across the subgroups can attributed to the decrease in student population.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority students in all advanced courses, and to close enrollment gaps for black, Hispanic, black male,

Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

To increase enrollment for minority students in advanced courses, Gadsden will:

1. Seek assistance from district MIS and Guidance Departments to identify all minorities and males with GPA's of 2.5% or higher and encouraging all qualified students to enroll in accelerated programs.
2. Invite TRIO programs (Talent Search, Upward Bound, College Reach Out Program) coordinators and advisors to work with counselors and teachers to target, enlist, mentor, and support minority students (especially males) to increase numbers of students enrolled in accelerated programs.
3. Provide the most fragile students with adult mentors to assist them in overcoming barriers that might stand in their way of taking advanced coursework.
4. Improve recruitment efforts to talk about the benefits of accelerated classes.
5. Improve accelerated programs dissemination efforts to increase parental understanding and awareness of the benefits of accelerated coursework for students.
6. Host parent nights to talk about advanced coursework and include information in student handbooks to help better advertise the programs.
7. Improve efforts for meaningful vertical articulation between middle and high schools to help the effort build up momentum as middle school students prepare for career pathways and postsecondary education in their career preparation courses.
8. Ensure all materials are in dual languages to allow for a wider reach to Hispanic parents.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

1. Increase the number of Black and Black male students in grades 9-12 enrolling in Level 3 courses by 1% by the end of the 2020-2021 school year.
2. Increase the number of Hispanic and Hispanic male students in grades 9-12 enrolling in Level 3 courses by 1% by the end of the 2020-2021 school year.
3. Increase the number of ELL students who are prepared to take advanced coursework to enroll in Level 3 courses by 1% by the end of the 2020-2021 school year.

PART IV: GENDER EQUITY IN ATHLETICS

Athletics Compliance Verification

- A.** Attach a **Compliance Verification Form** for the district (only one for the district, **not** one for each school), signed by the superintendent. **(See pages 7-8.)**
- B.** Attach a **Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. Enter the number of male and female athletes for each sport. For varsity teams, enter the number of athletes. For junior varsity/freshmen/B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams. **(See page 9.)**
- C.** If the Participation Monitoring Forms indicate that schools are not in compliance with all components required by Title IX and the Florida Educational Equity Act, then each school that is out of compliance must also submit a **Corrective Action Plan**, signed by the principal. **(See page 10.)**
- D.** If the district submitted Corrective Action Plans as part of the 2017-18 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

PART IV GENDER EQUITY IN ATHLETICS
Athletic Compliance Verification Form

District: Gadsden

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]

IN COMPLIANCE NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]

IN COMPLIANCE NOT IN COMPLIANCE

3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]

IN COMPLIANCE NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]

IN COMPLIANCE NOT IN COMPLIANCE

5. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]

IN COMPLIANCE NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]

IN COMPLIANCE NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41 (c)(8)]

IN COMPLIANCE NOT IN COMPLIANCE

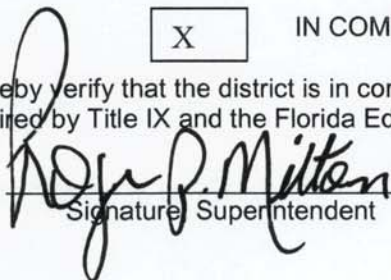
8. Publicity and promotion of male and female teams support equal opportunity. [Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]

IN COMPLIANCE NOT IN COMPLIANCE

9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

IN COMPLIANCE NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.



 Signature Superintendent

11/6/2020

 Date

2019-20 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: Havana Magnet School	Number of Participants			Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams#	Males	#	Females	Total
Baseball				Baseball	1	12		12
Basketball				Basketball	2	13	13	26
26Cross Country				Cross Country				
Flag Football/ Football				Flag Football/ Football	1	19		19
Golf				Golf				
Soccer				Soccer				
Softball				Softball	1		12	12
Swimming/Diving				Swimming/Diving				
Tennis				Tennis				
Track and Field				Track and Field	2		5	10
Volleyball				Volleyball	1		12	12
Wrestling				Wrestling				
Weightlifting				Weightlifting				
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>	44		42	86
<i>% of Varsity Participants</i>			100%	<i>% of JV Participants</i>	51		49	100%
Total Student Enrollment by Gender 2019-20				Total Student Enrollment by Gender 2019-20	44		42	86
% Student Enrollment by Gender 2019-20			100%	% Student Enrollment by Gender 2019-20	51		49	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS**

