

2020-21

Title I, Part A **School**  
Parent and Family  
Engagement Plan



**School Name:** Ruth Upson Elementary **School #:** 19

Principal Name: Yvonne Spinner

School Website: [duvalschools.org/upson](https://duvalschools.org/upson)



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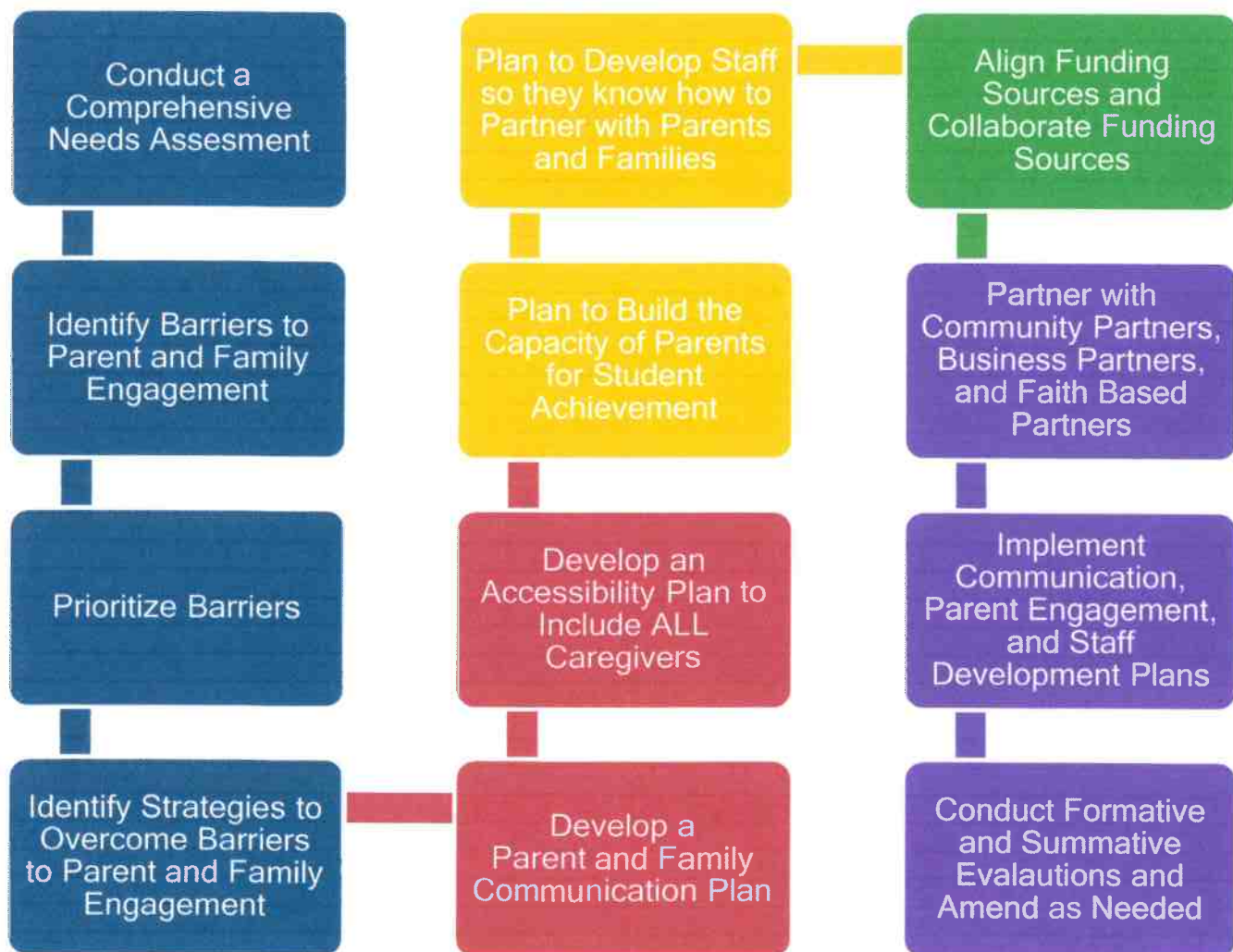


## OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the **involvement** of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as **amended** by the Every Student Succeeds Act (ESSA) of 1965. The programs, **activities**, and procedures shall be planned and **implemented** with **meaningful** consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and **performance**. The planning process can also include meaningful **consultation** with **employers**, **business leaders**, and philanthropic organizations. This template will assist schools with the best **practices** aligned to federal, state, and local **expectations** for compliance.

