

. 2021-22
Title I, Part A ***R.V. Daniels***
Elementary Parent and
Family Engagement Plan



School Name: R.V. Daniels

School #: 162

Principal Name: Johnny Bryant, III

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



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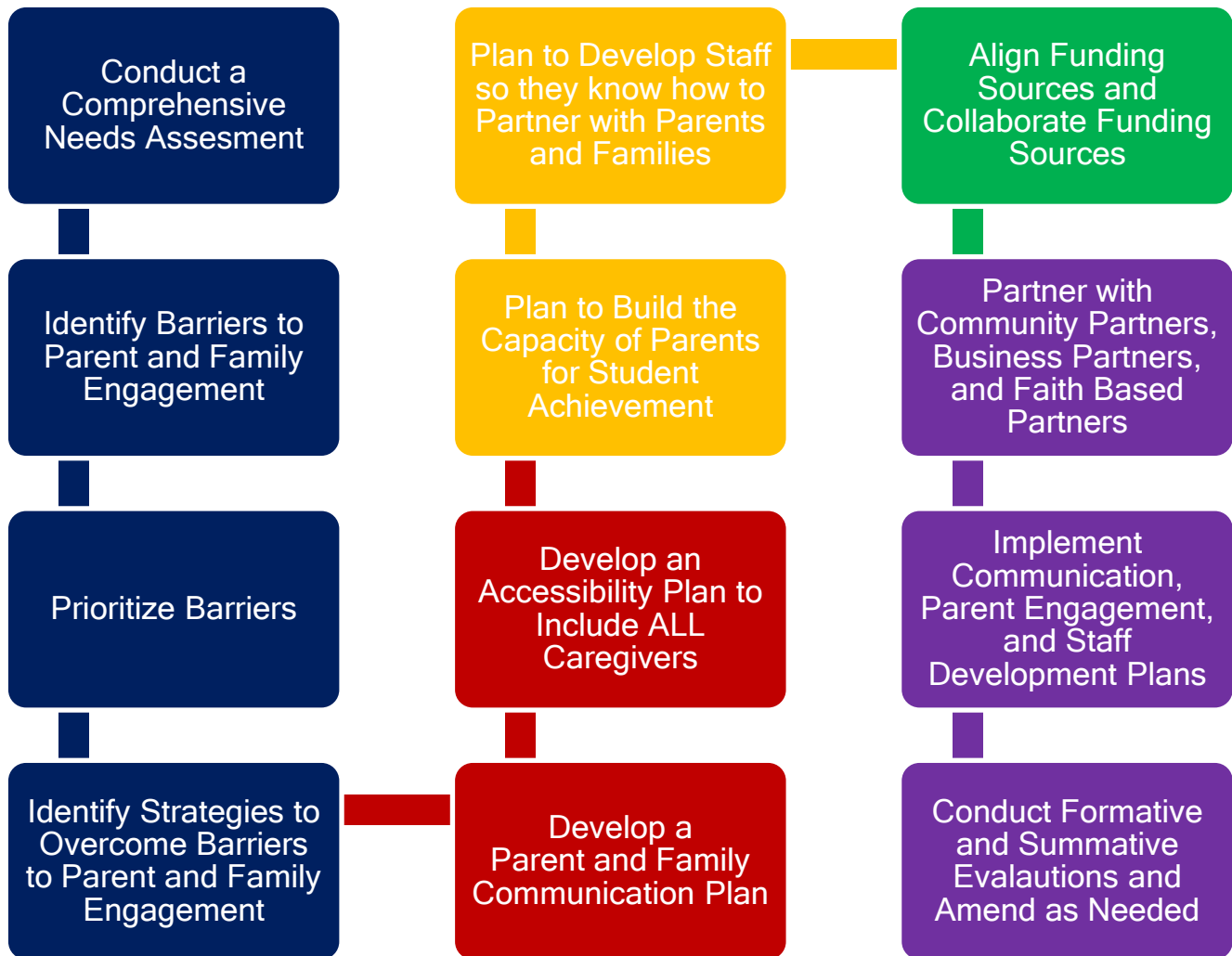
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OVERVIEW

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, Johnny Bryant, III, 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.

Johnny Bryant, III
Signature of Principal/School Administrator

6/30/21
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
\$3,200	\$2844.53	\$355.47
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		
There was a change in administration mid-school year and with covid-19 restrictions there wasn't any opportunities to engage families for in person parent/caregiver events. For the upcoming school year for any remaining funds parents/caregivers will be surveyed on options that are aligned with Title I guidelines for spending funds. Also opportunities for school to meet with parents/caregivers to make adjustments to the budget if necessary.		

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	As Covid-19 restrictions lift we want to encourage parents/caregivers to make use of the materials that are available from the resource area. Information will be posted on our school website when materials will be available. Also faculty and staff will be sharing information during teacher-parent conferences as a resource for parents to help support student achievement.
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)	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.)

	sheets in Digital Compliance)	
Annual Meeting (Beginning of Year)		This meeting occurred around August/September well before new administration was in place
Developmental Meeting (End of Year)	10	Parents and stakeholders involved were to gather information for use in guiding and help planning PFEP activities for the 2021-22 school year. They shared past ideas to increase parent involvement.
Virtual Literacy Night	7	This night was to promote early engagement in reading/literacy in the elementary grade levels. We hosted children's book author Mr. Henry Cole and he shared his insights from being a teacher and how his life experiences helped him in to develop a love of literacy and encouraged families to use every opportunity and experience as a literacy lesson.
Virtual College and Career R.E.D. Night	15 families	Since this event was held virtually about 15 families logged in for this event. This event covered topics ranging on how parents/caregivers play a role in how they can be a coach, counselor, and cheerleader for their children and the activities that parents already engage in when it comes to motivating their children to succeed.

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.
The feedback from parents were enlightening since they were involved in the planning stages and that their input will be considered. The main goal from the meeting was how to re-engage parents/caregivers in school activities as Covid-19 restrictions begin to relax.

Looking forward to promoting more family oriented events that can be held either in-person or virtually.

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- Covid-19 restrictions
2. Barrier 2- Attendance
3. Barrier 3- Communication
4. Barrier 4- Available Time
5. Barrier 5-

(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- 19	Planning more virtual interactive activities for families to engage in. As Covid-19 restrictions begin to relax then we can begin transitioning to more in-person activities
2)	Attendance	Encourage parents/caregivers to attend school events that showcase student work and promote ways to further assist with student academic growth.
3)	Communication	Continue to notify parents/caregivers via Class Dojo, parent link messages (weekly) of all upcoming events at least a month in advanced and a week prior to scheduled event.

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?

Increase parent/caregiver attendance and participation for each scheduled event and revitalize the parent resource area as Covid-19 restrictions relax for visitors to return back to the school building. These will incorporate activities/events that will bridge the gap between home and school as it relates to academic skills and strategies .

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. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

We will offer a variety of events and family focused scholarly nights throughout the year. Events will be offered at varied times of the day to provide opportunities for attendance that does not interfere with work schedules. Parents are provided an opportunity for input on events and/or workshops that are of interest to them. We will also ensure this communication is advertised at least one month and then two weeks prior to the event so parents/caregivers can plan accordingly to attend. Information will also be made available to parents in their chosen language.

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?

All communication will be done in three formats. First, there will be a phone call through our automated phone system for each family member identified within FOCUS. A monthly calendar will be provided as well in paper and published on the school website. Additionally, the school website and Class Dojo will be a source for posting this information as well as reminders to keep parents informed. Additional language versions of items are made available upon request.

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

English, Spanish, Telugu

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) Information about Title 1 program and activities will be provided both at SAC and PTA meetings. Additionally, this information is available upon request. All versions of information availability are posted as part of a prominent bulletin board located in the front office hallway. This information is both summarized and there is a posted information availability flyer.
- (2) School messenger, the school website, and Class DoJo. We will notify parents with a minimum one-month notice in order to provide translation services as needed.
- (3) Blackboard Parent Link, Monthly Calendar, Flyers, School Website, and Class Dojo will be used to communicate this information.

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) Through the efforts described above which include our core curriculum nights. Open House, as well meetings on a per request basis with the individual teachers and/or administration.
- (2) The blanket presentations do not always represent enough information for each and every parent so individualized meetings are available to continue to support parental understanding and parent involvement.
- (3) The achievement levels students are expected to obtain will be provided in the presentations and in a take home flyer for the parents. This information will also be available to families who are unable to attend the event.
Literature can be provided in various languages and formats if needed and available from the District.

(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 wide decisions and opinions are gathered through various general and committee meetings including PTA, SAC, and parent volunteers. The Title I Developmental meeting is also an opportunity for decision making. Surveys will be used to gather information and solicit preferences and ideas from our families.
- (2) Meeting announcements and flyers will include key agenda points to be discussed. Decision making opportunities will be available online through the website, and Class Dojo.