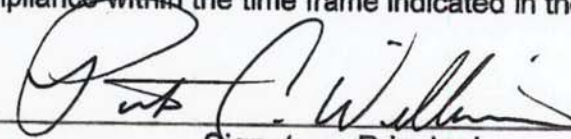
Corrective Action Plan

District: Gadsden

School Name: Havana Magnet


(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	No Corrective Action Plan Needed		

We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

11/6/2020
Date



Signature, Superintendent

11/6/2020
Date

2019-20 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: Shanks Middle School	<i>Number of Participants</i>			<i>Number of Participants</i>					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball	20			0	20
Basketball				Basketball	20			15	35
Cross Country				Cross Country	0			0	0
Flag Football/ Football				Flag Football/ Football	40			0	40
Golf				Golf	0			0	0
Soccer				Soccer	25			25	50
Softball				Softball	0			15	15
Swimming/Diving				Swimming/Diving	0			0	0
Tennis				Tennis	0			0	0
Track and Field				Track and Field	30			30	60
Volleyball				Volleyball	0			15	15
Wrestling				Wrestling	0			0	0
Weightlifting				Weightlifting	0			0	0
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>	135			100	235
<i>% of Varsity Participants</i>			100%	<i>% of JV Participants</i>	57%			43%	100%
Total Student Enrollment by Gender 2019-20				Total Student Enrollment by Gender 2019-20	370			301	671
% Student Enrollment by Gender 2019-20			100%	% Student Enrollment by Gender 2019-20	55%			45%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS**

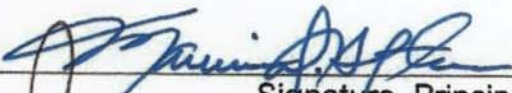
Corrective Action Plan

District: Gadsden

School Name: Shanks Middle School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	No Corrective Action		

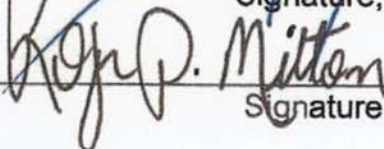
We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

11/6/2020

Date



Signature, Superintendent

11/6/2020

Date

2019-20 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: West Gadsden Middle	Number of Participants			Number of Participants						
	Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball					Baseball	0			0	0
Basketball					Basketball	14			7	21
Cross Country					Cross Country	0			0	0
Flag Football/ Football					Flag Football/ Football	22			0	22
Golf					Golf	0			0	0
Soccer					Soccer	0			19	19
Softball					Softball	0			0	0
Swimming/Diving					Swimming/Diving	0			0	0
Tennis					Tennis	0			0	0
Track and Field					Track and Field	5			5	10
Volleyball					Volleyball	0			13	13
Wrestling					Wrestling	0			0	0
Weightlifting					Weightlifting	0			0	0
<i>Total Varsity Participants</i>					<i>Total JV Participants</i>	36			39	75
<i>% of Varsity Participants</i>				100%	<i>% of JV Participants</i>	48%			52%	100%
Total Student Enrollment by Gender 2019-20					Total Student Enrollment by Gender 2019-20	175			176	351
% Student Enrollment by Gender 2019-20				100%	% Student Enrollment by Gender 2019-20	50%			50%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS**