Below is an approach that can be used for Parent and Family Engagement.



*"Treat children like they make a difference and they will."*





# ASSURANCES

I, Yvonne Spinner, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement 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 on this 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.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/ <b>revise</b> with the family that has <b>custodianship</b> of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, <b>review</b> , and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [ <b>Section 1116(c)(3)</b> ];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family <b>engagement</b> , and to <b>revise</b> , if necessary, the school's parent and family engagement policy [ <b>Section 1116(a)(2)(C)</b> ];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, <b>developed</b> under <b>Section 1112</b> , is not <b>satisfactory</b> to the parents and family of participating children, the <b>school</b> will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual <b>student</b> report about the <b>performance</b> of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not <b>certified</b> within the meaning of the term in 34 CFR Section 200.56 [ <b>Section 1112(e)(1)(B)(ii)</b> ]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

\*click to select each assurance, this page will require an **original** signature and submission to the District.

Yvonne Spinner  
\_\_\_\_\_  
Signature of Principal/School Administrator

\_\_\_\_\_  
Date Signed



# NEEDS ASSESSMENT

The **Needs** Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs **assessment** process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but **data-driven** and purposeful.

## Previous Year Financial and Programmatic Outcomes

### Fiscal Overview from the Previous Fiscal Year

(this section is not **required** for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds <b>Expended</b>	Total Funds Remaining
\$3,400.00	\$2735.99	\$664.01
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
Funds for PFEP were unencumbered due to the COVID-19 quarantine. Low parent turn-out also impacted spending of funds. The designee will follow-up with the bookkeeper monthly to ensure funds are being fully expended.		

### Programmatic Overview from the Previous Fiscal Year

(this section is not **required** for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be <b>documented</b> on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent <b>Resource</b> Room? (include inventory that was not returned or any other information pertaining to parent <b>involvement</b> resource room)
7	8	The Parent Resource Room is used for parent-teacher conferences and parent-admin conferences. It is also used by outside agencies offering help to our parents. The current inventory includes literature on parenting children dealing with different issues. All inventories were returned to the Parent Resource Room.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of <b>Participants</b> (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey <b>results</b> are not sufficient.)

Annual Meeting (Beginning of Year)	49	Parent participation sheets with <b>feedback</b> .
Developmental Meeting (End of Year)	4	Parent participation sheets with feedback.
Family <b>Reading</b> Night	49	Parent <b>participation</b> sheets with <b>feedback</b> . <b>i-Ready</b> reading score reports.
Parent Workshop Part 1	10	Parent participation sheets with feedback. Follow-up with parents during select <b>teacher</b> conferences to see if the new strategies with students are working.
Parent Workshop Part 2	20	Parent participation sheets with <b>feedback</b> . <b>Follow-up</b> with parents during select teacher conferences to see if the new <b>strategies</b> with <b>students</b> are working.
Transition to middle school	12	Parent participation sheets with feedback. Report on students applying to magnet and school choice.

*Schools may add additional lines as it is aligned to the **Parent and Family Engagement Plan** from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous **school** year. If an activity wasn't held, a 0 should be included for the "Number of **Participants**" column with an explanation why the event wasn't held in the "Results" column.*

**Summary of the evaluation information and parent **feedback** collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.**

Parent feedback is positive and they appreciate the dissemination of information. More virtual meetings will be held as parents are becoming more experienced with it. Reading Night continues to be a huge turn-out. They do want to see more Math and Science Nights. Parents suggested that we include more STEM nights to increase science scores.



## Barriers

Using **previous** year financial and programmatic outcomes; district and school climate data; parent **perception** data; data from SAC meetings; parent **attendance** data; observational data; parent survey data; data from the Title I **Developmental** meeting; **parent** interviews and focus **groups**; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that **hindered** the participation and involvement of parents and family **members** during previous **school** years.

1. Barrier 1: Consistency with parents attending Title 1 meetings.
2. Barrier 2: Consistency with parents attending Title 1 activities.
3. Barrier 3: Consistency with parents receiving electronic forms of communication.
4. Barrier 4: Language barrier during verbal and written presentation of information.
5. Barrier 5: Childcare barrier as some families could not attend due to no childcare.

