

SAC MEETING MINUTES

Tues Oct. 25, 2020

6,

CALL TO ORDER:

Gina Venditti/Chairperson @ 3:53

In Attendance:

M. Horne, G. Venditti, C. Murray, K. Weese, L. Stanfield, A. Flood, M. Ogilvie,
N. Heredia, T. Thomas, S. Harp

Current Budget: \$3,807.22

- The state has informed us that there will be no funding as of right now, the budget will remain as it is.

New Business: Ms. Heppern

- Reviewed the handout for the Parent and Family engagement plan.
- Spoke about meeting with Mr. Simpson and the liaison at the district to come up with the plan in place.
- The plan outline will be forwarded to all members and is attached to the minutes. When finalized, it will be forwarded and added to all.

Events:

Mrs. Harp brought up the idea of holding some events to try to get more parent involvement. Some of the ideas were: Daddy/Daughter Dance, Mother/Son Dance, Talent show, Stem night, etc., she volunteered to get information on some ideas and forward it to Ms. Heppern.

Mrs. Ogilvie questioned if we were going to have a Thanksgiving feast and the Christmas Shop this year? The answer was probably not, due to COVID.

Mrs. Ogilvie asked why there was so much change in TCE Administration, answered by Ms. Heppern, that ~~it was the new superintendent.~~ *changes were implemented by the new superintendent, Dr. Moore, for his new vision of the school district.*

Next meeting: Tentative...Nov. 10,2020 @ 3:45 in the Media Center/Virtual

Meeting Adjourned:

Gina Venditti @ 5:00

Submitted by Maurine Horne

**TREASURE COAST ELEMENTARY
SCHOOL – PARENT COMPACT AGREEMENT**

2020 – 2021

The staff at our Title I school constantly strives to provide a safe, pleasant learning environment for every student. We request that you sign the following Compact Agreement to show your commitment to support your child's education.

1. **TREASURE COAST ELEMENTARY SCHOOL** will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:**
Implement core curriculum, enrichment, and intervention programs that are research proven, to be delivered by highly qualified effective teachers.
- **Hold parent – teacher conferences with access to bilingual staff, during which this compact will be discussed as it relates to the individual child's achievement.**
Conferences will be held: 1st Semester - October or November (Parent choice), 2nd Semester - February.
- **Provide parents with frequent reports on their children's progress.** Teacher will provide reports as follows: Progress reports at mid grading periods four times a year, report cards four times a year, and more extensive and frequent reports for designated students.
- **Provide parents reasonable access to staff with bilingual support.** The staff will be available for consultation with parents as follows: Teachers, resource teachers, and administrators are available to meet with parents during regular scheduled conferences and additional conferences before or after school as requested by parents.
- **Provide parents opportunities, as available, to volunteer and participate in their child's class and to observe classroom activities as follows:** School activities calendar is distributed by semester, volunteer and observations may be scheduled through the teacher or administrator throughout the school year as available.

STUDENT'S TEACHER NAME: _____ Oct. _____ Nov. _____ Feb. _____

Teacher Signature: _____ Grade: _____

2. **PARENTS** will support our children's learning in the following ways:

- **Participate, as appropriate, in decisions relating to my child's education.**
- **Work at home with my child, including reading at home.**
- **Encourage good study habits; providing a suitable place for completing homework assignments.**
- **Attend teacher conferences to help keep aware of my child's progress.**
- **Attend workshops/trainings to assist me in being better able to support my child.**
- **Serve, to the extent possible, on policy advisory groups at school, district, and state levels.**

PARENT/GUARDIAN NAME: _____ Oct. _____ Nov. _____ Feb. _____

Parent Signature: _____

3. **STUDENT RESPONSIBILITIES:**

I will:

- **Set aside time for reading and completing homework assignments.**
- **Return materials on time; give to my parent or responsible adult any notices from school every day.**
- **Behave well and abide by all classroom rules; be prepared each day.**
- **Respect my school, myself, and others; promote good citizenship by being a positive role model.**

STUDENT'S NAME: _____ Oct. _____ Nov. _____ Feb. _____

Student Signature: _____

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

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

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 of the Elementary and Secondary Education as amended by Every Student Succeeds Act (ESSA);
- 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 [ESEA Section 1116(a)(3)(B)];
- Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community [ESEA 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 Parent and Family Engagement Plan and the joint development of the school wide program plan under [ESEA Section 1116(c)(3)]
- Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [ESEA Section 1116(a)(2)(E)];
- If the plan for Title I, Part A, developed under [ESEA Section 1116] 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 [ESEA Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA 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 out of field [ESEA Section 1112(e)(1)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [ESEA Section 1112(e)(1)(A)].