Corrective Action Plan

District: GADSDEN

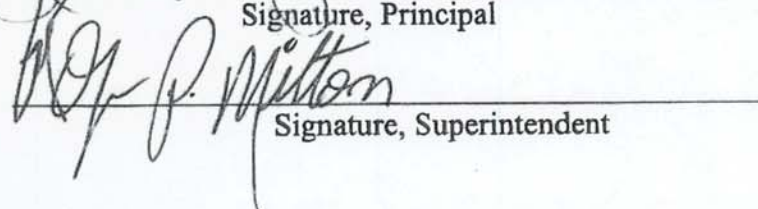
School Name: WEST GADSDEN MIDDLE

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
<p>NONE</p>			

We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



 Signature, Principal



 Signature, Superintendent

10-21-2020
 Date

10-22-2020
 Date

2019-20 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: Gadsden Cour High Schools	Number of Participants			Number of Participants						
	Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	15	0	15	Baseball	0		0		0	
Basketball	12	12	24	Basketball	9		6		15	
Cross Country	2	2	4	Cross Country	0		0		0	
Flag Football/ Football	60	15	75	Flag Football/ Football	30		0		30	
Golf	0	0	0	Golf	0		0		0	
Soccer	15	15	30	Soccer	0		0		0	
Softball	0	15	15	Softball	0		0		0	
Swimming/Diving	0	0	0	Swimming/Diving	0		0		0	
Tennis	0	0	0	Tennis	0		0		0	
Track and Field	10	10	20	Track and Field	0		0		0	
Volleyball	0	12	12	Volleyball	0		0		0	
Wrestling	0	0	0	Wrestling	0		0		0	
Weightlifting	6	6	12	Weightlifting	0		0		0	
<i>Total Varsity Participants</i>	120	87	207	<i>Total JV Participants</i>	39		6		45	
<i>% of Varsity Participants</i>	58%	42%	100%	<i>% of JV Participants</i>	87%		13%		100%	
Total Student Enrollment by Gender 2019-20	492	489	981	Total Student Enrollment by Gender 2019-20	492		489		981	
% Student Enrollment by Gender 2019-20	50%	50%	100%	% Student Enrollment by Gender 2019-20	50%		50%		100%	

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Gadsden

School Name: Gadsden County High School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	No Corrective Action		

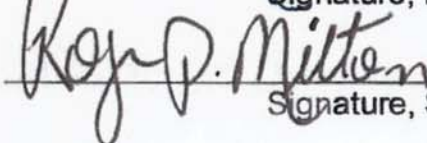
We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

11/6/2020

Date



Signature, Superintendent

11/6/2020

Date

PART V: EMPLOYMENT EQUITY

District: <u>Gadsden</u>		2019-2020 Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	4,996	3,551 (71%)	1,139 (22.8%)	176 (3.52%)	130 (2.60%)	2,446 (48.8%)	2,550 (51.2%)
District-Level Administrators	16	13 (81.25%)	0 (0%)	3 (18.75%)	0 (0%)	11 (68.75%)	5 (31.25%)
Principals	11	10 (90.9%)	0 (0%)	1 (9.1%)	0 (0%)	6 (54.5%)	5 (45.5%)
Asst. Principals	18	18 (100%)	0 (0%)	0 (0%)	0 (0%)	14 (77.78%)	4 (22.22%)
Teachers	320	268 (84%)	3 (1%)	40 (13%)	9 (3%)	239 (75%)	81 (25.3%)
Guidance Counselors	10	9 (90%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	1 (10%)

A. Complete the following chart for administrative and instructional positions in the school district. Enter the number and percent for each race/ethnicity and gender. Count each person only once under one category.

B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.

C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

Student demographics from 2017-18 to 2019-20 are fairly comparable and are representative of the attendance zones of the district public schools with 71% Black, 23% Hispanic, and 3.52% White. District level administrators is similar to the distribution as 2017-18. The district administrators have remained the same and there has been limited need to change existing staff. District level administrators are 81.25% Black and 18.75% White with no Hispanics which is not reflective of the community or the public school children. Women outnumber men in district level administrative positions. There is a need to improve recruitment of Hispanics and males to the district staff as openings occur. Principals are 90.9% Black with a fairly even split between males and females. There is a need to recruit more White principals. Assistant Principals are 100% Black and primarily female. There is a need to recruit White and Hispanic Assistant Principals and male Assistant Principals. Guidance Counselors show primarily Black representation with only 10% other showing a racial underrepresentation for White, Hispanic, and male counselors. Males are underrepresented in teaching staff with a large underrepresentation of White and Hispanic teachers.

Gadsden County's Demographic Data was exacted from:

<https://suburbanstats.org/population/florida/how-many-people-live-in-gadsden-county>

Total population of Gadsden is 46,389 with 25,996 (56%) Black; 16,646 (35%) White; 4,419 (9%) Hispanic; 2,757 (5%) other; and 607 (1%) Two or more races, with less than 1% Asian (227) and less than 1% American Indian (137).

The district continues to actively recruit and advertise for instructional, administrative, and guidance positions through participation with the local universities and recruitment fairs (i.e., FSU, FAMU, TCC, PAEC, Career Source, and through recruiting companies that provide international teachers). The district has a contract with Teachers-Teachers.com and Frontline to improve job searches, advertisement, and recruitment of applicants for employment. The site can be accessed by all leadership and administrators to search for new candidates/applicants and post vacancies. Educators/Teacher's nation-wide can also build accounts to search for positions with the Gadsden County School District. The School Board and Superintendent actively pursue options to employ qualified teachers to fill vacancies in district schools. The district has a partnership with TPG Cultural Exchange. Over the past two years the district has provided up to 8 International Teachers in high need areas of math and science at the secondary level.