(1) **Prioritize** the **TOP THREE** the **barriers** (it may be possible to combine some)  
 (2) **Describe** the steps that will be taken during the upcoming school year to **overcome** the parent and family engagement barriers (required - include how the school will **overcome barriers** for students with family **members** who have limited English **proficiency**, parents and family members with disabilities, and parents and family members who are migrants in **accordance** to ESSA **Section 1116 (f)**).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Barrier 1	Increase motivation for families to attend by adding snacks to meetings. Try holding virtual meetings using the TEAMS application.
2)	Barrier 2	Increase motivation for families to attend by combining student performances with Title 1 events. Create activities that can be completed at home, virtually.
3)	Barrier 3	Add additional modes of communication. Encourage all <b>parents</b> to update/include email address during registration this year to increase digital communications.

## Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the **strategies** that are intended to **reduce** or eliminate them, what are the **overarching outcomes/goals** for the current **school** year for **parent** and family **engagement**?

The overarching goals for the current school year are to increase parent involvement and to increase parent engagement in activities. With providing virtual meetings and activities, we hope to ~~decrease~~ the barriers parents encounter in attending school functions. With increased attendance, student achievement should increase.

# COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

## Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Our school will provide handouts in English as well as Spanish for our ESOL students. We will provide opportunities for meeting at different times of day and different days of the week. Minutes will be provided in the Parent Resource Room and online. Parents will be encouraged to provide an email during registration so that all correspondence will be sent electronically along with print outs. Meetings will be broadcast virtually as well.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

Our school will provide translation through handouts. The format of the handouts will be kept as similar as possible to ensure fairness and consistency. Our school kiosk will be accessible as well so that translation features can be accessed through DCPS approved sites for families. Parents will be encouraged to provide an email during registration so that all correspondence will be sent electronically along with print outs.

What are the different languages spoken by students, parents and families at your school?

We currently do not have any ESOL students enrolled.



## COMMUNICATION

(1) **Describe** how the **school** will timely communicate information about Title I, Part A programs and **activities** during the year. (2) How will **communication** take place for parents with the **different languages** mentioned in the **question** above if applicable? (3) **Include** the tools and **resources** that will be used for communication.

(1) Our school will communicate events through various ways. For example, a Title 1 information board will be highly visible to visitors as it will be next to the Main Office counter with up to date handouts posted. Handouts from the Title 1 office will be posted in a variety of areas in the school (e.g. in Parent Resource Room). Our school will advertise virtual events as well for parents to participate in. (2) Our school will use handouts to send home to each student and the handouts will be provided in Spanish. (3) Events will be communicated two weeks in advance.

How will the **school describe** and explain (1) the curriculum at the school (2) the forms of **assessment** used to measure **student** progress (3) the **achievement** levels students are expected to obtain? (4) in all **applicable** languages?

(1) The curriculum will be explained during Orientation, Open House, Title I Events, Family Reading Night and Parent Conferences  
 (2) The forms of **assessment** will also be explained at these events as well as the FSA Information Night, not including continuous handouts on student progress being provided by teachers (e.g. i-Ready Parent Report).  
 (3) The forms of **assessment** will also be explained at these events as well as the FSA Information Night, not including continuous handouts on student progress being provided by teachers (e.g. DCPS K-5 Promotion Options document).  
 (4) We currently do not have ESOL students.

(1) What **decision-making opportunities** are available for parents at the **school** site? (2) How will the **school** **communicate opportunities** for parents to **participate** in decision making?

(1) Parents are able to **participate** at the **Developmental Meeting**, in monthly PTA meetings, and at monthly SAC meetings. Parents are also surveyed with the results used to help drive school-based decisions at the **administrative** level.  
 (2) Our **school** will communicate the **opportunities** through a variety of methods (e.g. school website, monthly newsletter, School CNXT, **handouts** for each **student**, etc.).

How will the **school** submit **parents'** and **families'** **comments** to the **district** Title I office if there are **parent** concerns about the **implementation** of the Title I **school-wide** plan that is not satisfactory to them? [ESEA **Section 1116**]

Parents and families have the opportunity to voice their concern about the Title 1 plan by having the Title 1 **Office** information readily available for them to contact the office regarding their concern.

How will the **school** publish and **communicate** THIS **required** Title I, Part A Parent and Family **Engagement Plan** to Parents and **families** (**technology cannot be the only option**).

Our school will publish this document on our **school** website. We will also have the document readily available for PTA meetings and SAC meetings as well as within the Title 1 binder that is located in our parent Resource Room, across from the front office.



# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate **notice** and encouraged to attend the Annual Meeting. This **meeting** will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



## INVOLVEMENT OF PARENTS and FAMILIES

**Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].**

Our school involves parents through often daily and/or weekly forms of communication through flyers and handouts. Monthly forms of communication also occur via the marquee and school website calendar updates. Our SAC and PTA help review current school data and make recommendations for parent programs and the spending of Title 1 funds. Parent ideas are incorporated into the Parent and Family Engagement Plan to ensure parent participation in upcoming programs.

