

2021-22

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



**School Name:** John E. Ford PK-8

**School #:** 154

Principal Name: Tina Bennett

School Website: <https://dcps.duvalschools.org/johneford>



# TABLE OF CONTENTS

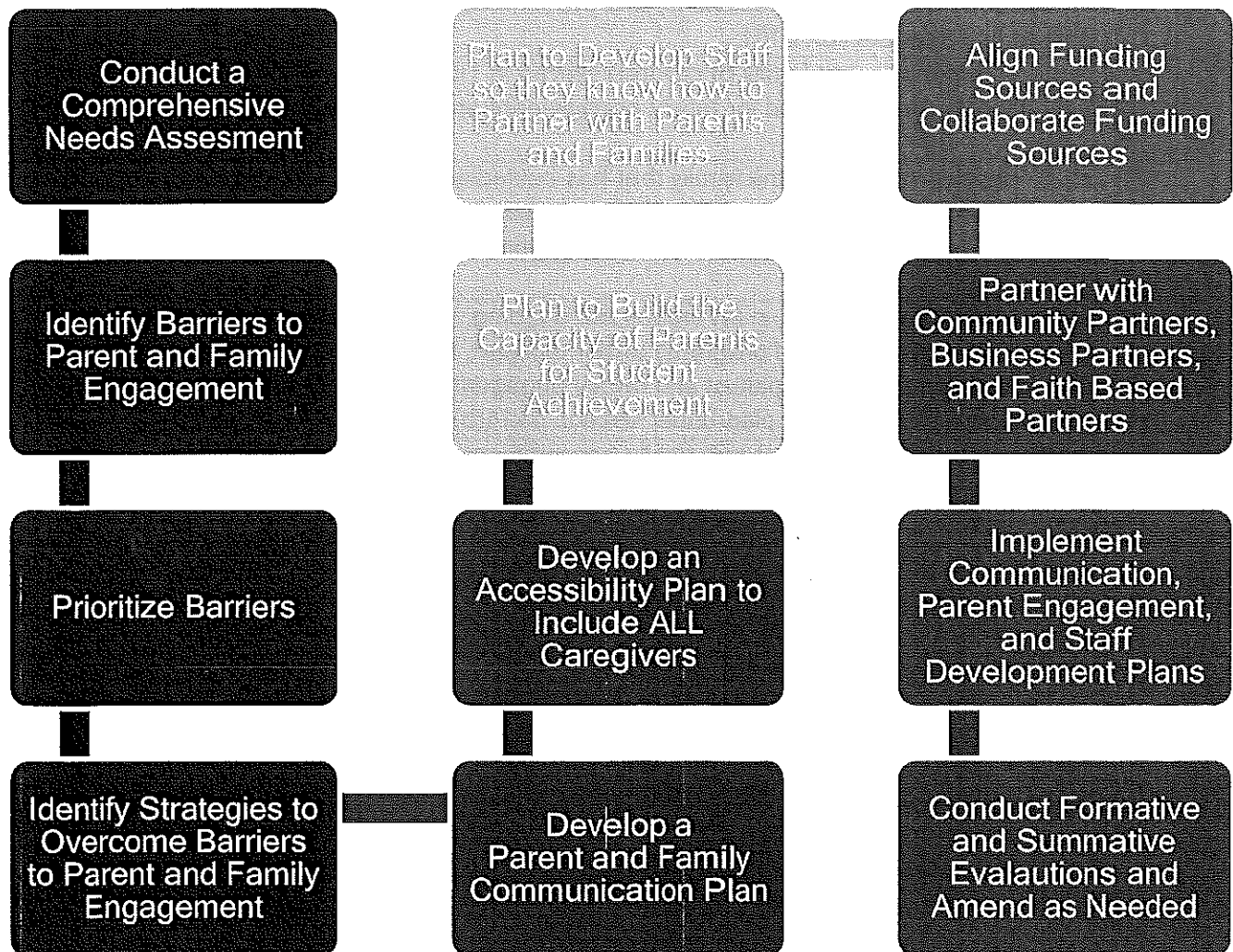
OVERVIEW	3
ASSURANCES	4
NEEDS ASSESSMENT	5
Previous Year Financial and Programmatic Outcomes	5
Fiscal Overview from the Previous Fiscal Year	5
Programmatic Overview from the Previous Fiscal Year	5
Barriers	6
Overarching Outcomes/Goals for the Current School Year	7
COMMUNICATION AND ACCESSIBILITY	8
FLEXIBLE PARENT AND FAMILY MEETINGS	11
INVOLVEMENT OF PARENTS and FAMILIES	11
FLEXIBLE FAMILY MEETINGS	12
REQUIRED ANNUAL MEETING	12
REQUIRED DEVELOPMENTAL MEETING	13
BUILDING CAPACITY	14
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS	14
PARENT AND FAMILY ENGAGEMENT EVENTS	15
PARENT COMPACT	18
INSTRUCTIONAL STAFF	19
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS	20
COLLABORATION OF FUNDS	21