Recruitment of qualified instructional and administrative staff (regardless of race or gender) is difficult as the County does not have a tax base to draw from in similar proportions as adjacent counties have available. As a result, those counties are able to offer more lucrative salary and benefit packages which draws potential applicants to an urban setting versus a rural setting. While the district continues to seek a balance of race and gender for all positions, it is difficult to project if that balance will be met in the next several years. As retirements or employee transitions happen and qualified staff apply, the priority is to increase the underrepresented races and genders for vacant positions.

PART VI SINGLE-SEX SCHOOLS AND CLASSES

Single-Sex Evaluation Verification Form

Does the district operate single-sex schools or classes? Yes No

District: Gadsden

I hereby verify that the required evaluations of the single-sex programs and classes offered at the schools listed below were completed, as required by Title IX and Section 1002.311, F.S.

Name of School/Program	Date Single-Sex Program Began	Date Last Evaluation Completed
N/A		

Signature, Superintendent

Date

PART VII: PREGNANT AND PARENTING STUDENTS

To ensure that pregnant and parenting students are treated in compliance with the requirements of Title IX and Section 1003.54, F.S., districts are asked to respond to the following questions regarding programs for pregnant and parenting students:

- (1) How does the district make provisions for pregnant and parenting students to complete the coursework necessary to earn a high school diploma? How are ancillary services (such as child care, health care, social services, parent education and transportation) provided?

The district follows statutory language (s. 1003.54 F.S.) and provides a specialized curriculum to meet the needs of students who are pregnant or parenting through the school setting of their choice. This individually customized program includes instruction on parenting, prenatal and postnatal care, and other related issues concerning a teen pregnancy. The program is developed in collaborative discussions between teen parents, school guidance counselors, and the student's parents. The program varies based on individual student needs. The district makes adequate provisions for pregnant and parenting teenagers to complete their coursework. The district provides a baby care center for teen parents to use as they continue their studies toward graduation. All secondary schools, alternative or regular, offer options of virtual and online programs to all students (including teen parents) for credit recovery. Any student with a medical issue that takes them from a school site during the school year is provided with home education and/or home/hospital bound options. Pregnant and parenting students are allowed to attend their regular home school until such time as a doctor or medical advisor advises against attendance. If it becomes medically necessary for a student to be removed from regular placement, she will become eligible to receive hospital-homebound services. Upon delivery of the child, the student may return to her regular school placement or may opt to attend Carter-Parramore/HOPE Academy which is the host school site for a child care center (Bold Step Daycare). However, even if the student returns to their regular school placement, the services of Bold Step are still made available to the student as long as they remain enrolled in the district. Bold Step is a licensed day care center and has full-time certified day care staff. It is open at 6:45 a.m. (to accommodate drop off of a child if the parent is not a student at Carter-Parramore/HOPE Academy and still allow the student to get to the regular school on time). It closes at 5 p.m. which is an hour later than the release of any public school in the district which allows a teen parent time to come to the site to pick up a child if they are not housed at the Carter-Parramore/HOPE Academy site.

- (2) If the district operates a separate program for pregnant and parenting students, how are students informed of the different curricula, services or other options available through the program versus what is available at their home schools? (Attach brochure(s) used to inform pregnant and parenting students of their educational options.)

N/A The district does not operate a separate program for pregnant/parent students. The student and their parent are provided the option to stay at their home school or to move to an alternative school setting.

- (3) How are school counselors and administrators trained to effectively advise pregnant or parenting students of their options to participate in regular classroom activities or enroll in a special program, and their access to curricular, extracurricular, and ancillary service programs?

The coordinator of guidance services provides training for administrators and guidance counselors regarding options for pregnant students. Students who are pregnant or just had a baby are provided additional time to complete coursework and are encouraged to continue working on class assignments while on maternity leave. Daycare services are provided so students can continue to attend classes, learn/implement parenting and childcare skills, and have immediate access to their child. District transportation services are provided without cost to students. Buses equipped with child care gear to transport the student parent and child to school for as long as the services are needed. School counselors and admission teams facilitate intake of pregnant/parenting students. Once a student and/or their parent completes the application, the school schedules an interview to determine what coursework needs, services, and resources are necessary to facilitate a successful transition from pregnancy to graduation. If the student stays at the home school, this is done at the time the school becomes aware of the pregnancy. If the student wants to transition to Carter-Parramore/HOPE Academy, both schools collaborate to develop a continuous plan for services and education of the parenting teen. The district works with Gadsden Health Department, the Department of Children and Families, as well as Woman to Woman – teen parent organization for parenting and childcare services.