**How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]**

- Transportation – not scheduled to be available.
- Childcare –Families are welcome to bring children. We will provide childcare for smaller non-school aged children this year.
- Home Visits – as needed for families.
- Additional Services to **remove** barriers to encourage event attendance – increase communication for families without Internet resources.

## FLEXIBLE FAMILY MEETINGS

**How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]**

Parent input was gained from parent feedback through the Developmental Meeting, PTA meetings as well as the spring survey results that were inputted by the Principal.

**What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?**

The documentation includes notes from the Title 1 parent events as well as PTA meeting minutes throughout the school year.

**How flexible meetings will be offered to accommodate parents? Check all that apply.**

- ☐ AM Sessions based on documented parent feedback
- ☐ PM Sessions based on documented parent feedback
- ☒ Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- ☐ AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- ☒ Other Virtual Meetings

## REQUIRED ANNUAL MEETING

**Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]**

1. Step 1 Provide information by Administration during Orientation and during Open House.
2. Step 2 Flyers will be provided to families in the 1<sup>st</sup> Quarter to highlight our Title 1 program.
3. Step 3 Handouts will be provided at the Annual Meeting to inform parents of the program.
4. Step 4 School website will have applicable documents posted.
5. Step 5 Images of family engagement activities will be displayed on our school website.
6. Step 6 Parent kiosk will have Title 1 program websites bookmarked and Main Office staff will be able to provide guidance accordingly.

**Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.**

Information will include that fact that our school success is derived in large part from the resources from Title 1. For example, we will share information about the resources that Title 1 provides, such as Interventionists as well as a plethora of resources (e.g. parent resources).

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

(1) The AYP will be provided to families based on the FSA data from 2018-2019 since the state did not administer assessments in the 2019-2020 school year due to social distancing. (2) Our school choice theme will be addressed and discussed at the meeting. Students have a choice to pick the school they attend. (3) The rights of parents will be addressed and discussed at the meeting.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

Parents without access to technology will be provided with daily, weekly, and/or monthly handouts that highlight parent events and various updates. Our school will also use our school messaging systems for phone calls to parents about events and updates. The school marquee will be updated monthly with important notifications.

## REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Step 1: Family survey was sent to all families to provide additional feedback and parent input.

Step 2: Survey data was collated and families were invited to a live Skype session to discuss and evaluate the previous years PFEP and prepare for the upcoming year

Step 3: Parents input was solidified into current 2020-2021 plan.



# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

**Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?**

Our Faculty & Staff will continuously use effective practices. We will also reflect on results and adjust how to build capacity for meaningful parent and family engagement. We will increase communication to increase involvement. Parents prefer activities with handouts, food, books, and student involvement (plays/chorus). For parents unable to attend physically, meetings will be broadcast virtually.

**How will the school implement activities that will build relationship with the community to improve student achievement?**

Our school will continue to build on our business and community partnerships. The activities will have an overarching focus on how we can improve student achievement, including a focus on STEM based activities (e.g. applicable handouts, etc). Family reading night draws a lot of participation due to the take home materials and books provided.

**(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.**

(1) The room will support the engagement, as it will be often referenced in verbal and non-verbal communications. Parent-teacher meetings will take place in the room for easy access resources.  
 (2) The room is advertised to parents in flyers and newsletters as well as a sign next to the Main Office counter that directs parents to the room. Additional information will be listed on our website.  
 (3) Title 1 resources are labeled in the room and checks out the materials to the parents. This year we plan to add Parent Engagement learning kits for parents to help students at home. Teachers and office staff will be trained in procedures for checking out materials to parents.

**If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to**



### use the resources and materials at home with their children?

Resources are a part of the training as they are referenced at the events, such as the FSA Information Saturday and Family Reading Night. Resources such as the hand 2 Mind Math and STEM kits are available in the Parent Resource room for checkout and home use. Teachers train the parents upon checkout and build their understanding so that they can complete the activities at home with their children. Activities are demonstrated in a way so that parents can re-enact the educational activities with their child using academically correct **process**.

