

School Name: Beauclerc Elementary

School Number: 230

2019-20

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

School Principal: Matt Walker

School Website:

<https://www.doe.k12.fl.us/schools.org/beauclerc>



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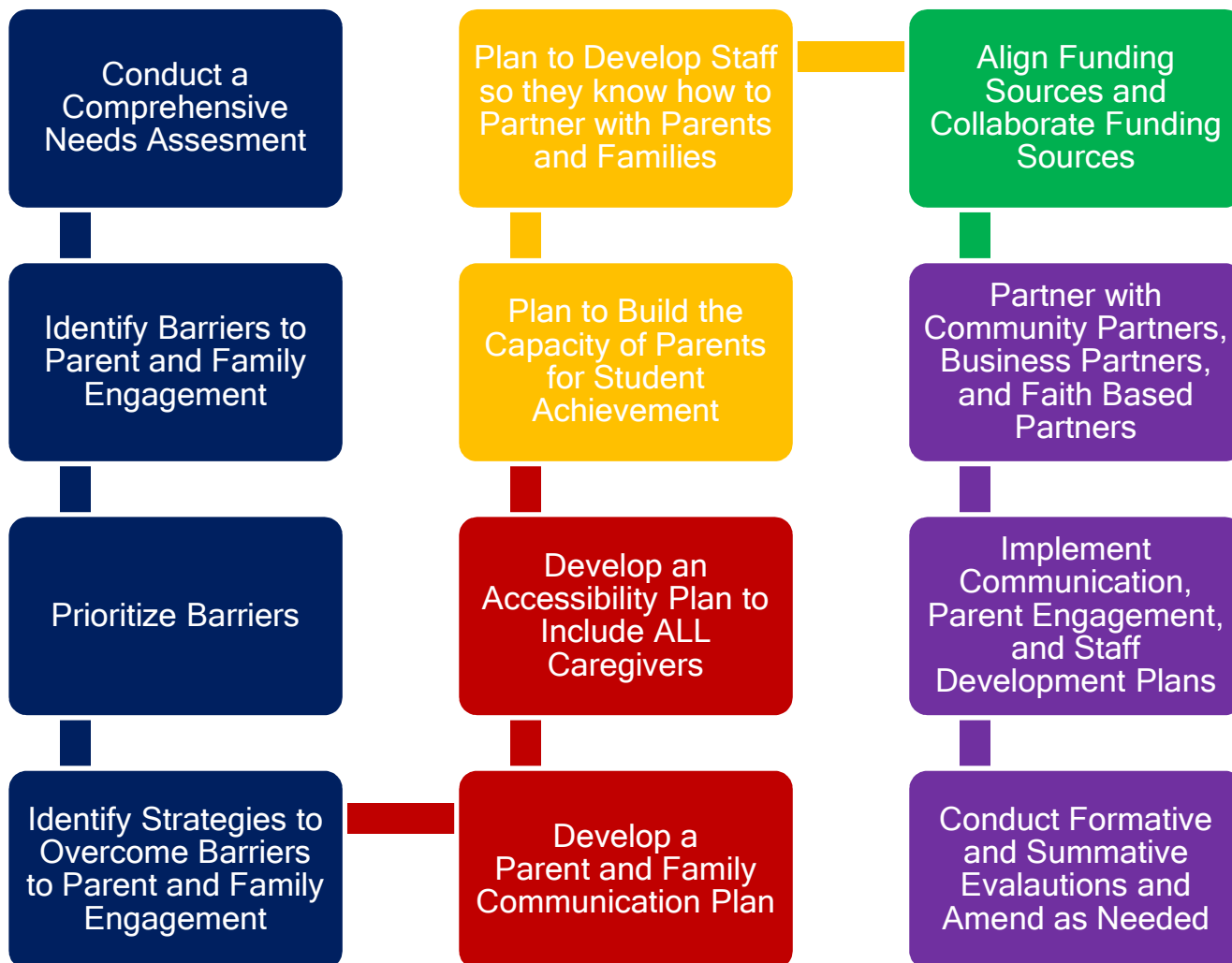
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OVERVIEW

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, Aaron M. Walker, 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/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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; 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.

