

Title I - School Parent and Family Engagement Plan

SCHOOL - Mascotte Charter School

YEAR 2021 - 2022

Assurances

1. The school assures that they will have a written Parent and Family Engagement Plan (PFEP) that (a) was jointly developed and agreed upon with parents; (b) is updated periodically; and (c) is distributed to parents/families of Title I students and made available to the local community. Parents/families shall be notified of the policy in an understandable and uniform format in a language the parents can understand. The policy shall include the components as described in section 1116. Title I, Part A funds reserved are used to carry out the activities and strategies in the PFEP as outlined in section 1116(3(D))(i - v).
2. The school assures that they will convene an annual parent/family meeting. The annual meeting will be offered with flexible times/dates and will involve parents/families in an organized, ongoing, and timely manner for planning, review, and improvement of the programs at the school. Parents/families are given information about programs, a description of curriculum, academic assessments used to measure student progress, and expected proficiency of students. Parents/families provide input on their child's education, and are involved in the decisions regarding how the set-aside is allotted for parent and family engagement.
3. The school assures that each participating school, in conjunction with the parents/families has **jointly** developed a school-parent compact. The compact describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is conferenced with parents/families of elementary aged students.
4. The school assures timely notice to parents/families when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject level in which the teacher has been assigned. Additionally, schools are required to notify parents/families at the beginning of each school year (or at the time of enrollment of the student) of their right to know the professional qualifications of their student's classroom teachers and paraprofessionals.

ESEA Sections 1116(a)(2)(D), 1116(b), 1116(c), 1116(d), 1116(f), 1112(e)(3)(C), 1112(e)(4), 1116(a)(2)(B), 1116(h), 1112(e)(3), 1112 (e)(1)(B)(ii).

By checking this box, I certify that the school agrees to the assurances above.

Tiffany Mayhugh Rego
Signature of Principal or Designee

04/09/2021
Date Signed

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Title I – School Mission Statement - Parent and Family Engagement Mission Statement

(Optional) Response:

Mascotte Charter School will welcome and engage families by communicating information about Family Engagement opportunities through Class Dojo, our school's website, the local newspaper and notes sent home. School-based Family Engagement events such as Family Science Night, Family Literacy Night and conference nights, will provide parents with the information and materials necessary for them to share the responsibility for their child's education.

Involvement of Parents and Families

Describe how the school will involve parents and families 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 will be used for parent and family engagement.

Response:

Mascotte Charter School engages parents/families in all aspects of its Title I programs. The Mascotte Charter Board in accordance with Florida School Law performs all the duties previously encompassed by School Advisory Council. The school leadership team has the responsibility of collecting parent input to be used in developing, implementing, and evaluating the school level Family Engagement plan. In addition, parents are given the opportunity to review the plan and offer their input prior to approval through Stakeholder surveys done several times during the school year seeking their input on activities, training, and materials they need to help their child. Results of parent surveys are reviewed by the Charter Board and Leadership Team to determine needed changes. During the Charter Board meetings the P.F.E.P. and/or S.I.P. are evaluated with the input from parents concerning how the family engagement funds will be used.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that help parents on how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs. For Example: Head Start, Early

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Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

Program	Coordination
VPK	The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents/families, VPK teachers, and the kindergarten teachers to discuss the specific learning needs of students, joint parent/family meetings to discuss transitioning, etc.
IDEA	Supplemental instructional support provided by Title I will be discussed with families during the development of the students IEP.
Title I, Part C	Migrant students are identified and served by Title 1 district personnel and the Guidance Department. The district migrant liaison coordinates transportation to and from school, meetings for parents, and arranges in home tutoring for the students. The district liaison meets quarterly with school personnel about student progression and concerns.
Title IX	Families in transition are identified and served by Title 1 district personnel and the school counselors. The district homeless liaison meets quarterly with school personnel about student progression and concerns.
Title III	The students are identified for English Language Learners subgroup by individualized testing of IPT Proficiency Test (K-2) and (3-5) are administered the Language Assessment Scale within the first 20 days of student enrollment. The Title III Program Specialist coordinates with the school to ensure ELL parents have the information to attend meetings and events. The information pushed out through our Mascotte Charter School Class Dojo app is available in multiple languages and is free to all parents.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents about the school's Title I program, the nature of the Title I program, Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include

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timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Federal Programs Parent/Family Meetings	Principal, Leadership Team	9-2021	Title I documentation will be submitted electronically to the District Title 1 Office on periodic basis as required. Documentation will be shared with LEA Title I office for monitoring purposes.
Develop agendas and informational materials for parents explaining Federal Programs and how they impact their child's education.	Leadership Team	9-2021	Input from participants will be documented and included in planning Family Engagement activities
The announcement will be posted on our school website, Class Dojo and notes in native language sent home with each student.	Leadership Team	9-2021	Sign-in sheets will be evidence of effectiveness
Advertise/publicize event through notes home in native language, website, and Class Dojo.	Technology Coordinator	9-2021	Sign-in sheets and Class Dojo logs will be evidence of effectiveness
Develop sign-in sheets and Maintain Documentation	Leadership Team	9-16-2021	Title I documentation will be submitted electronically to the District Title 1 Office on periodic basis as required. Documentation will be shared with LEA Title I office for monitoring purposes.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening and different days of the week. The school may provide with Title I funds: transportation, childcare, or home visits, as such services relate to parent and family engagement.