APPENDICES

Continuous Notification of Nondiscrimination

The School Board of Gadsden County does not discriminate on the basis of race, color, national origin, gender, age, disability, marital status or genetic information in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. [(Rule 6A-19.010(1) (f-g); Title IX; § 106.8(b) and 106.9; Section 504; section 104.8: ADA: §. 35.106 and §. 35.107(a); Age Discrimination Act; § 110.25(b); and Boy Scouts Act §. 108.9)].

Complaints/Inquiries regarding compliance with these regulations may be submitted to the office of:

Equal Employment Opportunity (EEO) Officer

Sonya L. Jackson, Ed.D.

35 Martin Luther King, Jr. Boulevard

Quincy, Florida 32351

(850) 627-9651

jacksonsonya@gcpsmail.com

Annual Notification of Nondiscrimination for Vocational Programs

The Gadsden School District offers the following career and technical programs, including career academies wherein students may earn industry certification: Automotive Service, Diesel Service, Technology, Barbering (secondary), Carpentry, Cosmetology (Secondary), Drafting & Design, Facial Specialty, Nail Specialist, Power Equipment Technologies, Practical Nursing, and Welding Technology.

The district prohibits discrimination in the terms and conditions of employment, and in access to educational programs and activities, and prohibits harassment of any individual or group on the basis of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation or genetic information and other protected classes included in the district's nondiscrimination policies pursuant to the following: (Chapter 2.00 - School Board Governance and Organization - Policy 2.70-Prohibiting Discrimination, including sexual and other forms of harassment, and (112.51; 119.07; 760.01 et seq.; 100.05; 1000.21; 1001.43; 1012.22; F.S. 34 CFR 99; 34 CFR 108.34; CFR 200.43; P.L. 110-233)

The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation, as required by Title VI of the Civil Rights Act of 1964 (45 CFR Part 80), Title IX of the Education Amendments of 1972 (45 CFR Part 86) and Section 504 of the Rehabilitation Act of 1973 (45 CFR Part 84). Lack of English language skills will not be a barrier to admission and participation.

Complaints/Inquiries regarding compliance with these regulations may be submitted to the office of:

Equal Employment Opportunity (EEO) Officer

Sonya L. Jackson, Ed.D.

35 Martin Luther King, Jr. Boulevard

Quincy, Florida 32351

(850) 627-9651

jacksonsonya@gcpsmail.com

OTHER EVIDENCE



THE SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

Audrey Lewis
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

Steve Scott
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Leroy McMillan
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

Charlie D. Frost
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

Tyrone D. Smith
DISTRICT NO. 5
QUINCY, FL 32351

"The Gadsden County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information."



GTI

**GADSDEN TECHNICAL INSTITUTE
2019-2020
COURSE CATALOG**



**201 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
850-875-8324
WWW.GADSDENTECH.ORG**



COE Accredited 2016

Gadsden Technical Institute



www.gadsdentech.org

Mission Statement

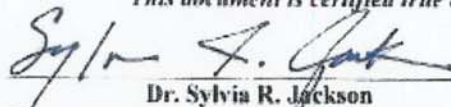
The mission of Gadsden Technical Institute is to recognize the worth and potential of each student. We are committed to providing opportunities for basic and advanced instruction in a conducive learning environment. The institute encourages academic and technical curiosity, innovation and creativity by integrating applied academic skills in all occupational areas. We strive to instill the attitudes and skills necessary to produce motivated, self-sufficient individuals who are able to function effectively in our ever-changing, complex society.

Gadsden Technical Institute does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational or admission policies, scholarship and loan programs, or any other school-administered programs.

Gadsden Technical Institute is approved for training by the following agencies: The Florida Department of Veteran Affairs, The State Board of Nursing, The Department of Highway Safety and Motor Vehicles, The State Board of Pharmacy, NATEF, EETC (Welding) and (Carpentry).

* *Any academic requirement, course or program offering, business policy, fee, and/or information contained in this publication are subject to change or revocation without notice.*

This document is certified true and correct in content and policy.



Dr. Sylvia R. Jackson
Director, Adult Career and Technical Education
Gadsden Technical Institute

8/19/19

DATE

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____ 8e _____

DATE OF SCHOOL BOARD MEETING: November 17, 2020

TITLE OF AGENDA ITEMS: Florida Safe School Assessment Tool (FSSAT)

DIVISION: Safety & Security Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval requested for the 2020-2021 FSSAT

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Matthew Bryant

POSITION: Safety & Security Specialist

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.



SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

MEMORANDUM

DATE: 10/14/2020
TO: Damien Kelly
FROM: Matthew Bryant
SUBJECT: 2020-2021 School Security Risk Assessments Completion

Pursuant to section [1011.62\(15\)](#), Florida Statutes (F.S.), this memo serves to confirm that **Gadsden County Public School District** has completed the 2020-2021 school security risk assessments for all public schools within the school district using the Florida Safe Schools Assessment Tool as required by sections [1006.07\(6\)](#) and [1006.1493](#), F.S.

Roger P. Milton, Superintendent

Superintendent or Designee Signature (Required)

ORIGINAL

Audrey Lewis
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

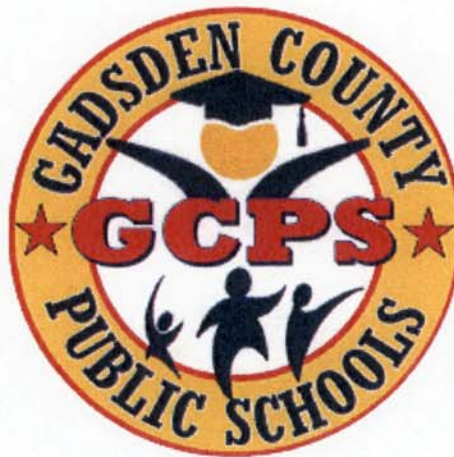
Steve Scott
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Leroy McMillan
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

Charlie D. Frost
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

Tyrone D. Smith
DISTRICT NO. 5
QUINCY, FL 32351

**GADSDEN COUNTY SHERIFF'S OFFICE &
GADSDEN COUNTY SCHOOL DISTRICT
2020-2021 SCHOOL SECURITY & RISK
ASSESSMENT**



Prepared by: Investigator Chris Daniels, GCSO

CARTER PARRAMORE ACADEMY (SRO)

SCHOOL GROUNDS: Some fencing needing repair. Additional fencing and gates are needed.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Need to be upgraded and/or repairs needed.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Due to age of the school, some need to be replaced or repaired.

CLASSROOM DOORS: Due to age of school, some need to be replaced or repaired.

CAFETERIA: Needs to be more secure. Too many doors left open/unlocked, especially with its proximity to the main roadway.

GYMNASIUM: Locked down and not currently being used.

SURVEILLANCE: Adequate; however, some cameras are currently down.

ATHLETIC FIELD/PLAYGROUND: Secured.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): No two-way radios noticed being used. Telephones are adequate and operable.

WARNING SIGNS: No Trespass signs are needed. Due to age, some signage needs replacing.

CHATTAHOOCHEE ELEMENTARY (Guardian)

SCHOOL GROUNDS: Fencing around the basketball courts and playground needs replacing.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Due to age of the school, needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Due to age of school, some need to be replaced or repaired.

CLASSROOM DOORS: Teachers were good about keeping classroom doors secured.

CAFETERIA: Secure.

GYMNASIUM: None.

SURVEILLANCE: None. Campus needs surveillance capabilities.

ATHLETIC FIELD/PLAYGROUND: Some fencing needs repair.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established; however, awaiting buzz-in entry box to be installed at front door.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established. Teachers use the restrooms within each classroom as hard corners.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): Adequate and operable.

WARNING SIGNS: No Trespass signs are needed.

GADSDEN CENTRAL ACADEMY (Share SRO w/ CPA)

SCHOOL GROUNDS: Some gates need to remain secured around campus.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Due to age of the school, needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Due to age of school, some need to be replaced or repaired.

CLASSROOM DOORS: Teachers were good about keeping classroom doors secured.

CAFETERIA: Secure.

GYMNASIUM: None.

SURVEILLANCE: Operational.

ATHLETIC FIELD/PLAYGROUND: Secured.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): Adequate and operable.

WARNING SIGNS: No Trespass signs are needed.

GADSDEN COUNTY HIGH (SRO)

SCHOOL GROUNDS: Some additional fencing and gates are needed. Guard house not currently in use. Buzz-in entry box operational outside of front entry into school building. Agricultural area needs to be more secured. Sometimes the rear gate leading to the gymnasium/bus ramp area is left unsecured during the school day.

PARKING LOT: Unsecured due to guard house not being used.

INTERCOM SYSTEM: Adequate and operational.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Secured.

CLASSROOM DOORS: Teachers were good about keeping classroom doors secured.

CAFETERIA: Secure. Sometimes back door to cafeteria is left unsecured.

GYMNASIUM: Some locks on some of the front doors need repairs and/or replacing.

SURVEILLANCE: Few cameras currently down. Need additional camera on Media Center facing building 400.