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should **contribute** to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> 1. How to <b>complete</b> the <b>parent</b> portions of FASFA 2. How to <b>research</b> college websites for what their child need for <b>admission</b> 3. How to use <b>OneDrive</b> and <b>Focus</b> to keep up on graduation indicators 4. <b>About</b> the most popular scholarship websites and tips for <b>receiving</b> funding	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Mr. Royal	Parents will learn and understand how Title I funds impact the school	August 2020	Feedback forms
Title I Developmental Meeting (required)	Ms. Spinner	Gather input from parents and share past usage of Title I dollars to make informed suggestions	April 2020	Feedback forms
Family Reading Night	Mr. Royal	Parents will learn how to develop good	October 2020	Feedback forms, student

		reading habits in their child. Parents will learn how to pick out appropriate books. Parents will receive take home activities and books to work with their children to improve achievement		achievement on i-Ready Fall to Winter
STEM Saturday	Mr. Royal	Parents and <b>students</b> will learn different STEM concepts and help improve their science understanding. Parents will have make and take materials to continue the learning at home	February 2021	Feedback forms, Student achievement on District EOC assessments
Transitioning to 5th/6th Grade	Ms. Smith	Parents will understand the nature of middle school <b>course</b> scheduling, monitoring homework and grade <b>portal</b> , and student study skills to help their student achieve better in middle school	February 2021	Feedback forms, Monitoring 5 <sup>th</sup> graders that apply to magnet schools
Family Math Night	Mr. Royal	Parents will learn math concepts and how to work with their students at home. Parents will be provided with make and take activities.	December 2020	Feedback forms, School data on district platforms and state assessments would demonstrate effectiveness

*Schools may add or remove rows as needed.*

## PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that 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 discussed with parents of elementary aged students.

**As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that **conferences** were held with parents describing the compact?**

The parent compact was developed during the PFEP Developmental meeting in conjunction with parent input and support. Parent communication logs and signed parent compacts will be filed during parent conferences. As a part of the parent conference log, teachers will be reminded to review parent compact with parents.

**How will the principal ensure required **conferences** are implemented with ALL parents pertaining **explaining** the Parent Compact?**

Teachers will record their parent conferences on a parent conference log showing the discussion of the parent compact. The parent compact will also be reviewed at Open House, all Title I events and Orientation. Conference logs will be collected quarterly.

## INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for **teachers**, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct **instruction** to participating students are under the direct supervision and in close and frequent proximity to a **state-certified** public school teacher.

**As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.**

(1) Notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed will be filed in the Principal's office.

(2) Documentation showing parents were provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan will be kept in the Principal's office. Parent letters will be sent home regarding OOF field teachers. We currently have no ineffective **teachers**.



## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school **receives** Title I, Part A funds, it is **responsible** for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the **school** will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Early Release training	Dr. Spinner	Improved relationships between teachers and students and families	Monthly Early Release Trainings	Sign-in sheet Completed book review form, teacher discussions, evaluation, Improved school climate surveys



# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
X	IDEA - The Individuals with Disabilities Education Improvement Act	Our Faculty & Staff will take <b>measures</b> to <b>ensure</b> that all students with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for <b>further</b> education, employment, and independence.
X	VPK - Voluntary Pre-Kindergarten	The Voluntary Prekindergarten Education <b>Program</b> is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK <b>students</b> at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
<input type="checkbox"/>	Title I, Part D – Prevention and intervention programs for <b>children</b> and youth who are Neglected, Delinquent or At Risk.	
X	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Our Main Office staff and Data Entry Clerk will provide <b>information</b> to families who have a need of services for their homeless child. All students will have the same opportunities of their classmates to participate in school activities and other school-related programs.
X	SAI - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental <b>instructional opportunities</b> .	Our school will continue to provide SAI <b>tutoring</b> services for students in-need. The <b>tutoring</b> will be available for a select <b>number</b> of <b>students</b> due to the budget allocation that is to be determined.
<input type="checkbox"/>	Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A – Helping English <b>Language</b> Learners achieve English proficiency	

Schools may add lines as *needed*.