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Response:

The leadership and staff of Mascotte Charter School believe in the importance of family engagement and therefore have put measures in place to offer parent/family meetings on a flexible schedule. Our Federal Programs meeting for parents/families of participating students will be offered on the morning of September 16th at 8:00 a.m. and then that evening at 5:30 p.m. Families will be notified through the website, social media, student calendar, and Class Dojo. The family resource center will be open daily for families to check out educational materials for their students. Childcare is available when necessary and home visits are made to homes of families that have transportation issues. Mascotte Charter School offers meetings and events on various days and times to accommodate schedules of parents. Families have the opportunity to choose the time they can attend the school's two Report Card Conference Nights.

Building Capacity

Describe how the school will implement parent and family involvement activities designed to improve student academic achievement and school performance. Describe how the activities will support a partnership among the school, parents/families, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents/families may request.

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Parent Conference Nights Schedule 2 evening conference nights allowing parents to sign up for times.	Leadership Team	This activity will affect student achievement by helping parents understand their child's progress and learn more about what their child's grade level expectations are. This will in turn improve grades, and test scores.	10-14-21	FSA Scores, Progress Monitoring, Parent Conference forms, and sign- in documentation.
Annual Title 1 Meeting Schedule a morning and evening meeting	Principal	Increased understanding and participation for Title 1 initiatives	9-16-21	Increased Participation in PI activities

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Vocabulary Parade Students will create costumes, posters, and objects to depict vocabulary words and figurative language.	CRT, Literacy Coach, Classroom Teachers	Increased awareness of words and their meanings. Deeper appreciation for literacy.	10-29-21	Student and parent participation in our parade
Eagle Family Picnic Parents and students picnic together and celebrate literacy through reading activities.	Leadership Team	Students and their parents will interact with texts and practice comprehension strategies together.	11-19-21	Copies of sign- in sheets increased ELA achievement and increased parent engagement.
Kindergarten Grandparents' Reading Day Grandparents of our kindergarten students are invited to choose books to read together.	CRT, Literacy Coach	Kindergarten students will experience positive interactions through literacy.	9-9-21	Copies of sign- in sheets increased family participation
Family Science Night Students and parents participate in hands on science.	Leadership Team, Science Teacher	Students will improve understanding of science concepts and their application to daily life.	2-18-22	Copies of sign- in sheets and increased science achievement
Family Art Night Students and parents participate in art activities.	Leadership Team, Art Teacher	Builds support for Mascotte's art program, boosts parent involvement and advocates for art within the community.	3-10-22	Copies of sign-in sheets; increased family participation
Family Literacy Night Students create literacy-focused projects for novels.	Leadership Team, Media Specialist	Instructing Parents on the benefits of reading at home, phonics practice, and choosing just right books.	1-27-22	Increased positive parent communication, increased reading at home and increased reading achievement.
Mascotte Showcase Presentations and materials for preventing summer learning loss.	Leadership Team	Encourages students and parents to take steps to prevent summer learning loss so that students return to school ready to learn new skills.	5-21-22	Increased STAR Reading and Math scores for beginning of the next school year.
Kindergarten Orientation	Leadership Team, Kindergarten Teachers	Parents and students will learn about the kindergarten curriculum and receive materials to encourage learning over the summer	5-21-22	Students will enter kindergarten ready to learn and parents will become familiar with expectations.

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Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to communicate with, and work with parents as equal partners. And to value the effectiveness of contributions of parents, on how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Family Engagement Teacher Workshop	Leadership Team	Improved teacher understanding of cultivating family engagement.	8-3-21	Increased teacher participation in cultivating parent involvement; increased use of parent resources the school offer
School Volunteer Training for Staff	Leadership Team	Staff will understand how to effectively use volunteers in their classrooms	8-3-21	Mascotte will increase the number of volunteers to assist with students and teachers.

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 children [Section 1118 (e)(4)].

Response:

Our Family Resource Center will be open all school year for materials check out and parent support. The Media Specialist will ask all visitors to the center to sign in. In addition, the Media Specialist will keep records of the resources checked out from the center.

Communication

Describe how the school will provide parents and families of participating children the following [Section 1118(c)(4)]:

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- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- 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 [Section 1118(c)(4)(B)];
- 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[Section 1118(c)(4)(C)]; and
- If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response:

During the Annual Federal Programs meeting in September, Mascotte Charter School will hold a general meeting where information will be presented about Title I programs and budgets, the school-wide curriculum and our extended learning programs. Families will learn about the school-wide program, how to schedule parent-teacher conferences, and about opportunities for participation in decisions related to the education of their child. Families will be given directions on how to access the digital Student/Parent handbook, the school website, and Class Dojo, which is used by our teachers for daily communication with parents. A translator will be available to help parents who do not speak English. A hand- out summarizing the discussions held during the meeting will be provided in native languages for families on request. Information for future reference will be located in Family Resource Center section of the Media Center. Letters will be sent home quarterly to families with information about the progress students make on school-wide assessments such as STAR Reading, STAR Math and Freckle.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). 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 [Section 1118(e)(5) and 1118(f)].

Response:

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School communication is sent home in the preferred language of the families if translation services are possible. Each teacher has a record of the parents' preferred language. A monthly school calendar is available on our website with all dates and times of events listed in English and Spanish. The school website contains postings for all events that occur at school as well as information about curriculum. Our new Mascotte Charter School app is available in several languages and pushes out notifications and reminders for all of our meetings and events. Translators are provided for all conferences and parent nights. Parents with disabilities will be provided accommodations on a case by case basis so they can participate. Parents of migrant students receive information through our guidance department if the methods listed above are not effective. All school level plans can be located in the parent resource area of our media center where the parents have the ability to make comments by survey or message. Meetings are held at multiple times whenever possible.

Discretionary Activities

Describe any non-Title I parent and family activities that help build relationships between school and families.

Check here if the school does not plan to implement discretionary parent and family engagement activities.

Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
Involving parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]	Training parents as leaders-Provide public input cards during Charter Board/SAC meetings and encourage parents to communicate regarding training and school-based decisions to allow them to become active participants in the educational process.	Principal and Assistant Principal	Improved Family participation in school events. Improve the ability of families to participate in school decision making.	All year during SAC/Charter Board Meetings
Training parent/families to enhance the engagement of other families [Section 1118(e)(6)]	PTO will recruit bilingual parents to serve on the leadership committee.	Principal and Assistant Principal	Increase the Family Engagement participation of non-English speaking families within our school	All year during PTO meetings.

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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 [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Parent Conference Nights	2	All parents were invited to participate in conferences via Zoom. *sign-in was not possible, approx. 421	Parents were informed of their child's progress and academic achievement. Parents are informed about the grade level expectations and our grading system resulting in improved grades and achievement levels.
Virtual Science Family Night	6 Activities over 3 evenings Each Grade Level held their own science night via Zoom	All students received a take-home bag of materials and directions to complete the grade level activity. *sign-in was not possible approx. 433- *See photos in Good compliance	Each grade level team created a video to show parents and students how to complete the experiment or activity. The teachers then met virtually with their classroom students via zoom to view the video and do the activity together with their families.
Social Emotional Learning Monthly Take-home activities	3 monthly Activities	All students received the directions and materials to complete the tasks. *sign-in was not possible approx. 291 *See photos in Good Compliance	Increased understanding of the meaning of ideas such as fairness, kindness, and gratitude.
Red Folder Readers	K-2 nd Grades	All students receive a red folder containing 2 books to read at home with their families biweekly. *sign-in was not possible approx.376	Increased reading achievement and enjoyment of grade level books.
3-5 Reading Fair	1	We had 185 project entries.	Our media specialist sent home folders, a template and directions with each 3 rd , 4 th and 5 th grade student. She created a video for the students

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			to watch with their families that explained the project and showed them examples of previous projects. This project will inspire students to think about theme and plot when they read chapter books.
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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 of contributions of parents, how to reach out to communicate, and work with parents as equal partners. The implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Family Engagement Teacher and Staff Workshop	1	42	Increase in positive communication between teachers and families.

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Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Language/Limited English- Many of our parents/families do not attend our SAC or other parent meetings due to language barriers.	Send communications home in native language when possible and provide translators for meetings and conferences. Class Dojo has a translation feature that parents use to communicate with teachers.
Economically Disadvantaged- Our parents work full time and are unable to help students with homework or take them to the library.	Send home books with students through the Red Reader Program and provide opportunities for reading and math support through Freckle technology program. Provide science knowledge for families through our Family Science Nights where parents and children participate in hands-on learning together.
Parents/families unable to attend scheduled meetings or events due to schedule conflicts	Schedule multiple times for meetings to take place and provide additional methods such as surveys for providing input about family engagement and activities. Allow parents/families to participate through Zoom.

Best Practices (Optional)

Describe the parent and family engagement 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)

Content/Purpose	Description of the Activity

Please send the following compliance documents showing your PFEP was jointly developed with parents/families. Send to Maria Torres, Title I Clermont Office:

- Copy of meeting agenda
- Copy of meeting minutes showing parent discussion and input for PFEP
- Copy of meeting minutes showing parent discussion and input for Compact

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- Copy of the Family-School Compact
- Copy of meeting sign-in sheets (SAC, Annual Title I Meeting)