

School Advisory Council Meeting Minutes

September 27, 2021



- Meeting started: 4:00 p.m.
- In attendance:
 - Kim Rahal
 - Kim Garcia
 - Laurie Hoover
 - Marlene Cairns
 - Frank Hoover
 - Lynn Whitt
 - Donald Gault
 - Mary Lou Gault
 - Patricia Kawi
 - LaTasha Freeze
 - Dorothy McPhee
- Nominations occurred

Principal Updates/Messages – Garcia/Rahal Kim Rahal and Kim Garcia shared plans via overhead projector

- School Improvement Plan -Unanimous vote to approve
- School-Parent Compact
- Parent and family Engagement Plan
- Impact Review
- Calendar- see attached
- Budget -see attached

All Documents will be sent to participants via email for additional viewing.

Next meeting October 18, 2021 at 4:00 p.m.

Motion to adjourn: Donald Gault 2nd: Lynn Whitt

Meeting ended: 3:34 p.m.



Citrus Elementary School 772-978-8350



OCTOBER 2021

www.indianriverschools.org/citrus

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or like us on Facebook at Citrus Elementary School

School Hours: 8:45 AM - 3:30 PM

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	GOTR Girls on the Run Every Tuesday and Thursday 3:30-5 pm Select Students	Moonshot Academy Camp Every Tues., Wed., & Thurs. 3:30-5:15 pm Select Students		PTA Coffee & Conversation Panera Bread on Route 60 @ 8:45 am 10/7/21 	1	2
3	4	5	6 Health Screenings Grades KG, 1, 2, 3	7 Casual for a Cause \$1.00 Wear your favorite color outfit to benefit Dasie Hope Center	8	9 School Choice Extravaganza 10 am- 1 pm IG Center Oslo Road
10	11 Columbus Day Yes, there is school today!	12	13	14	15	16
17	18 SAC Meeting 4 pm Media Center	19	20 Dominos Night	21 PTA Dress Down Day \$1.00 Crazy Sock Day	22	23
24 Conference Week 10/22-10/28 Report Cards at conferences	25 BOOK FAIR 10/25-28 Awards during lunch all week	26	27	28 Conference Night 4-8 pm Book Fair Open	29 No School	30
31 Halloween	Nov. 1 No School					

Expense Report

School District of Indian River County
 SEPTEMBER 2021 - 2022 (1 Year)
 PRINTED FROM: FOCUS ERP
 FACILITY: 0141 CITRUS ELEMENTARY
 DEPARTMENT: 00 UNASSIGNED
 FUND: 100 GENERAL OPERATING FUND - 100
 FUNCTION: 5102 SAC-BASIC K-12 ED
 SORT: FACILITY/DEPARTMENT/FUND/FUNCTION/OBJECT/PROJECT/PROGRAM

Facility	Department	Fund	Function	Object	Project	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended YTD	Balance	Percent	Visual Percent
0141	00	100	5102	5100	1077	2021 - 2022	458.56	0.00	0.00	0.00	0.00	458.56	100.00	<div style="width: 100%; height: 10px; background-color: black;"></div>
0141	00	100	5102	5150	1077	2021 - 2022	1,532.41	0.00	0.00	0.00	0.00	1,532.41	100.00	<div style="width: 100%; height: 10px; background-color: black;"></div>
0141	00	100	5102	6490	1077	2021 - 2022	2,209.00	2,209.00	2,209.00	0.00	0.00	-2,209.00	0.00	<div style="width: 0%; height: 10px; background-color: black;"></div>
0141	00	100	5102	6800	1077	2021 - 2022	7.00	0.00	0.00	0.00	0.00	7.00	100.00	<div style="width: 100%; height: 10px; background-color: black;"></div>
						Page Totals	4,206.97	2,209.00	2,209.00	0.00	0.00	-211.03	0.00	<div style="width: 0%; height: 10px; background-color: black;"></div>
						Grand Totals	4,206.97	2,209.00	2,209.00	0.00	0.00	-211.03	0.00	<div style="width: 0%; height: 10px; background-color: black;"></div>

Actual Amount
11,888.11
1637.97

**CITRUS 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.

- **Citrus 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 bilingual staff during which this compact will be discussed as it relates to the individual child's achievement.** Two conferences will be held: October and 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 during the school day as requested by parents.
- **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:** school activities calendar is distributed by semester, volunteers sign up list is offered during orientation, and observations may be scheduled through the teacher or administrator throughout the school year.