Signature of Principal

Date Signed

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

Mission Statement (Optional)

How the parent and family engagement plan is a shared responsibility?
How the parent and family engagement will assist in providing high quality instruction for all learners?

Response:

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 [ESEA Section 1116].

Response:

Treasure Coast Elementary will involve parents in the planning, review and improvement of Title I programs through parent survey results, School Advisory Council Meetings, and our Title I Parent Information Meeting.

Treasure Coast Elementary will involve parents in an organized, ongoing and timely manner to plan, monitor and review the Schoolwide Improvement Plan and use of Title I funds. Parents will be central to our decisions regarding the use of funds for parent involvement through:

- Title I Annual Meeting
- School Advisory Council
- School Surveys
- PTA
- Grade Level Parent Academic Events
- Use of Marquee
- Use of School Website
- Use of School Calendar
- Use of School Messenger
- Facebook
- Twitter
- Canvas
- FOCUS
- Class Dojo
- Remind App

Treasure Coast Elementary, as a school wide Title I program, receives ongoing support and technical assistance designed to assist them in the development of effective family engagement activities. Regular technical assistance meetings are provided to the

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principal and leadership team to review student achievement data and to assist school-based staff develop and implement all components of the required plans. These include but are not limited to:

Coordination and technical assistance is provided via a variety of ways including on-site training, virtual meetings, phone calls, emails, site visits, and professional development for staff.

Title I Program staff provide training and present family engagement information at faculty meetings upon request.

The district Title I Office provides technical assistance and support to Treasure Coast Elementary regarding the development of their school-level PFEP. The Director of Federal Programs, project specialist, and Title I resource teacher meet with the Title I leadership team to review the PFEP to ensure that all requirements of Section 1116 are met.

Title I staff review the agendas of school-level family engagement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual staff, when feasible, facilitate family engagement trainings and meetings to ensure that parents whose heritage language is not English, may participate fully in meaningful opportunities to become more involved in the education of their child.

Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist TCE as a Title I, Part A school in planning and implementing effective family engagement activities to improve student academic achievement and school performance are detailed below:

Technical assistance meetings are provided at Treasure Coast Elementary throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science/Florida Science Standards Assessment, Florida Standards Assessments, ACCESS for ELLs and other local data and the development, implementation, and review of their Title I Parent and Family Engagement Plan (PFEP) and SIP.

The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, e-mails, and phone calls) to ensure ESSA family engagement requirements for district and schools are met for the Schoolwide Improvement Plan, Parent and Family Engagement Plan, and School Parent Compacts.

The District Title I Team, in consultation and coordination with the school based leadership teams and the Professional Development Department, recommends district training and professional development for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I team provide opportunities for guest speakers and family engagement presentations upon request.

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

District Title I staff provides the School Family Partnership, IMPACT Family Engagement Resources for Educators CANVAS site, and other professional opportunities school staff members to enhance their abilities to engage families in the education of their child.

Treasure Coast Elementary's Title I PFEP ensures that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child's education.

The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family engagement team meetings and through this process is kept abreast of the most current evidence-based findings and programs for family engagement. The leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information; however, the District Title I staff share information through informal means as well and are available (to schools) for consultation and assistance as requested.

Parents, family engagement school representatives, principals, and teachers are invited to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support family engagement and strengthen student academic achievement.

The LEA shares information with Treasure Coast Elementary regarding all available parent involvement/family engagement workshops and trainings as the information becomes available.

The school must submit to the Title I office each semester a Family Engagement Calendar. The Parent and Family Engagement Plan serves as a school/parent activity tracking form. Additionally, the LEA requires sample copies of flyers, agendas, and sign-in sheets for all family engagement activities (e.g., Orientation, Open House, FSA Nights, Family Nights focusing on Math, Science and/or Reading).

The Title I leadership team solicits recommendations, ideas and suggestions on family engagement activities from parents and school staff throughout the school year, as appropriate.

The LEA and school site fund opportunities to purchase evidence-based books and materials on family engagement for Title I Schools to support parent assistance with the curriculum (i.e. math manipulatives, bi-lingual materials, books, etc.).

The District Title I staff can provide technical assistance in the effective use of a Parent Resource Room at Treasure Coast Elementary.

Title I staff members and other TCE team members facilitate the access to community resources needed to support the engagement of families. Services include but are not limited to providing and assisting with uniforms, clothing, shoes, food, housing assistance, shelter, transportation, counseling and crisis intervention.

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

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), adequately yearly progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [ESEA Section 1116].