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 Expended | Total Funds Remaining |
|---|----------------------|-----------------------|
| \$3,010.00 | \$2,710.00 | \$300.00 |
| 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 | | |
| A purchase order for food items were spent but not allocated to be spent from Title I funds. This occurred during the time in which the former bookkeeper transitioned to another school and before the current bookkeeper was present. | | |

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) |
| 4 | 4 | 1) Include the parent resource room as a location to hold parent teacher conferences 2) Promote the parent resource room and its resources during the Title I Annual Meeting, Open Houses and Parent Events 3) Use resources from the parent resource room during our Family Engagement night in February |
| Summary of Parent Engagement Events from the Previous Year | | |
| Name of Activity (add all activities from the 2018-19 school year) | 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) |

| | | |
|---|----|--|
| Annual Meeting (Beginning of Year) | 42 | Workshop evaluation |
| Developmental Meeting (End of Year) | 14 | Parental Involvement Plan Development Worksheet Workshop evaluation |
| Elementary Assessment and Blending Learning Event | 52 | Workshop evaluation |
| Festival of Educational Fun | 55 | Workshop evaluation |
| Snack Time: Students Sharing Success | 30 | Student data tracking forms and parent teacher conference notes |
| Dual Language Showcases | NA | Increased student achievement, student assessments, bilingual, biliterate and bicultural dual language acquisition |
| Character Parade | NA | IReady Reading data Achieve 3000 data |
| World of Nations | NA | Student surveys |
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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 during the previous year (not applicable to new Title I, Part A schools).

Based on the discussions and responses from the Developmental Meeting, Beauclerc Elementary School did an excellent job with implementing and communicating Title I events. As a school, we have room for growth in the areas of increasing parental involvement, which are indicated below.

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: Work time conflict with attending school events.
2. Barrier 2: After school activities, such as sports, dance, etc.
3. Barrier 3: Parents are exhausted after a long day at work.

(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) | Work time conflict with attending school events. | Notify parents at least two weeks in advance of an event. Provide opportunities for events to take place prior to a performance | |
| 2) | After school activities, such as sports, dance, etc. | Notify parents at least two weeks in advance of an event. Provide opportunities for events to take place prior to a performance | |
| 3) | Parents are exhausted after a long day at work. | Notify parents at least two weeks in advance of an event. Provide opportunities for events to take place prior to a performance | |

What are the overarching outcomes/goals for the current school year for parent and family engagement?

One of the overarching outcomes/goals for the current school year for parent and family engagement is to increase the use of the parent resource room and to provide parents the necessary tools to help their children succeed socially and academically to become leaders in our society.

Another overarching outcome/goal for the current school year for parent and family engagement is to increase the number of families engaged and involved attending events. By scheduling family engagement events prior to a school performance, the number of parents more likely to attend will 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 21st 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. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The school will provide full opportunities for participating in parent and family engagement activities for all parents and families by communicating the purpose of the event effectively. The following communication tools will be used and provided:

- ClassDojo
- Blackboard Communications (previously School Messenger)
- Printed event flyers to be sent home
- Notifications via school website, Facebook, Instagram, Twitter, Peachjar
- School Marquee

Engagement activities will be scheduled around the flexibility of our parents based on the feedback received from the developmental meeting. All communications of events will have specific details which will include the following:

- Date
- Time
- Location
- Purpose
- Focus

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?

Currently, the school will use the district's Blackboard Communication System, the school's marquee, newsletters, social media platforms (Facebook, Instagram, Twitter and ClassDojo) to announce and inform parents of upcoming events at the school. All communications will be translated in Spanish, since we are a dual language school. Beauclerc also has bilingual teachers, paraprofessionals and office assistants to assist with the language barriers and are able to translate for our limited English proficient students and parents.