# 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, [Click or tap here to enter text.](#), 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 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 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 type="checkbox"/>	Jointly develop/revise with the family that has custodianship 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 type="checkbox"/>	Engage parents and family, 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 policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school 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 type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input 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.

Signature of Principal/School Administrator

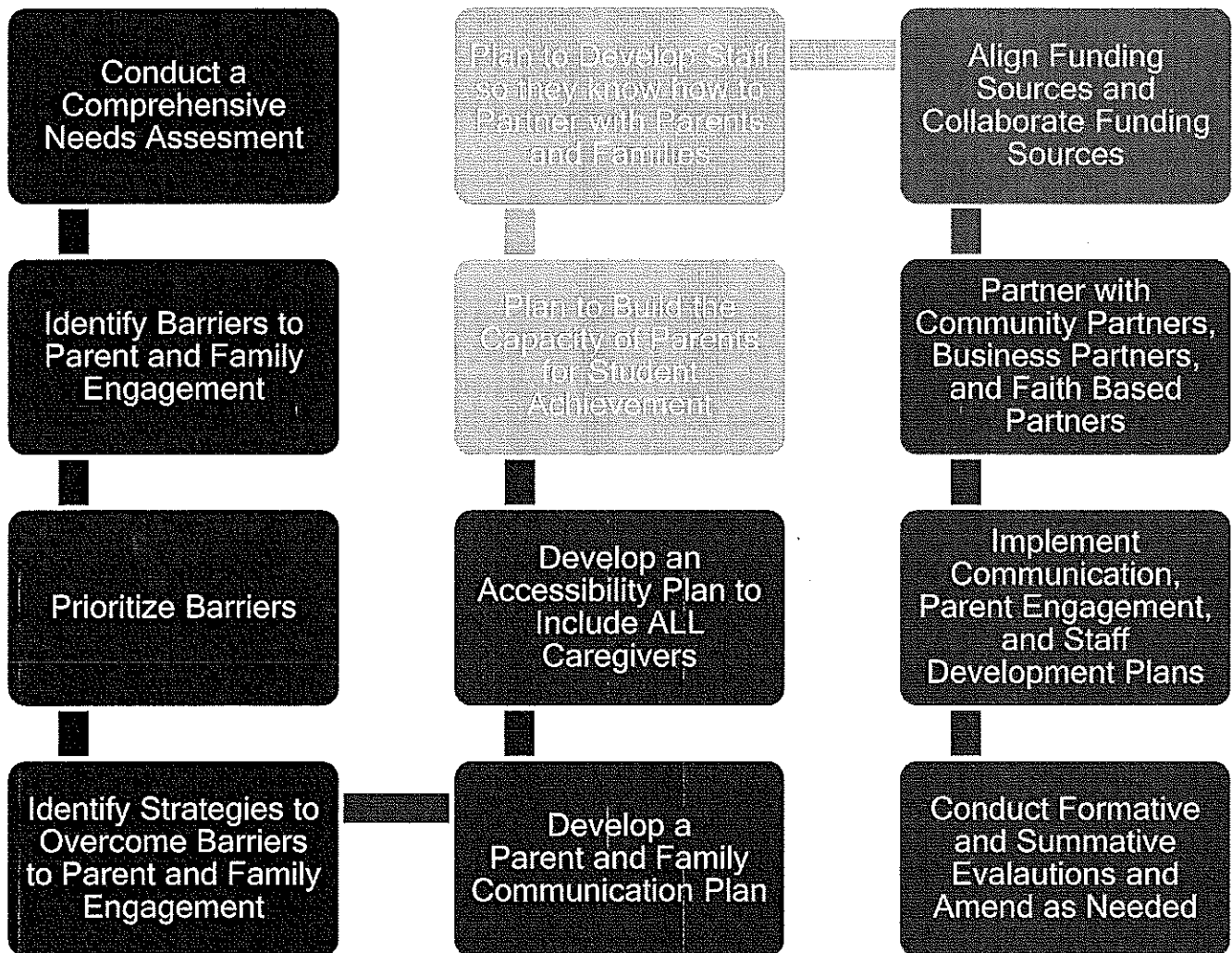
Date Signed

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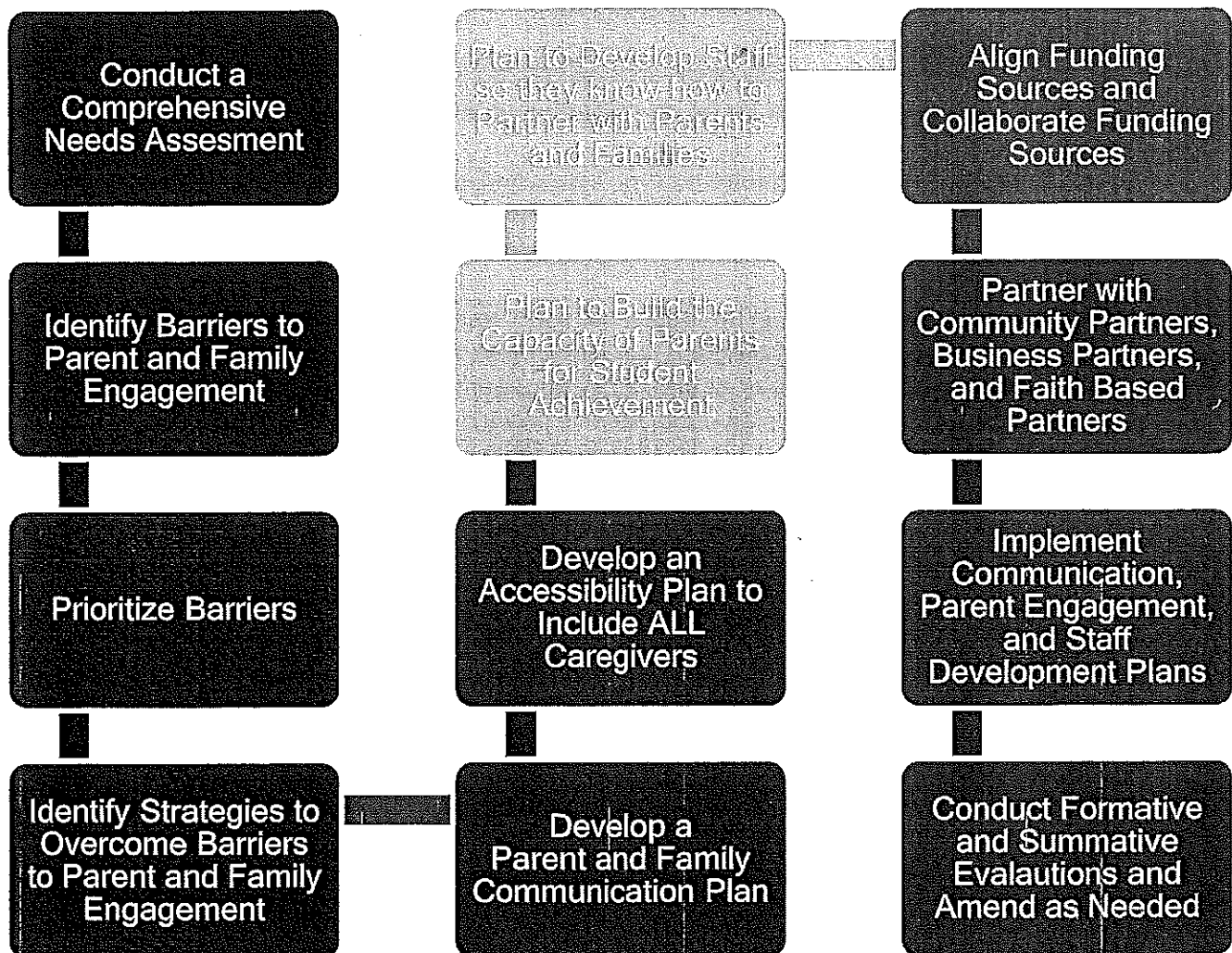