STUDENT'S TEACHER NAME: _____ October _____ February _____

Additional Meeting(s) with families: _____

Teacher Signature: _____ Grade _____

- **PARENTS will support our children's learning in the following ways:**
- *Participating, as appropriate, in decisions relating to my children's education*
- *Working at home with my child including reading at home*
- *Encouraging good study habits; providing a suitable place for completing homework assignments*
- *Attending parent/teacher conferences to help keep aware of my child's progress*
- *Attending workshops/trainings to assist me in being better able to support my child*
- *Serving, to the extent possible, on policy advisory groups at school, district and state levels*

PARENT/GUARDIAN NAME: _____ October _____ February _____

Additional Meeting(s) with families: _____

Parent signature: _____

- **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: _____ October _____ February _____

Additional Meeting(s) with families: _____

Student Signature: _____

ACUERDO ENTRE LA ESCUELA PADRES Y ESTUDIANTES

2020-2021

El personal en nuestra escuela de Título I se esfuerza constantemente para proporcionar un ambiente de aprendizaje placentero y seguro para todos los estudiantes. Le pedimos que firme el siguiente Acuerdo para mostrar su compromiso para apoyar la educación de su hijo (a)

1. LA ESCUELA PRIMARIA DE Citrus:

- **Ofrecerá un programa de estudios e instrucción de alta calidad en un ambiente de apoyo y aprendizaje efectivo que motive a los estudiantes a cumplir con los estándares de aprendizaje del Estado como sigue:** Implementar el núcleo del plan de estudios, de enriquecimiento y programas de intervención que son de efectividad comprobada y enseñados por maestros efectivos y altamente calificados.
- **Tendrá conferencias de padres y maestros con personal bilingüe y en las cuales se discutirá este acuerdo por estar relacionado con el progreso individual del niño (a).** Habrá dos conferencias: septiembre y febrero.
- **Le proporcionará a los padres reportes frecuentes del progreso de sus hijos.** El maestro (a) proporcionará los reportes de la siguiente manera: reportes de progreso a la mitad de los periodos de calificaciones cuatro veces al año, boletas de calificación cuatro veces al año y reportes más frecuentes y extensos para estudiantes designados.
- **Le proporcionará a los padres acceso razonable a personal bilingüe de apoyo.** El personal estará disponible para consultar con los padres de la siguiente manera: Los maestros, maestros de recursos y administradores estarán disponibles para reunirse con los padres durante conferencias programadas y conferencias adicionales como lo soliciten los padres durante el día de clases.
- **Le dará oportunidad a los padres para que sean voluntarios y participen y observen actividades en el salón de clases del niño (a) de la siguiente manera:** cada semestre se distribuirá el calendario de actividades, durante el día de orientación se ofrecerá la lista para firmar como voluntario y se podrán programar observaciones con los maestros o administradores en el transcurso del periodo escolar.

MAESTRO (A) DEL ESTUDIANTE: _____ octubre _____ febrero _____

Junta(s) Adicional(es) con la Familias: _____

Firma del Maestro (a): _____ Grado _____

2. LOS PADRES apoyaremos el aprendizaje de nuestros hijos de la siguiente manera:

- **Participando, como sea apropiado, en decisiones relacionadas con la educación de mi hijo (a)**
- **Trabajando con mi hijo (a) en mi casa incluyendo la lectura en el hogar**
- **Motivando buenos hábitos de estudio; proporcionando un lugar apropiado para hacer la tarea**
- **Asistiendo a conferencias con los maestros para mantenerme informado del progreso de mi hijo (a)**
- **Asistiendo a talleres prácticos/entrenamiento para que me ayuden a prepararme para apoyar mejor a mi hijo (a)**
- **Servir, en la medida de lo posible, en grupos consultivos de política en la escuela, distrito y estado**

NOMBRE DEL PADRE/GUADIAN: _____ octubre _____ febrero _____

Junta(s) Adicional(es) con la Familias: _____

Firma del Padre/Guardián: _____

3. RESPONSABILIDADES DEL ESTUDIANTE:

Yo:

- **Hare tiempo para leer y terminar la tarea**
- **Regresare los materiales a tiempo, le entregare a mis padres o adulto responsable todos los avisos de la escuela todos los días**
- **Me portare bien y obedeceré todas las reglas del salón de clases; estaré preparado todos los días**
- **Respetare a mi escuela, me respetare a mi y a los demás; promoveré el buen civismo siendo un buen ejemplo**

NOMBRE DEL ESTUDIANTE: _____ octubre _____ febrero _____

Junta(s) Adicional(es) con la Familias: _____

Firma del Estudiante: _____

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

I, **Kim Garcia**, 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)

MISSION: We are guiding today's children to BEEcome tomorrow's leaders.