ATHLETIC FIELD/PLAYGROUND: Some gates around field need repairs.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established with buzz-in entry box operational outside of front entry into school building.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): Adequate and operable.

WARNING SIGNS: No Trespass signs are needed.

GADSDEN ELEMENTARY MAGNET (Guardian)

SCHOOL GROUNDS: Campus is completely exposed. Additional fencing and gates needed around the perimeter of the campus.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Due to age of the school, needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Due to age of school, some need to be replaced or repaired.

CLASSROOM DOORS: Teachers were good about keeping classroom doors secured.

CAFETERIA: Not secure.

GYMNASIUM: Some locks need replacing.

SURVEILLANCE: None. Campus needs surveillance capabilities.

ATHLETIC FIELD/PLAYGROUND: Secure.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established; however, front door remains unlocked and front of school is close to the main roadway with no fencing.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): No two-way radios noticed being used. Telephones are adequate and operable.

WARNING SIGNS: No Trespass signs are needed.

GEORGE MUNROE ELEMENTARY (Guardian)

SCHOOL GROUNDS: Security gate leading to rear parking lot is inoperable, leaving the campus exposed. Additional fencing is needed around perimeter of campus.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Due to age of school, some need to be replaced or repaired.

CLASSROOM DOORS: Most teachers kept classroom doors secured. Few teachers leaving doors unsecured.

CAFETERIA: Secure.

GYMNASIUM: None.

SURVEILLANCE: None. Campus needs surveillance capabilities.

ATHLETIC FIELD/PLAYGROUND: Some additional fencing is needed. Fence line along the Pre-K playground needs limbs and shrubs cut back off the fence. This areas vegetation is too thick and poses a potential risk.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Not established due to a piece of the fencing down between front office and cafeteria. Unsecure.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): Adequate and operable.

WARNING SIGNS: No Trespass signs are needed.

GREENSBORO ELEMENTARY (Guardian)

SCHOOL GROUNDS: Secure.

PARKING LOT: Would be secured if gate was locked.

INTERCOM SYSTEM: Needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Due to age of school, some need to be replaced or repaired. Couple classrooms had windows that were unknowingly unlocked.

CLASSROOM DOORS: Teachers were good about keeping classroom doors secured.

CAFETERIA: Secure.

GYMNASIUM: Secure.

SURVEILLANCE: None. Campus needs surveillance capabilities.

ATHLETIC FIELD/PLAYGROUND: Secure.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established; however, awaiting buzz-in entry box to be installed at interior door of front office.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established; however, some teachers had clutter in the hard corners of the classroom (file cabinets, shelves, tables, etc...).

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): Adequate and operable.

WARNING SIGNS: No Trespass signs are needed.

HAVANA MAGNET SCHOOL (SRO)

SCHOOL GROUNDS: Needs additional fencing in front of school to include the parking lot. Front gate at bus ramp needs replacing so that the gate can close without leaving a large gap. Currently this gate doesn't prevent walking through at all. Also, the rear gate area at the rear bus ramp entrance (off Iron Bridge Rd.) needs to be reconfigured. It also allows for easy access of foot/bike/moped traffic to easily enter the campus, even when gate is locked.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Secured.

CLASSROOM DOORS: Due to style and age, classroom and building doors are difficult to open, close, lock and unlock at times (with the exception of the newer building 14). All doors should eventually be replaced with upgraded doors.

CAFETERIA: Secure.

GYMNASIUM: Same concerns with gymnasium doors as with classroom and building doors (See classroom doors section above).

SURVEILLANCE: Functional. Need an operable camera or two out on the bus ramp area.

ATHLETIC FIELD/PLAYGROUND: Secure.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established; however, front doors remain unsecure throughout the day. Still awaiting completion of security doors in front office.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): Some two-way radio malfunctions.

WARNING SIGNS: No Trespass signs are needed.

James A. Shanks Middle (SRO)

SCHOOL GROUNDS: Additional fencing and gates needed in front and side of school. Sometimes side gate leading to cafeteria is left unsecured during the day.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Due to age of the school, needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Due to age of school, some need to be replaced or repaired.

CLASSROOM DOORS: Teachers were good about keeping classroom doors secured.

CAFETERIA: Secure.

GYMNASIUM: Secure and currently not operational due to past hurricane damage.

SURVEILLANCE: Functional with some cameras that go out at times.

ATHLETIC FIELD/PLAYGROUND: Secure.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established; however, front doors remain unsecured throughout the day.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): Adequate and operable.

WARNING SIGNS: No Trespass signs are needed.