Count	Activity	Person Responsible	Timeline	Evidence of Completion/ Effectiveness
1	Planning meeting with Title I Leadership Teams	Karen Malits, School Administration, Krista Sadlers	August 6, 7, and 10, 2020	Agenda/sign-in sheets
2	School Messenger	Principal	August 2020	School Messenger Summary Report
3	School Social Media Posts	Principal	August 2020	Screenshots
4	Conduct In-Person Title I Annual Meeting	Principal, AP, and Teachers	August 2020	Sign-in sheets, Parent Survey Results
5	Virtual Title I Annual Meeting on FOCUS Parent Portal	Federal Programs Department	August 2020-October 2020	Screenshots, Survey Results

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement [ESEA Section 1116].

Response:

Note: Activities and supports will be modified throughout the year based on the most current CDC guidelines in relation to COVID-19.

PTA and SAC Meetings occur at times that allow the greatest opportunity for parents to attend. SAC Meetings are held monthly in the afternoon and PTA Meetings will be held in a blended schedule of mornings and evenings based on parent feedback.

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Parent conference meetings are offered any time between 7:30 a.m. and 8:00 pm during the district held conference weeks in October and February. Teachers are also available by appointment before and/or after school.

Title I program staff work with parents and teachers to coordinate and provide flexibility in the scheduling of conferences (childcare, home visits, heritage language assistance).

Food and childcare may be provided for parent training and information nights.

Parents are invited to come participate in scheduled school wide and class events as well.

Additionally, Treasure Coast Elementary will expand its use of online supports such as Social Media, CANVAS, FOCUS, and School Messenger.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [ESEA Section 1116]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [ESEA Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

Note: Activities and supports will be modified throughout the year based on the most current CDC guidelines in relation to COVID-19.

Count	Activity	Person Responsible	Timeline	Evidence of Effectiveness
1	Title I Annual Meeting	Scott Simpson Felice Heppern Karen Malits Krista Sadlers	August - October	*
2	Orientation	Scott Simpson Felice Heppern	August	*
3	SAC	Scott Simpson Felice Heppern Gina Venditti	Ongoing	*
4	PTA	Barbara Negreira- Harrell	Ongoing	*
5	Parent Teacher Conferences	All staff	October February	*

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6	Semester Activities Calendar	Scott Simpson Felice Heppern	Fall and Spring	*
7	ELA Events	Terri Rollins Chelsea Castillo	Winter	*
8	STEM Events	Heidi DeLaCruz	Spring	*
9	Multi-Cultural Activities	Community Leaders	Winter	*

*Student Achievement Results that meet identified targets in the District Strategic Plan, Achieve 2025, and Schoolwide Improvement Plan.

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents /families, in the value and utility of contributions of parents/families.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in how to reach out to, communicate with, and work with families as equal partners.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs and in building ties between parent/ families and the school. [ESEA Section 1116]

Count	Content and Type of Activity	Person Responsible	Timeline	Evidence of Effectiveness
1	School – Family Partnership	Scott Simpson Felice Heppern	October	*
2	PBIS/Sanford Harmony: strategies that strengthen classroom communities and creating classroom environments where students feel connected and included	Landis Stanfield	Ongoing	*
3	Restorative Practices: strategies to be less punishment-oriented and ways to provide opportunities for all people affected by an action to have dialogue about how	Lavonne Walker	Ongoing	*

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	to make things right and restore the classroom community			
4	Trauma Informed Care: strategies to recognize and respond to the effects of all types of trauma	Tykes & Teens	Ongoing	*

*Student Achievement Results that meet identified targets in the District Strategic Plan, Achieve 2025, and Schoolwide Improvement Plan.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child(ren). [ESEA Section 1116].

Response: Supplemental parent resources, including children’s literature, math manipulatives and flashcards, etc.

Communication

Describe how the school will provide parents of participating children the following [ESEA Section 1116]:

- Timely information about the Title I programs [ESEA Section 1116];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [ESEA Section 1116];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [ESEA Section 1116]; and
- If the school wide program plan under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [ESEA Section 1116].

Response:

- Agendas
- Teacher e-mails
- Marquee
- School Messenger (one per week)
- Family Events (ELA, STEM, Multi-Cultural)
- Conferences with school administrators
- Facebook

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Twitter
Class Dojo
Remind App
Canvas
FOCUS
School website

Accessibility

Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [ESEA Section 1116].

Response:

The Parent and Family Engagement Plan is discussed and/or distributed to parents of Treasure Coast Elementary students during the Annual Title I Meeting and other parent informational meetings. Parents are notified of the availability of the PFEP via School Messenger, parent meetings, social media, and brochures. Parents requesting the PFEP in Spanish will receive that support. The plans are distributed and made available in hard copy, on the district and school websites. The SDIRC website has the capability to toggle between English and other languages.

All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages.

The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that the specific language barriers are addressed and reduced. They also collaborate in the implementation of family engagement activities and meetings for both the ESOL and Migrant Programs. Both the Director of Federal Programs and the District Project Specialist also support the Migrant (MEP), ESOL and Homeless Education programs.