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]

This will be done systematically as the parents can leave comments both anonymously and inclusive of a name, to create an atmosphere of acceptance and prevent parents and families from feeling unnecessary strife about filing a complaint or comment. Any issues that arise will be discussed and a plan for appropriate action will be discussed and during the weekly leadership meeting at the school including a plan for implementation and follow-up. If needed these comments will be passed to the LEA.

(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?

In addition to being made available online, the school will provide a copy of the Title I, Part A Parent and Family Engagement Plan to families on request. A copy will also be kept in our Parent Resource Room. The plan will also be made available in multiple languages based on the languages of our parents.

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)].

We will communicate regularly in a timely manner with parents about Title 1 program updates through our PTA and SAC monthly meetings. During each Parent Night and School-wide event, we will explain the connection between curriculum and academic progress. We will set the expectation for proficiency in each content area. During each SAC and PTA meetings, we will solicit parent volunteers for upcoming events. Parents and other community stakeholders will be asked to give input on how funds are used to improve academic achievement.

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)]

The school will use other funds outside of Title I to possibly assist in this area to provide these services to remove barriers to encourage event attendance.

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)]

Through the parent and family engagement developmental meetings as well as workshop evaluation feedback forms.

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

Workshop feedback forms and attendance rates.

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. Planning- Establish a date and time, agenda and purpose for the Annual Title 1 Meeting during a Leadership Team Meeting
2. Assignments-Assign Leadership Team member's actionable items
3. Notification Using student agendas, we will insert a reminder of the date and time the meeting will occur. We will send a school messenger notification reminder about the meeting.
4. Conduct Meeting: Discuss budgetary expenditures & Present PowerPoint (Review PFEP and solicit input via the Parent Involvement Development Worksheet)
5. Implementation of PFEP
6. Review Effectiveness of PFEP

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.

R.V. Daniels will utilize the Title I, Part A, Annual Overview of the Title 1 Program PowerPoint during our Annual Meeting. We will inform the parents that the purpose of the meeting is to discuss the federal guidelines involved with holding the Annual Meeting and to explain the Title I programs and requirements with R.V. Daniels being a Title I school. The PFEP, School Compacts, Parents Right

to Know, Academic Data/Assessments and how the parents can be engaged are other topics that will be discussed.

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.

The leadership team at R.V. Daniels will present a PowerPoint slideshow describing what AYP is, our goals to meet AYP in the current academic year, our monitoring programs through blended learning platforms and Unify/Performance Matters, and our projections. We will cover the school choice program and provide information as it pertains to the school choice with brochures and information provided by the school choice office from the county. The rights of parents as it pertains to each of these portions of the meeting will be incorporated throughout.

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?

Provide regular communications via monthly calendars, letters sent home with students as well as regularly scheduled progress reports as well as report cards and finally allow parents to use the technology within the school building to access some of the information as well. Beyond allowing access to technology inside the school, we will also send home flyers.

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.

Input for the PFEP will be obtained using the Developmental Worksheet completed by parents during the meeting. We will also review the document and the completed portions. The floor will then be opened for questions, comments, and feedback. Revisions will be made based on feedback and we will submit changes for review.

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 leadership team at R.V Daniels will plan for and provide timely information to parents for our targeted events that correlate to each of the core academic subjects (Reading/English, Math and Science Nights) and being held at the school as part of our outreach to the parents and families. This information will be conveyed in ways in order to encourage participation and engage parents and families. (phone, e-mail, paper flyers, Class Dojo)

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

These same Core Academic Night activities will be targeted at teaching and showing the parents and families what the students are working on. They serve as an introduction, engagement and a stimulus for parental understanding of the content and strategies being taught within the school.

(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.

When Covid-19 restrictions are relaxed for access to school building, during parent and teacher conferences, the parents will be given a tour of the area and provided with possible suggestions for use of materials. Teachers are also trained on using the area since they will utilize it for parent and teacher conferences. Front office staff are given an in-depth training and teachers are given an overview of what is available. The parent resource room will be on display during these events and we will encourage parents to check out the available resources. We will also send home information about the resource room. Parents can check things out as needed via the front office.

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?

Additional supplies such as paper, pens, dry-erase markers, etc. will be purchased utilizing PFEP funds for parents to use in our Parent Resource Area as well as at all of our PFEP events. Channing Bete materials will be purchased to provide parents with additional informational brochures that will help them with student achievement at home. College Red will also be presenting so they can provide parents with tools to help their children succeed academically and socially. Digital access to College R.E.D. will also be provided to parents to allow them 24/7 access to the tools they need for family activities. The school has utilized this vendor previously with great success and the parent response to continue this partnership for the 2021-22 school year was positive. This event helped introduce RVD families to one another and is helping the school community to help once again re-engage in having a family focused atmosphere. For the funds allotted to purchase items from School Aids, we will be purchasing literacy, math, and STEM products that parents/caregivers can check out to use for extended home learning activities.

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> <ol style="list-style-type: none"> 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</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</i>

		<i>for receiving funding</i>		<i>admission requirements</i>
Title I Annual Meeting (required - no allocation)	Bryant, Kirkland		August 2021	Parent Sign in Sheet Feedback Forms
Title I Developmental Meeting (required - no allocation)	Bryant, Kirkland	1. Parents will be given the opportunity to provide input on upcoming parent events and solicit ideas for school purchases to provide parents with tools to assist children at home. 2. Parents will be given strategies and improve understanding of the Title I process.	February 2022	Parent Sign-in Sheet Feedback Forms
FSA Parent Night (see budget)	Bryant, Kirkland, Brown	Teach parents strategies to improve test taking skills so they can practice those skills with their students increasing student test readiness	November 2021	Parent Sign-in Feedback Forms Student progress monitoring forms that highlight how students should be showing academic progress on grade level
Literacy Night (see budget)	Bryant, Brown, Kirkland	Parents will learn strategies to improve reading comprehension to improve student reading gains and proficiency	January 2022	Parent Sign-in Feedback Forms Student progress monitoring forms that highlight how students should be showing

				academic progress on grade level
Fall Academic Learning Chat (no allocation)	Bryant, Brown, Kirkland	Parents will get updates on academic standards and assessments that will be tracked to promote student achievement.	September 2021	Parent Sign-in Feedback Forms Student progress monitoring forms that highlight how students should be showing academic progress on grade level
College and Career Night (See budget)	Bryant, Kirkland Pinckney	Parents will continue to be exposed to parent resources that help promote family engagement and student personal growth and achievement	October 2021	Parent Sign-in Feedback Forms Parent/caregiver sharing testimonials and ideas that they have used that have benefited from participating in this program
Mid-Year Data Chat Session (see budget)	Bryant, Kirkland	Parents will be informed on how the school overall is performing assessment wise at the mid-year point in the school year and where students should be performing on grade level at this point in the school year.	January 2022	Parent Sign-in Feedback Forms Student progress monitoring forms that highlight how students should be showing academic progress on grade level
Spring Academic Chat (see budget)	Bryant, Kirkland	Parents/caregivers will be informed on which assessments that students will be preparing for and how to continue to support with student home learning activities as an extension of the classroom	February 2022	Parent Sign-in Feedback Forms Student progress monitoring forms that highlight how students should be showing academic progress on grade level

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?

During the PFEP Developmental meeting, parents will have the opportunity to review the previous year 's parent compact and provide input on any changes that are necessary to revise the document. Also we will address the importance of ongoing communication between the teachers and parents, describe the ways in which families can further assist in supporting their child's learning.

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

The principal will provide information concerning the Parent compact to teachers during Pre-Planning, Faculty Meetings, and PLCs.

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 district provides a template for all schools to distribute to parents of all teachers that are not highly qualified and/or is teaching out of field. This letter will be distributed to parents with the first 4 weeks of school and kept on file with the Principal. The school will maintain a list of out of field, ineffective, and inexperienced teachers at the school and within digital compliance.