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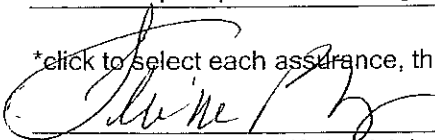


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\*click to select each assurance, this page will require an original signature and submission to the District.

  
Signature of Principal/School Administrator

10/14/2021  
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 Expended	Total Funds Remaining
\$3200.00	\$3200.00	\$0
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		
N/A		

### 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 documented 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 Resource Room? (Include inventory that was not returned or any other information pertaining to parent involvement resource room)
0	0	Due to COVID, visitors were not allowed on campus for the 2020-2021 school year. The intention is that, with CDC and DCPS directives, this might change.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (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 results are not sufficient.)
Annual Meeting (Beginning of Year)	6	Parents noted effectiveness via discussion/survey.
Developmental Meeting (End of Year)	5	Parents noted effectiveness via discussion/survey.
Literacy Night (virtual)	20	Parents noted effectiveness via discussion/survey.

Black History Showcase(virtual)	50	Parents noted effectiveness via discussion/survey.
Math and Science Night(virtual)	20	Parents noted effectiveness via discussion/survey.
iReady and Achieve info session(virtual)	15	Parents noted effectiveness via discussion/survey.

*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.**

Suggestions made that varied days and times for events could help accommodate those with work schedules in the evenings. Timely notices in various formats will aid parents with children at more than one school.

## 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. Virtual events were problematic for economically or technologically disadvantaged families.
2. Communication difficulties for parents/guardians in economically disadvantaged households.
3. Flexible meeting times needed to accommodate those with evening and/or morning work schedules.
4. Home visits-limited access due to COVID- to encourage participation of families with items to aid in this process.
5. Childcare or alternative programming to include younger children during events.

- (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)	COVID	John E. Ford, with guidance from DCPS and CDC, more in-person access to school will be available.
2)	Communication	John E. Ford will vary the methods of communication to reach parents/guardian/families along different avenues.
3)	Flexible Meetings	John E. Ford will provide a variety of morning and evening events to allow more parental participation.

### 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?

Our goal continues to be for John E. Ford PK-8 to offer a variety of meetings both in the morning and the evening to provide the opportunity for parents to attend regardless of their work schedule.

# 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?**

A translator will be provided to accommodate our ESOL/ELL families. Though COVID has reduced the ability for access to the building over the last year, DCPS guidelines have helped to return to our open-door policy. This will allow parents and families to utilize the parent resource center during the school day, as well as provide parents with information they need to best advocate for their children. Transportation assistance will be provided for parents with need at targeted locations near residential complexes we serve. Meetings will be offered in morning and evening hours to provide greater opportunity for parental participation around their work schedule.

**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?**

Parents will be contacted via School Messenger, which has the capability to send out recordings in Spanish as well as English. Parents will also receive information via newsletter, social media, and school marquee.

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

Spanish, English, Creole, Haitian-Creole, French Cree, Telugu, Tagalog, Gujarati, Yoruba, Arabic

## 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) John E. Ford communicates information to parents regularly in a variety of ways (messenger, flyers, and weekly updates). Parents are informed about Title 1 programs available at the school during the Annual Title 1 Meeting and Open House.

(2) Bi-weekly, parents receive newsletters, which outline events taking place at the school and in the communities where many of our students reside. The School Messenger automated messaging system is also used to send parents messages via phone and email to inform them of upcoming events.