VISION: To educate and engage all learners for college or career readiness and to empower them to be proficient, independent, critical thinkers.

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:

Family engagement is a planned responsibility through collaboration of parents, families, staff and community members at various meetings such as SAC, PTA and Annual Title I meetings. This affords the school the opportunity to hear all voices and determine needs of families to utilize for future planning. With these collaborative efforts, we can support the families in partnering with teachers, mentors, community members in order to ensure high quality instruction for all.

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:

Citrus Elementary 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 through:

- * Title I Annual Meeting
- * SAC Team
- * School survey
- * PTA meetings
- * Grade-level Parent Information Nights
- * Use of marquee
- * School website and online calendar
- * Principal and Teacher Newsletters
- * School Messenger
- * Use of Twitter & Facebook
- * Canvas
- * FOCUS

Citrus Elementary, as a school wide Title I program, receives ongoing support and technical assistance designed to assist them in the development of effective parent

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

involvement activities. Regular technical assistance meetings are provided to the 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 are 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 Federal Programs Department provides technical assistance and support to Citrus regarding the development of their school-level PFEP. The district Director of Federal Programs, project specialist, and Title I resource teacher meet with the school's 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 Citrus 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 Citrus 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 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, recommend district training and professional development for principals and associated staff on

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

interpretation and implementation of current legislation. Additionally, the Title I team provide opportunities for guest speakers and family engagement presentations upon request.

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

Citrus's Title I Parent and Family Engagement Plan 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 Citrus Elementary School 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 funds 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

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

Resource Room at Citrus Elementary.

The Title I school social worker/teacher and other CES 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.

Coordination and Integration with other federal programs

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

count	Program	Coordination
1	Title II	Title II provides the district with supplemental funding to support the professional development needs of staff. Funds are used for professional development specialists, attendance at local and state conferences and consultants related to strategies to support student achievement.
2	Title III	Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education.
3	Title I Part C	Migrant staff will support family engagement by facilitating home-school communication, conducting family engagement meetings, serving as a liaison between home and community resources, and monitoring student academic achievement.
4	Title IX	Homeless program staff work closely with the Federal Programs/Title I Department to coordinate services for homeless students. Activities may include coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students, etc.
5	VPK	Title I Part A supplements the funding of the district's VPK program. The Title I Department and VPK office work together to coordinate appropriate early childhood programs and transition programs for pre-K students who will enter kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning

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

		opportunity for students who completed VPK and will enter Kindergarten at a Title I school in the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers.
6	GEER Fund(s)	This program emphasizes providing instruction to close/remediate student achievement gaps as a result of school closures due to COVID-19.

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/Tasks	Person Responsible	Timeline	Evidence of 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

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

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.

Citrus Elementary will offer parent meetings at different times during the day and evening. Our goal is to host several meetings at different times to meet the needs of our families.

SAC meetings are held 8 times per year on the 4th Monday of the month at 4:00 p.m. SAC (community members and parents) agreed that a consistent time per year offered opportunities for more parents to participate. PTA meetings are at 5:30 PM. Parent training and information meetings are at 6:00 p.m. Parent conference meetings are offered anytime between 7:30 a.m. and 8:00 p.m. during district held conference week. Teachers, and administrators are also available by appointment before and after school is in session.

Food and child care may be provided for Parent Training and Information Nights.

Parents are invited to come for special activities during the school day.

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

Additionally, Citrus 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].

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

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	Karen Malits, Krista Sadlers, Kim Garcia, Kim Rahal	August-October	*
2	Orientation	Kim Garcia Kim Rahal and Staff	August	*
3	Back to School Open House	Administration and Staff	Virtual in September	*
4	SAC meetings/ PTA meetings	Kim Garcia, Laurie Hoover	8x/ year	*
5	Parent Teacher Conferences	All staff	October, February	*
6	Parent Involvement Activities Calendar	Kim Garcia Kim Rahal	Each semester	*
7	Title I Events: Literacy, Math and Science	Resource and classroom teachers	TBD	*
8	Kindness Initiative	Kim Garcia, Kim Rahal Classroom teachers	Ongoing	*
9	Walk to School Day	Kim Rahal Marisa Campbell James Broxton	October	*
10	Volunteer Orientation	Kim Rahal	TBD	*
11	Dude & Dudettes	Kim Rahal	TBD	*
12	Spelling Bee	Nancy Wishart	TBD	*
13	Winter Family Night/Science Fair Winners	Kim Garcia Kim Rahal, Julie Rhue	TBD	*
14	United Way Day of Caring	Kim Rahal	TBD	*

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

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

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	Voluntary PD	School Leadership Team; District PD and/or Title I Staff; Selected Teacher Leaders	Monthly	*
2	PBIS	Kim Rahal Rachel Swallow	Monthly	*
3	Multicultural Events – Family Engagement	James Broxton	Throughout the school year	*
5	Mentoring of new teachers	Kim Rahal Various District PD Staff	Monthly	*
6	i-Ready	Julie Green	Throughout the school year	*
7	Data Meetings	Leadership team; District PD Staff Teacher Leaders	Weekly	*
8	Collaborative Planning	Classroom teachers	Quarterly	*

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

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

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:

Family Resource Room/ Parent Library

Behavior Interventionist, Attendance Secretary, Resource Specialist, Social Worker serve as a liaison with the district Title 1 Staff for connecting to community resources.

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:

Citrus Elementary School will provide parents with timely information via:

- * Principal/School Newsletters
- * Take-home flyers
- * Emails

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

- * Updated marquee in front of school
- * School Messenger in English and Spanish
- * Personal calls home
- * School website and calendar
- * District website
- * Orientation
- * Open House
- * Academic Family Events
- * Title I meetings
- * SAC meetings
- * PTA
- * Conferences with the teachers
- * Conferences with the principal
- * Notes in agenda
- * School Social Media
- * Canvas
- * FOCUS

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 (PFEP) is discussed and/or distributed to parents of Citrus Elementary students during the Annual Title I Meeting and other parent informational meetings. Parents are notified of the availability of the PFEP via

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

School Messenger, parent meetings, social media, brochures, and the school newsletter. Parents requesting the plan in Spanish will receive that support. The PFEP is made available via hard copy and 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 specific language barriers are addressed. 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:

Not Applicable

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.

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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.

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

Evaluation of the previous year's Parent 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	595	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner; Promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students
2	Open House	1	218	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner; Promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students
3	Title I Annual Meeting	1	104	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	1137	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective

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				manner; 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 their children in an effective manner; 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>)	2	123	Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner; Promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students
7	Family Celebrations	5	684	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>)	3	367	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>)	1	15	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].

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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>	9	261	Provided training, information and support services that strengthened the relations between parents and the school in meaningful ways that supported academic achievement; Increased rigorous classroom lessons and 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>	7	454	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	60	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</i>	9	49	Implemented a plan that aligned resources and practices for the recruitment and retention of diverse instructional staff

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	<i>trainings, STAR/new teacher/mentoring, etc.)</i>			
5	Organizational & Fiscal Responsibility <i>(School safety & security, technology platforms)</i>	6	182	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 and families feeling more comfortable in the school setting

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 English proficiency	Train staff in understanding of other cultures; Consistently provide Spanish speaking staff at events, parent meetings, teacher/parent conferences and literature in Spanish
2	Working parents	Schedule meetings at flexible times (before, during and after school)
3	Lack of transportation	Courtesy bus route; Post link to Go Line on school website

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

Reflection on last year's plan:

Based on the feedback of stakeholders, including parents and families, the effectiveness of activities in last year's PFEP yielded the following results:

- Academic meetings broken into grade level groupings worked well for families.
- When family nights are planned, keeping all families together yielded higher participation and adding fun, competitive elements yielded increased family engagement.
- Awards ceremonies attendance increased.
- Events are becoming traditions now with students and families and as a result, we are having an increase in attendance.

These strategies 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	THIS SECTION IS OPTIONAL IF COMPLETED, ADD ROWS AS NEEDED	