STEWART STREET ELEMENTARY (Guardian)

SCHOOL GROUNDS: Additional fencing and gates needed in front of school. Additional fencing also needed around perimeter to make campus more secure. Gates around campus need to be checked for any necessary repairs.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Due to age of the school, needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Due to age of school, some need to be replaced or repaired.

CLASSROOM DOORS: Many classroom doors were unsecure and/or left wide open. Back doors entering hallways were unlocked and should be locked.

CAFETERIA: Secure.

GYMNASIUM: None.

SURVEILLANCE: None. Campus needs surveillance capabilities.

ATHLETIC FIELD/PLAYGROUND: Entire back of school needs fencing in the field/playground area.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): No two-way radios noticed being used.

WARNING SIGNS: No Trespass signs are needed.

WEST GADSDEN MIDDLE (SRO)

SCHOOL GROUNDS: Secure. Front gates need to be secured.

PARKING LOT: Enclosed in fence but gate is not secured.

INTERCOM SYSTEM: Needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Secure.

CLASSROOM DOORS: Teachers were good about keeping classroom doors secured. Some doors allow for critters to enter the buildings (snakes).

CAFETERIA: Secure.

GYMNASIUM: Secure.

SURVEILLANCE: Functional; however, some cameras out of service throughout campus.

ATHLETIC FIELD/PLAYGROUND: Secure.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established; however, still awaiting completion of interior security doors in front office. At this time it's unsecure.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established; however, some teachers need to be made aware of those hard corners.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): Adequate and operable.

WARNING SIGNS: No Trespass signs are needed.

GADSDEN TECHNICAL INSTISTUTE (Guardian)

SCHOOL GROUNDS: Campus is completely exposed. Fencing and gates are needed.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Needs to be upgraded with additional speakers throughout campus.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Secured. Windows around main building need darker or one-way tint installed. Current windows make it very easy to see inside building, especially at night. There are evening classes on this campus.

CLASSROOM DOORS: The way the campus/classes are set up, it makes it difficult to secure. Side door to main building (on nurses' side) remains unsecure often.

CAFETERIA: None.

GYMNASIUM: None.

SURVEILLANCE: Only the small engine/lawn mower bay has cameras. All bays need cameras (including welding, mechanic, etc...). Not sure who has viewing capabilities of the 2-3 cameras on campus. Guardian doesn't have access to surveillance. Campus needs a lot more cameras added throughout campus.

ATHLETIC FIELD/PLAYGROUND: None.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Not established.

THREAT ASSESSMENT TEAM: Not active.

CRISIS RESPONSE TEAM: Not active.

HARD CORNERS: Not established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): No two-way radios noticed being used.

WARNING SIGNS: No Trespass signs are needed.

CROSSROADS ACADEMY (Guardian)

SCHOOL GROUNDS: Secure; however, additional fencing and gates needed in front of campus.

PARKING LOT: Unsecured.

INTERCOM SYSTEM: Adequate and operable.

EVACUATION ROUTES & REUNIFICATION SITES: Established.

CLASSROOMS WINDOWS/BLINDS: Secure.

CLASSROOM DOORS: Teachers were good about keeping classroom doors secured.

CAFETERIA: Secure.

GYMNASIUM: Secure.

SURVEILLANCE: Adequate and operable.

ATHLETIC FIELD/PLAYGROUND: Secure.

SAFETY DRILLS & ACTIVE SHOOTER: Conducted monthly.

SINGLE POINT ENTRY: Established.

THREAT ASSESSMENT TEAM: Active.

CRISIS RESPONSE TEAM: Active.

HARD CORNERS: Established.

KEYS: Spare set needed for Law Enforcement/First Responders (Emergency - 911).

COMMUNICATION (TWO-WAY RADIOS & TELEPHONE): No two-way radios noticed being used.

WARNING SIGNS: No Trespass signs are needed.

I hereby attest that each school within the Gadsden County School District has had an individual security and risk assessment inspection completed within the first thirty (30) days of the start of the 2020-2021 academic school year. The attached report is a reflection of those findings.

Inv. Chris Bell

Prepared By

11/07/2020

Date:

Colonel Bobby Collins

Print: Sheriff or GCSO Designee

11-07-2020

Date:

Col. B. Collins

Signature: Sheriff or GCSO Designee

11-07-2020

Date:

Roger P. Milton

Print: GCSO Superintendent or GCSO Designee

11-10-20

Date:

Roger P. Milton

Signature: GCSO Superintendent or GCSO Designee

11-10-20

Date: