

I, **Gregory Potter**, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted are true, complete, and accurate for the purposes and objectives set forth in the Title I, Part A project. I assure to the following specific programmatic assurances for this project:

### **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 the 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];
- 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];
- 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];
- 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];
- 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];
- Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1116];
- 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 1116]; 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 1116].

Signature of Principal

Date Signed

**About Our School** *(Optional)*

**Response:**

We are an independent charter school that has existed since 1998. We have serviced students from all over the county for the past 25 years, providing an excellent education while promoting the development of good character. Our students move on to attend almost all the middle schools and high schools in the county. We have had valedictorians and salutatorians that can trace their educational foundations to NCCS. We continue to look for ways to strengthen our family engagement and community connections in order to make our school the most sought-after elementary charter school in Indian River County.

**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:**

The Parent Involvement Committee will meet monthly with at least one of the administrators in order to plan, organize, and execute several on campus initiatives and events in order to educate the rest of the parents on campus about upcoming events, educational opportunities, and ways to get involved. These meetings will be held one week prior to our monthly board meetings in order to determine what, if anything, needs to be shared with our board members in order to keep them actively involved in the life of the school as well. Some of the topics that will be included in these monthly meetings will be aspects of the Title I program compliance, i.e. engagement plans, funding for parental involvement activities, special events, etc. We will survey parents at our events and conduct an annual survey in the spring of 2024.

**Please Note:** Evidence of input from parents in the development of the School-Parent Compact and the Parent and Family Engagement Plan will be documented and uploaded to the Title I CANVAS Compliance site.

**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
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1	Accelerated Reader	We will foster a love of reading and goal-setting for students by the administrators and teachers encouraging parents to have their children participate in monthly challenges.
2	Amira A.I.	We will support and facilitate an artificial intelligence tutor for students K-3 that need reading fluency support
3	VPK	The VPK team will incorporate activities into their Frog Street curriculum to engage emerging readers with text and print. They will invite a guest reader from our local Library to come read and engage in a follow-up activity with the class on a monthly basis. This information will be shared with parents as well as how to utilize local library resources.
4	IDEA	The school psychologist and resource specialist will work with MTSS and IEP Teams to provide direct support to parents.
5	Title I	Math and Reading Interventionists serving Tier 3 student will correspond with parents to provide child-specific resources.

**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
<b>Info Night/Art Gallery Walk in September- last week of September?</b>				
2	Coordinating Reading Activities	Parent Involvement Committee	By Sept. 15	Schedule a guest reader, purchase items for making bookmarks
3	Preparation of Title I Informational Slideshow	Kerrian Irons; IRC Fed. Funds Office	By Sept. 22	PowerPoint Slideshow
4	Parent Coordination with Refreshments	Kerrian Irons and Chrissy Bryant	By Sept. 22	Budget; Items for event; plans of who buys what; sign-up genius for volunteers to work refreshment tables
5	Classroom Supervision	Teachers	Event night, Sept. 26	Attendance in their rooms in order to facilitate reading/bookmark activity
6	Posting/Advertising the even on social media, website, newsletters, School Messenger, Class Tag	Marcy Mumper, Kerrian Irons, Teachers	August 1- September 15	Screenshots and copies of newsletters, publications, Messenger reports, Class Tag message samples

**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, child care, or home visits, as such services related to parental involvement [ESEA Section 1116].

**Response:**

Families will be encouraged to join our monthly Parent Involvement Committee meetings. These will be held after school every other month in order to encourage more parent participation for families that cannot attend during the school day. We will offer free aftercare on those days to any parent wishing to attend the meeting. We are working on getting a live stream option available in the board room as well so that families that cannot attend may still view the meeting at a later time and get important information in order to remain engaged in the life of the school. We are also implementing a parent volunteering requirement for all to provide at least two hours of support during or after school hours, on or off campus, to support teachers, the Parent Involvement Committee, and/or school activities.