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

Other languages spoken by students and parents at the school are Spanish, Portuguese, Albanian, Arabic and a Guatemalan dialect referred to as Mam.

ClassDojo provides parents with a translation of the posted messages. Beauclerc also has a paraprofessional that can speak Portuguese and another paraprofessional that can speak Albanian who can assist with translations as needed.

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

(1) Parents and stakeholders will receive information about parent workshops and school-wide events at least two weeks in advance.

(2) Parents and stakeholders will be notified via Blackboard Communication, the school marquee, ClassDojo, Facebook, Twitter, Instagram, during School Advisory Council meetings and through our school website.

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?

(1) The current curriculum for Math (Eureka), Reading (LAFS iReady) is derived from the district. Supplemental math materials also include Acaethics. Supplemental reading materials also include Reading Mastery Signature Edition (RMSE) and Literacy Learning Interventions (LLI). For Science, in grades 3-5, the curriculum is derived from Houghton Mifflin.

(2) The district utilizes iReady Reading, iReady Math and Achieve 3000, which are Blended Learning (technology) platforms to assess, remediate and monitor progress of our students. In addition, our Dual Language students utilize Achieve 3000 and I-Station in Spanish. The district also provides baseline, quarterly and end of year assessments as progress monitoring tools.

(3) The school will communicate achievement levels through orientation, meet and greet, open house night, parent-teacher conferences, Blended Learning, FSA and SSA parent nights, curriculum and grade level newsletters and through our School Advisory Council meetings.

(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) There are several decision-making opportunities available for parents at the school site. Parent-teacher conferences can always be scheduled to discuss academic progress. Progress reports are sent home for each student quarterly. Parents are also invited to attend School Advisory Council (SAC) meetings to participate in decision making opportunities. In addition, parents have the opportunity for decision making during out Title I annual and developmental meetings that are held throughout the school year.

(2) The school will communicate opportunities for parents to participate in decision making via Blackboard Communication, the school marquee, ClassDojo, Facebook Twitter, Peachjar, SAC meetings and our school website (including OneView).

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]

The school will submit parents' and families' comments to the district Title I office in a timely manner. Comments may be submitted electronically to the administrative team and/or in the form of a hand-written letter. Parents may also write their comments on the workshop evaluation survey. All comments will be reviewed and feedback will be provided.

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**).

The school will publish and communicate the required Title I, Part A of the Parent and Family Engagement Plan to parents and families via the district's Blackboard Communication platform, the school marquee, ClassDojo, Facebook, Twitter, Peachjar, during SAC meetings. In addition, the Title I binder located in the front office will have a copy of the PFEP as well as the parent resource room.

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)].

The school communicates in advance and makes personal phone calls to invite and involve parents and families for SAC meetings where decision making opportunities are presented and where Title I fund expenditures are shared, analyzed and discussed.

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 - After analyzing results from the parent needs survey, transportation is not a concern at this time.
- Childcare - Childcare will be offered at the school site by our teachers as needed for the duration of the meeting/workshop. NO budget is needed as teachers are required to attend three night events as per contract.
- Home Visits - We will offer information as needed at other times as requested by parents, including home visits.
- Additional Services to remove barriers to encourage event attendance - non have been identified at this time.

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 provided during our Developmental Meeting in regards to the best times for parental involvement meetings.

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

The Parent and Family Engagement Plan Development worksheet is evidence that meeting times, transportation, childcare, and home visits for family engagement were assessed.

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
- AM & PM Sessions (Same content to appeal to more parents)
- 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: Choose a date on the master calendar.
2. Step 2: Create a flyer/invitation informing parents and stakeholders of the Annual Meeting and its purpose.
3. Step 3: Share the flyer/invitation via ClassDojo, marquee, website, first day school packets, Facebook, Instagram, Twitter, and post outside of school entrance two weeks prior to the date of the event.
4. Step 4: Share with parents via Blackboard Communication platform.

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.