# Title I, Part A Parent and Family Engagement - Fund 48877

**SCHOOL: #3019 RUTH N. UPSON**

	PROJECTED PRELIMINARY ALLOCATION	BUDGETED AMT.
<b>TOTAL BUDGET</b>	<b>\$3,400.00</b>	<b>\$3,400.00</b>

**Software Licenses for Parent Usage - Quote Required - License term must begin on or after July 01, 2020 and ends on June 30, 2021.**

FA/CI	Name, Description, Price	Purpose	Quantity	Total Cost
6100/369				
6100/369				
6100/369				
6100/369				
6100/369				
6100/369				

\$0.00

**Materials & Storeroom Items for the Parent Resource Room**

FA/CI	Vendor Name (if Applicable)	Materials and Purpose	Total Cost
6100/510			
6100/510			
6100/510			
6100/510			
6100/510	Storeroom	Supplies for the parent events such as pens, construction paper, etc for even	\$109.78
6100/519	Storeroom	(For Printer Toner for PARENTS Only)	\$122.00

\$231.78

**Equipment for the Parent Resource Room**

FA/CI	Vendor Name	Items and Purpose	Total Cost
6100/640			
6100/640			
6100/640			
6100/640			
6100/640			

\$0.00

**Parent and Family Engagement Activity 1 - Complete All Items That Apply for the Event**

Activity Name	Family Reading Night	Activity Date	Oct-20		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	2	2	34.24
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				5.94
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Drinks, paper products, snacks		75	100.00
6100/390	Light Refreshments - ordered	Pizza		75	200.00
Total					

\$340.18

**Parent and Family Engagement Activity 2 - Complete All Items That Apply for the Event**

Activity Name	Family Math Night	Activity Date	Dec-20		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	2	2	34.24
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				5.94
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			



## Title I, Part A Parent and Family Engagement - Fund 48877

6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased		
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Hand 2 Mind - Math Fluency kits (K through 5 (6 total)), Money value game, multiplication and division game, Place value game, Crocodile Hop game, Pizza fraction	50	958.60
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Drinks, paper products, snacks	50	100.00
6100/390	Light Refreshments - ordered	Pizza	50	100.00
				\$1,198.78

### Parent and Family Engagement Activity 3 - Complete All Items That Apply for the Event

Activity Name <b>STEM Saturday</b>		Activity Date <b>Feb-21</b>			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	3	2	51.36
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				8.91
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Hand 2 mind Order - Stem in Action Kits (Marble maze, Spinning toya, Balancing toys, Parachuters kit, Balloon	60		1,268.99
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Drinks, paper products, snacks	60		75.00
6100/390	Light Refreshments - ordered	Pizza	60		125.00
					\$1,529.26

### Parent and Family Engagement Activity 4 - Complete All Items That Apply for the Event

Activity Name <b>Transitioning to Middle School</b>		Activity Date <b>Feb-21</b>			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56			-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor				
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Drinks, paper products, snacks	25		25.00
6100/390	Light Refreshments - ordered	Pizza	25		75.00
					\$100.00

### Parent and Family Engagement Activity 5 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			

## Title I, Part A Parent and Family Engagement - Fund 48877

6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased		
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased		
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		
				\$0.00

### Parent and Family Engagement Activity 6 - Complete All Items That Apply for the Event

Activity Name	Activity Date				
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
				\$0.00	

### Parent and Family Engagement Activity 7 - Complete All Items That Apply for the Event

Activity Name	Activity Date				
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
				\$0.00	

### Parent and Family Engagement Activity 8 - Complete All Items That Apply for the Event

Activity Name	Activity Date				
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			



## Title I, Part A Parent and Family Engagement - Fund 48877

6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased		
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		
\$0.00				

### Parent and Family Engagement Activity 9 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
#A/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$0.00

### Parent and Family Engagement Activity 10 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	include up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	include up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace with a description of items here			
6100/390	Light Refreshments - ordered	Replace with a description of items here			
					\$0.00

### Parent and Family Engagement Activity 11 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			



## Title I, Part A Parent and Family Engagement - Fund 48877

6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		
				<b>\$0.00</b>
<b>Parent and Family Engagement Activity 12 - Complete All Items That Apply for the Event</b>				
<b>Activity Name</b>		<b>Activity Date</b>		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0
6100/160	Translators Salary (NN67MA)	\$10.00	0	0
6100/200	Childcare/Translator Benefits @17.35%			-
6100/370	Postage of Parent Mailouts			-
6100/310	Vendor presentation	Replace this text with Vendor name and service description		
6100/390	Transportation	Transportation mode?		
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose		
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased		
6100/510; 6100/519	Materials purchase for parents workshop from vendor			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		
				<b>\$0.00</b>
<b>FOOD BUDGET TOTAL</b>				<b>\$800.00</b>
<b>FOOD BUDGET LESS THAN OR EQUAL TO \$800</b>				<b>YES</b>
<b>TOTAL BUDGET</b>				<b>\$3,400.00</b>
<b>OUT OF BALANCE (MUST BE \$0 and FOOD BUDGET MUST SAY "YES")</b>				<b>\$0.00</b>