Discretionary Activities (Optional)

Discretionary School Level Parental Involvement Policy Components. Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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Not Applicable

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
	THIS SECTION IS OPTIONAL				

Attach Evidence of Input from Parents

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

Attach Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

Attach Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

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

Evaluation of the previous year's and Family Engagement Plan**Building Capacity Summary**

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

Count	Content and Type of Activity	Number of Activities	Number of Participants	Outcomes
1	Orientation	1	612	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students.
2	Open House	1	359	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students.
3	Title I Annual Meeting	1	359	Provided families with information to support student academic achievement through parent and family engagement; Received input from families on Title I programming and the use of funds
4	Parent-Teacher Conferences	2	998	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students.
5	Kindergarten Transition/Readiness			Reviewed grade level expectations; Enhanced parents' ability to advocate for

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				their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students
6	Academic Parent Meetings (<i>core content areas, access to technology platforms</i>)	1	6	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students
7	Family Celebrations	3	840	Promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students
8	Celebrating Student Success (<i>Awards, Science Fair, Speech Contest, Spelling Bee, etc.</i>)	1	221	Reflected on gains and celebrations for the year; Set goals for the future
9	Community Engagement (<i>Day of Caring, Tunnel of Hope, Community Events</i>)	2	47	Developed appropriate roles for community-based organizations and businesses in family engagement activities

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [ESEA Section 1116].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Outcomes
1	Academic Success (<i>Standards Based Instruction, collaborative planning, data reviews/feedback cycles, etc.</i>)	17	709	Provided training, information and support services that strengthened the relations between parents and the school in meaningful ways

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				that supported academic achievement; Increased rigorous classroom lessons, engagement; Implemented a comprehensive, improved system of instructional planning to optimize student performance
2	Equity, Culture & Climate <i>(Cultural Competencies, SEL, Mental Health, etc.)</i>	8	385	Improved family/community engagement; Provided equitable access to rigorous coursework, with support as needed; Refocused school goals and initiatives; Increased routine use of equitable awareness, instructional, and assessment practices; Improved the implementation of evidence-based culturally responsive instructional practices
3	Communication & Engagement <i>(Communication with Parents, Community, IMPACT Parent Academies, etc.)</i>	2	54	Developed appropriate roles for community-based organizations and businesses in family engagement activities; Identified and offered district and school-based parent workshops that enhanced and expanded parents' knowledge and skills in supporting their children's education
4	Talent Development & Support <i>(Leadership, certificate/endorsement trainings, STAR/new teacher/mentoring, etc.)</i>			Implemented a plan that aligned resources and practices for the recruitment and retention of diverse instructional staff
5	Organizational & Fiscal Responsibility <i>(School safety & security, technology platforms)</i>	4	186	Aligned instructional strategies with school goals resulting in increased student engagement; Expanded technological utilization to enhance academic success; Implemented the Office of Safe Schools' mandates related to school safety and security resulting in students

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

				and families feeling more comfortable in the school setting
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Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background an migratory children) [ESEA Section 1116].

Count	Barrier (Including the Specific Subgroup)	Steps the School Will Take to Overcome
1	Limited number of parents on school wide committees.	Provide flexible schedule of events, both daytime and evenings to accommodate all families.
2	Insuring advance notice of events and purpose.	Record and send weekly messages with school wide information to families. Provide monthly schedule of events to be sent home with students, post on school website and social media. Provide quarterly newsletters to be sent home with students, post on school website and social media.
3	Limited access to Canvas throughout the COVID-19 pandemic	With the help of Title I staff and the IT Department staff, expand instruction to parents on the use of various technology platforms Work with IT Department to get technology issues resolved as quickly as possible

Reflection of Prior Year’s Plan

Both the principal and the assistant principal are new to Treasure Coast Elementary this year. Based on the feedback of stakeholders, including parents and families, the effectiveness of activities in last year’s PFEP yielded the following results:

- Family events that included interactive educational activities between staff, parents and students resulted in higher participation. TCE will continue to find innovative ways to engage students and families with school-based activities.
- Family events that included individualized parent meetings with the classroom teacher, yielded greater participation.

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

- Student celebrations/recognitions served as a vehicle to encourage attendance at family events. TCE will institute specific family engagement events to promote their new focus on Marine Sciences.
- Increased communication to promote family engagement such as School Messenger calls, newsletters, social media resulted in increased parent participation.

These strategies were successful in the 2019-2020 school year and will continue in the 2020-2021 school year.

Best Practices (Optional)

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

Count	Content/Purpose	Description of the Activity
1	Interactive Family Nights (Math, ELA & STEM)	Parents and students participated in Math, ELA and STEM activities throughout the school year. These family engagement nights provided training for parents by teachers to support students at home through the use of interactive instructional games and activities.