During the Annual Title I meeting, parents will receive information through a power point presentation about the title I program at Beauclerc Elementary. Parents will be provided with information on how our school qualifies for Title I and the specific state requirements. Parents have the right to request and receive timely information regarding the professional qualifications of their

child's teacher and if their child has been taught four or more consecutive weeks by a teacher that is out of field and is currently working towards credentials. Parents also have the right to know their child's state assessment scores and receive information in the language that they understand.

In addition, parents will be provided with an opportunity to review this year's Parent and Family Engagement Plan School-wide and Parental Involvement funds will be shared with parents to let them know what is being purchased and how those purchased align to the School Improvement Plan and Title I compliance. Upcoming parent night events and their purposes will be shared for learning strategies for helping their child learn at home for increasing achievement in the areas of reading, math and science. State assessment results will be shared and discussed with parents. Information of the Migrant Education Program will also be shared with the parents during this meeting and to ensure the district has a plan in place for students who are in transition. The workshop evaluation survey will also be shared with parents and how important their feedback is to us at the conclusion of each event.

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 adequate yearly progress of students broken down by subgroups will be shared with parents through an information table as a slide in the power point presentation during the annual meeting.
- (2) Information on the school choice theme will be shared with parents as a slide in the power point presentation during the annual meeting and through monthly parent newsletters.
- (3) The rights of parents when schools receive title I, Part A funds will be shared as a slide on the power point presentation during the annual 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?

The school will ensure parents without access to technology receive notification of parent events, communication, information about parent events, school updates, and student progress updates through flyers/invitations sent home, marquee and via Blackboard Communication.

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 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.

The End of Year Developmental Meeting will focus on the evaluation of the Parent and Family Engagement Plan that occurred during the year and prepare for the upcoming year. An evaluation framework will be utilized as a strategy to determine if all goals were attained. During this meeting, stakeholders will analyze evidence, justify conclusions, determine if goals were met to reduce barriers and increase parental involvement.

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?

The school plans to implement activities that will build the capacity of parent and family engagement by reflecting on parent input collected during the Developmental Meeting.

Suggestions include:

- Professional development of understanding the Parent and Family Engagement Plan
- Educational discussions on how to increase and maintain parental support through PTA sponsored activities
- Professional development on mental health
- Professional development on positive behavior interventions, morning meetings, and restorative justice
- Understanding the MTSS process and progress monitoring

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

The school plans to implement activities that will build the capacity with the community to improve student achievement by reflecting on input collected during the Developmental meeting and monthly SAC meetings. For example,

- Educational discussions, meetings and presentations through SAC
- Educational discussions, meetings and collaborations on developing activities for family engagement events

(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 school will continue to implement the Title I Parent Resource Room to support Parent and Family Engagement by holding all parent-teacher -student conferences in the Parent Resource Room. This will provide an opportunity for teachers to extend support to parents by previewing resources and modeling how to use the materials available to parents.
- (2) The Parent Resource Room is advertised to parents through ClassDojo, through a Parent Resource Room tour, fliers, marquee, Facebook, Twitter, Peachjar and our school website.
- (3) The assistant principal will provide training for all office staff personnel. This training will be provided during and office staff meeting where title I resources are reviewed and the process for parent usage and checkout of materials is explained.

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?

A parent resource room tour is provided as one of the Title I events in which funds were used. The parent resource room tour consisted of inviting parents to explain the purpose and engage in hands-on activities with the materials available to them. This tour will take place during the Annual Title I meeting as well as the parent events scheduled throughout the year.