**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].

Count	Activity	Person Responsible	Timeline
1	Read with a Stingray Training, Modeling	Teachers	Two weeks leading up to event
2	Read-a-thon Training, Modeling	Teachers	Two-four weeks leading up to event
3	Amira A.I. Account, Sunday, and Reading Rocket Account Information	ESE/MTSS Team	Night of Event for parents
4	Accelerated Reader Accounts Information	Teachers	Night of Event for parents
5	Reading Strategies Materials	ESE/MTSS Team	Night of Event for parents

**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.  
*At the monthly Guiding Coalition Meetings, the administration and team leaders will discuss strategies of how to demonstrate the value and importance of parent participation in year-long activities such as homework help, reading daily, etc., as well as monthly upcoming events, such as Fall Festival, or common weekly events, such as volunteering in the cafeteria or assisting the teacher with classroom-specific activities/needs. Team leaders will share with at the PLT weekly meetings.*

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.

*At the monthly Guiding Coalition Meetings, the administration and team leaders will discuss strategies of sharing information with parents about volunteer requirements, upcoming opportunities for serving, etc. This information will then be shared the following week at the grade level PLT meetings. Team leaders will follow-up with PLT's to discuss the results of information dissemination.*

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	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Leader in Me Training	LIM Rep	Promotion of leadership, academics, and culture within the students and the school	June, August, ongoing after that
2	Into Reading Training	HMH Rep	Training of teachers with the curriculum in order to maximize student potential and success	August
3	BEST Math Training	Cengage Rep	Training of teachers with the curriculum in order to maximize student potential and success	August
4	Read 180	HMH Rep	Training of ESE team with the program in order to reach our lower level students in the upper grades	August
5	Branching Minds	Branching Minds Rep	Training of the ESE team with the program in order to have a “storehouse” of information related to the MTSS process for staff	September
6	Use of Agendas/Class Tag	Teachers	Communication tools that will allow parents to be up-to-date with opportunities for involvement	Ongoing throughout the year

**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:**

The Learning Alliance provides Foundations materials for our K-2 students that is intended to enrich reading skills for emerging readers. It is a systematic system that focuses on critical foundational skills. Parents can receive resources from this program in order to support their child’s reading development at home. Some tools we will utilize for partnering with families will include the trainings and information we will provide during our Title I Night in September. Our ESE/MTSS team will have information and trainings regarding how to strengthen and support reading/math skills at home as well as how to access certain online resources that will link directly with work that students are doing with them during small group and/or pull-out time. Our teachers will also provide information about Accelerated Reader: what it is, how it is used, how to support reading at home with children.

### 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:

1. Bi-weekly Smore's Updates from Mr. Potter for families
2. Updates on the school's website, app, Facebook page
3. Monthly Parent Involvement Committee meetings
4. Weekly updates by teachers on Class Tag
5. Messenger recordings of upcoming events/engagement opportunities
6. Annual September meeting
7. Assessment reports to parents- FAST/STAR/NWEA
8. Parent-Teacher conferences
9. Progress Reports/Report Cards
10. Agendas used as a daily communication tool

### 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:

Bi-weekly Smore's Updates from Mr. Potter for families  
Updates on the school's website, app, Facebook page  
Monthly Parent Involvement Committee meetings  
Weekly updates by teachers on Class Tag  
Messenger recordings of upcoming events/engagement opportunities  
Annual September meeting  
Assessment reports to parents- FAST/STAR/NWEA  
Parent-Teacher conferences  
Progress Reports/Report Cards  
Agendas used as a daily communication tool

### Discretionary Activities *(Optional)*

Discretionary School Level Parent and Family Engagement Plan Components. Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

**Response:**

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**Evaluation of the previous year's Parent & 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 & Type of Activity	Number of Activities	Number of Participants	Outcomes
N/A- didn't have one in 22-23 SY				

**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 & Type of Activity	Number of Activities	Number of Participants	Outcomes
N/A- didn't have one. Was not a Title I school in the 22-23 SY				

**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	Barriers (including the specific subgroup)	Steps the School Will Take to Overcome
1	Childcare	Offer of free aftercare until 6pm for after school meetings/events/ planning
2	Costs	PIC budget officially included in the new fiscal year
3	Communication Consistency	Setting clear expectations from day one with teachers on methods and frequency of communications with families

**Reflection**

**Response:**

We were not required last year to create a SIP or PFEP last year since we were not designated Title I and charter schools are not required to have them. However, we look forward to the opportunity to solidify some plans that were already in the works to increase communication, family involvement, and participation during this upcoming 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.

Count	Content / Purpose	Description of the Activity
N/A- didn't have a formal strategy for the 22-23 SY		