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?

Parents are informed about curriculum implementation, academic assessments, end of year expectations, and required proficiency levels during Open House, parental involvement activities, parent-teacher conferences, and FSA Parent Night.

To inform parents of their student's academic progress, elementary progress reports are sent home every 4 weeks, and middle school progress reports are sent home every 3 weeks.

Parents also have access to FOCUS 24 hours a day, 7 days a week to view their child's progress in their class(es). Information provided will be monitored via sign-in sheets from parental involvement activities and printouts from the School Messenger system to track the number of parents who received messages. Materials are available in translated forms to accommodate communication needs in languages other than English.

(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) School organizations such as Parent Teacher Association (PTA), School Advisory Council (SAC), and Parent Volunteers are invited to participate in the review, improvement, and update of policy during planning sessions to ensure parents have input regarding Title 1 Programs. During these planning sessions, parents discuss program implementation, parent involvement budget, and the yearly parent-school compact.

(2) Parents are provided at least one week notice of meetings and agenda topics through the school calendar, school website, exterior marquee, School Messenger phone/email system, and PTA Newsletters and social media.

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]

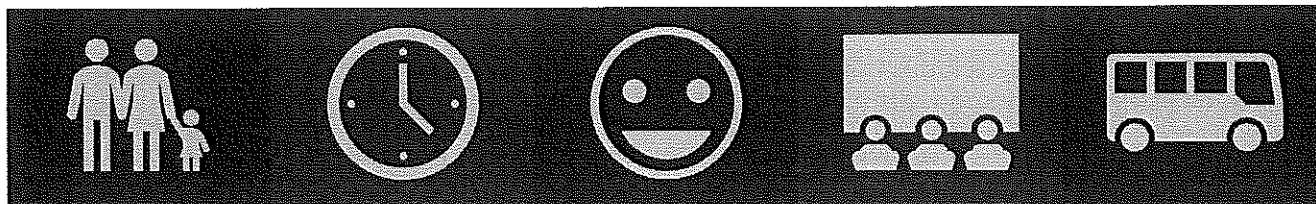
All concerns and comments will be forwarded to the LEA office.

(1) 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**). (2) How will this plan be communicated in all of the languages that apply to your school?

Copies of the PFEP will be available to parents in English and Spanish. A comment box will be placed in the front office for feedback.

# 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)].**

To ensure parents are involved with planning, review, and improvement of the Title 1 programs presented at John E. Ford, parents serving on organizations such as PTA and SAC, along with parent volunteers, were invited to be part of the policy update and review. During this time, parents discuss activity types and implementation, parent-school compact, and parent involvement budget. Parent input is added to minutes of meeting. Parental review of programs and activities throughout the school year is ongoing, with suggestions for variety and improvement. Parents are provided at least one week notice of meetings and agenda topics through the school calendar, school website, exterior marquee, School Messenger phone/email system, and PTA Newsletters and social media.

**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 -
- Childcare -Childcare will be provided for FSA Parent Night. Other events do not require childcare as they are family events.
- Home Visits -Neighborhood walks will take place to provide parents with handouts to include calendar and summary of school events.
- Additional Services to remove barriers to encourage event attendance -John E. Ford is a magnet school serving students from all seven zones of the district as well as those residing in our neighborhood boundaries. Centralized transportation is not feasible based on parental responses.

## 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)]**

Draft of the PFEP was presented to parents during the initial parent meeting. All were advised that their input was accepted and appreciated.

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

According to parent responses, parents wish to have more flexible meeting times in both morning and evening hours.

**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 \_\_\_\_\_

## 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: Assistant Principal (AP) will develop presentation material to be distributed in October.
2. Step 2: Principal will publicize/advertise event vial flyer and School Messenger.
3. Step 3: AP will maintain documentation (agenda and sign in sheets).
4. Step 4: Meeting to be held in October.
5. Step 5: PowerPoint presentation to be created discussing impact of Title 1 funds, AYP, and parental rights.
6. Step 6: Develop calendar of parental activities.