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 | Itemized Budget (if applicable) EVERY BUDGET LINE MUST BE ON THE BUDGET |
|---|----------------------------|--|------------------------------------|--|---|
| <i>Example: FASFA and Scholarship Night</i> | <i>Principal Brad Pitt</i> | <i>Parents will learn:</i> <ol style="list-style-type: none"> <i>1. How to complete the FASFA with their child</i> <i>2. Storytelling techniques so their child will learn how to write a college essay for scholarships</i> <i>3. How to find scholarships for their child</i> | <i>October 2019, February 2020</i> | <i>Sign-in; Evaluation/ Feedback; Parent involvement increase; Parent screen shot of completed FASFA parent page; Student essay.</i> | <i>3 hours of childcare (\$9.93), transportation (\$50.00); light refreshments (\$100.00); 10 Scholarship books for parents @ \$50; 10 ACT books for parent resource room @50; Total: \$1179.79</i> |

| | | | | | |
|--|--------------------------------|--|----------------------------|--|---------------------------|
| Title I Annual Meeting (required) | Kim Jennings Elena Riquelme | As parents gain understanding of the Title I programs, and contribute by participating in events, the anticipated impact on student achievement will increase in the areas of reading, math and science. | August 2019-September 2019 | Workshop evaluation | NA |
| Title I Developmental Meeting (required) | Kim Jennings Elena Riquelme | The anticipated impact on parent achievement will be in the areas of reading, math and science. Increased parental involvement shows that students will receive support at home, which will help their understanding in these core content areas. | May 2020-June 2020 | Parental Involvement Plan Developmental Worksheet Workshop Evaluation | NA |
| Festival of Educational Fun | School Personnel | The anticipated impact on parent learning will be the whole child's well-being. Parents will be exposed to reading, math, science, health and fitness activities their children can do. These experiences will assist parent knowledge and assist students by expanding on an idea or building their background knowledge. | October 2019-February 2020 | Workshop Evaluation | \$300.00 for refreshments |
| Parent Academy | School Personnel | The anticipated impact on parent learning will be for parents and caregivers to learn strategies they can use at home to support their children in school. | December 2019 | Workshop Evaluation | \$250.00 for refreshments |

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|--|--|---|-----------------------------|---------------------|---------------------------|
| | | They will have the opportunity to discuss habits, both good and bad, learn how to become more involved with their children's school and receive information about free resources available for all families. | | | |
| Family Fun Night with Blended Learning, Data and Games | | The anticipated impact on parent learning will be on understanding the student achievement data based on the blended learning platforms that are available to our students. Parents will have an opportunity to use resources from the parent resource room to assist their children in the areas of reading, math and science. | December 2019-February 2020 | Workshop Evaluation | \$250.00 for refreshments |
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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 following evidence that will be provided that will show that Beauclerc as jointly developed a school-parent compact and that conferences were held with parents describing the compact:

- Title I Developmental Meeting Power point
- Title I Annual Meeting Power point
- Open House Power point
- Parent-teacher conference notes

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.

The following evidence will be provided that will show that Beauclerc has (1) notified 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 through a power point presentation during the Annual Title I meeting. (2) Letters will be sent home to students whose teachers were ineffective, out of field or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

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.

Items in red are examples

| Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness |
|---|--|---|--------------------------------|--|
| Book Study on Steven Covey's <u>The Leader in Me</u> | Administrative Team and Academic Coaches | Improved relationships between teachers and students and families using the 7 Habits of Highly Effective People and applying those principles found in The Leader in Me | September 2019-March 2020 | Sign-in sheets, Completed book review form, teacher discussions, evaluations |
| Administrative Common Planning and Early Dismissal Days | Administrative Team and Academic Coaches | Improved ability for staff to work with parents and families regarding student achievement data, progress monitoring of student growth, | September 2019-May, 2020 | Sign-in sheets, agendas, 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"/> | IDEA - The Individuals with Disabilities Education Improvement Act | The school coordinates and integrates school level Parent and Family Engagement funds, programs and activities by providing the parents of children with disabilities opportunities to collaborate in school-based decision making. Such opportunities are through SAC meetings, parent involvement activities, parent academies, parent conferences and facilitated IEP meetings. |
| <input type="checkbox"/> | VPK - Voluntary Pre-Kindergarten | |
| <input type="checkbox"/> | Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | |
| <input type="checkbox"/> | Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | |
| <input type="checkbox"/> | SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | |
| <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 Language Learners achieve English proficiency | |

Schools may add lines as needed.