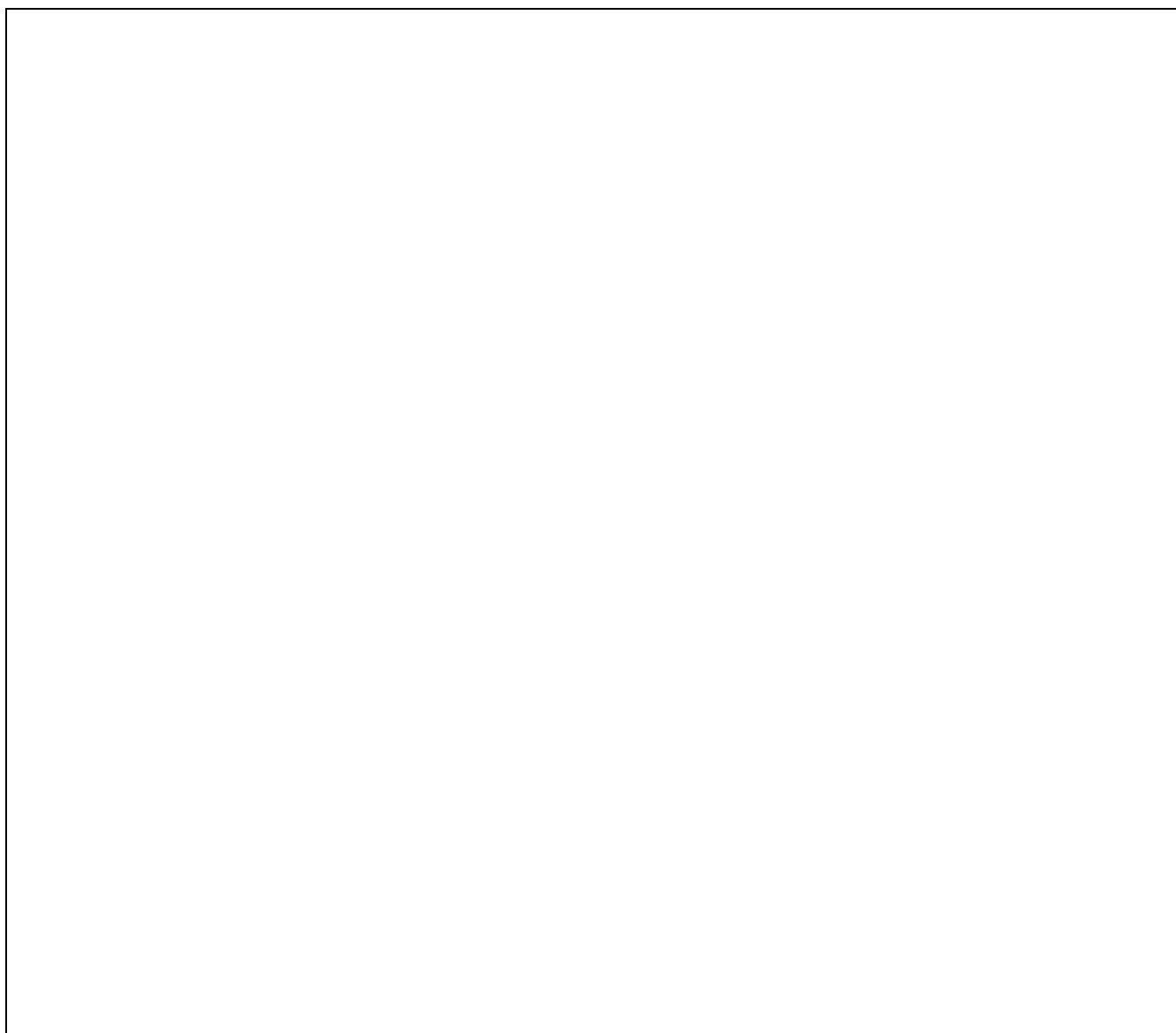
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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>
Book Study: The Five Dysfunctions of a Team	Leadership Team	Provide teachers with strategies in building stronger grade level teams which in turn will help with engaging families in a more productive manner. As a stronger team, the teachers are better to support the needs of the parents/caregivers, families, and students. With this in place all stakeholders are able to work more closely with one another and seek guidance from one another on strategies that work in positive family engagement.	August-December 2021	Book Reflection Notes PLC discussions Implementation of strategies Teacher Feedback



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 Varying Exceptionalities teacher works with students and families to provide additional support to students in need. The school counselor also works alongside the teachers to provide support to students and families with special needs.
<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.	
X	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Support parents by directing them to district resources, services and programs. These would include resources from our school-based parent resource center.
X	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Funds from this program are used to support student learning and engagement, by providing afterschool tutoring in reading for students who are struggling with grade level standards in reading.
X	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Staff members working toward gifted certification to better support the unique needs of our gifted population.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	If we have students and families identified as ELL, the school provides additional services to students identified as ELL based on their specific needs when applicable. Information is provided to parents in their chosen language via several of the communication platforms that are utilized. Parents are also encouraged to attend events to learn more about the current academic standards.

Schools may add lines as needed.