**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 provided through website regarding family meetings and activities. Parents to be notified about plan during Annual meeting and SAC meetings.

**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.**

A PowerPoint will be presented at the Annual Meeting including topics including school grade, AYP, supporting data, and parent's rights.

**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?**

Flyers to be distributed and information provided via School Messenger and in weekly newsletters.

## 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: Developmental meeting will be combined with the end of the year general PTA meeting.

Surveys will be utilized at the event to evaluate program.

# 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?**

Open House: (due to COVID, was live virtual.) Information provided to parents and families about expectations, assessments, and how parents can help their children.

Annual Title 1 Meeting: Provide information to parents re: AYP, rights of parents, and Title 1 programs.

Literacy nights: Content-specific sessions will be provided for parents and students.

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

Input and recommendations from parents and staff will be incorporated into event scheduling through the school year. Events will be scheduled before, during, and after school/evenings to accommodate varying schedules. Additionally, several events are scheduled for Saturdays mornings in the communities in which many students reside.

**(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) Located in the guidance suite, Room 2 D, signage is provided directing to location as well as being advertised in weekly parent newsletter.

(2) Parent and Family Engagement Room is advertised by newsletters and signage.

(3) CRT staff member, located in office directly beside Parent Resource Room, has received training on how to assist parents in finding needed information and properly sign out resources.

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?

Interactive games for children have been purchased for use during parent conferences to build awareness of the importance of reading and to provide academic enrichment to the child.

Reading materials are being purchased from The Parent Institute to help provide awareness to parents of the valuable impact on student success literacy provides.

## 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. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2021, February 2022</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)	Shana Ingram	Provide information to parents about Title 1 programs. Increased Parental Involvement.	September 2021	Parent Surveys
Title I Developmental Meeting (required)	LAF Committee	Increase parent involvement and cultural diversity	TBA Sept/Oct 2021	Parent Surveys

Health and Fitness Night	Coach Tree	Increase parent involvement and health education	Sept 2021	Parent Surveys
<b>Achieve and iReady Parent Information Night</b>	Shana Ingram	Content specific sessions will be provided for parents and students. Increased levels of Reading Proficiency School-Wide	Nov 2021	Parent Surveys
<b>Title 1 Annual Meeting (required)</b>	Shana Ingram	Provide information to parents about Title 1 programs. Increased Parental Involvement.	Nov 2021	Parent Surveys
Music Night	Staci Pendry	Increase parent involvement; studies show music enhances student achievement.	Dec 2021	Parent Surveys
<b>Transition to High School Night</b>	Libby Curran	Content specific sessions will be provided for parents and students. Grade specific requirements will allow families to target academic choices for students for next educational level.	Jan 2022	Parent Surveys
Black History	Showcase BHS Committee	Increase parent involvement and cultural diversity	February 2022	Parent Surveys
Transition to Middle School Night	Libby Curran	Content specific sessions will be provided for parents and students. Grade specific	Feb 2022	Parent Surveys

		requirements will allow families to target academic choices for students for next educational level.		
FSA Parent Information Night	Shana Ingram	Increase parent's knowledge of State Assessments and requirements. A better understanding will help parents assist their child gain and retain proficiency. Parents will be given a mock assessment on the various FSA assessments.	March 2022	Parent Surveys
Literacy Celebration	Laurie Blaylock	Content specific sessions will be provided for parents and students. Increased levels of Reading Proficiency School-Wide	March 2022	Parent Surveys

*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?**

Evidence will be uploaded on digital compliance portal.

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

All teachers will be required to submit/log parent conferences and retain a copy in student folder.

# 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.**

Letter will be sent out to parents of students enrolled in classrooms where teachers are considered out of field.

## 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
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2021</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Poverty Simulation with Title 1 Team	Shana Ingram	To improve ability for staff to work with parents and families	March 2022	Sign in sheets, evaluation sheets, follow up with teachers.

# 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)]
<input checked="" type="checkbox"/>	<b>IDEA</b> - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title 1 seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and to give families strategies for providing a safe environment.
<input type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	<b>Title I, Part D</b> - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title 1 seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	<b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	<b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency	

*Schools may add lines as needed.*

