

2020-21
Title I, Part A *School*
Parent and Family
Engagement Plan



School Name: RL Brown Gifted and Talented Academy

School #: 0581

Principal Name: Kristi Kincaid

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



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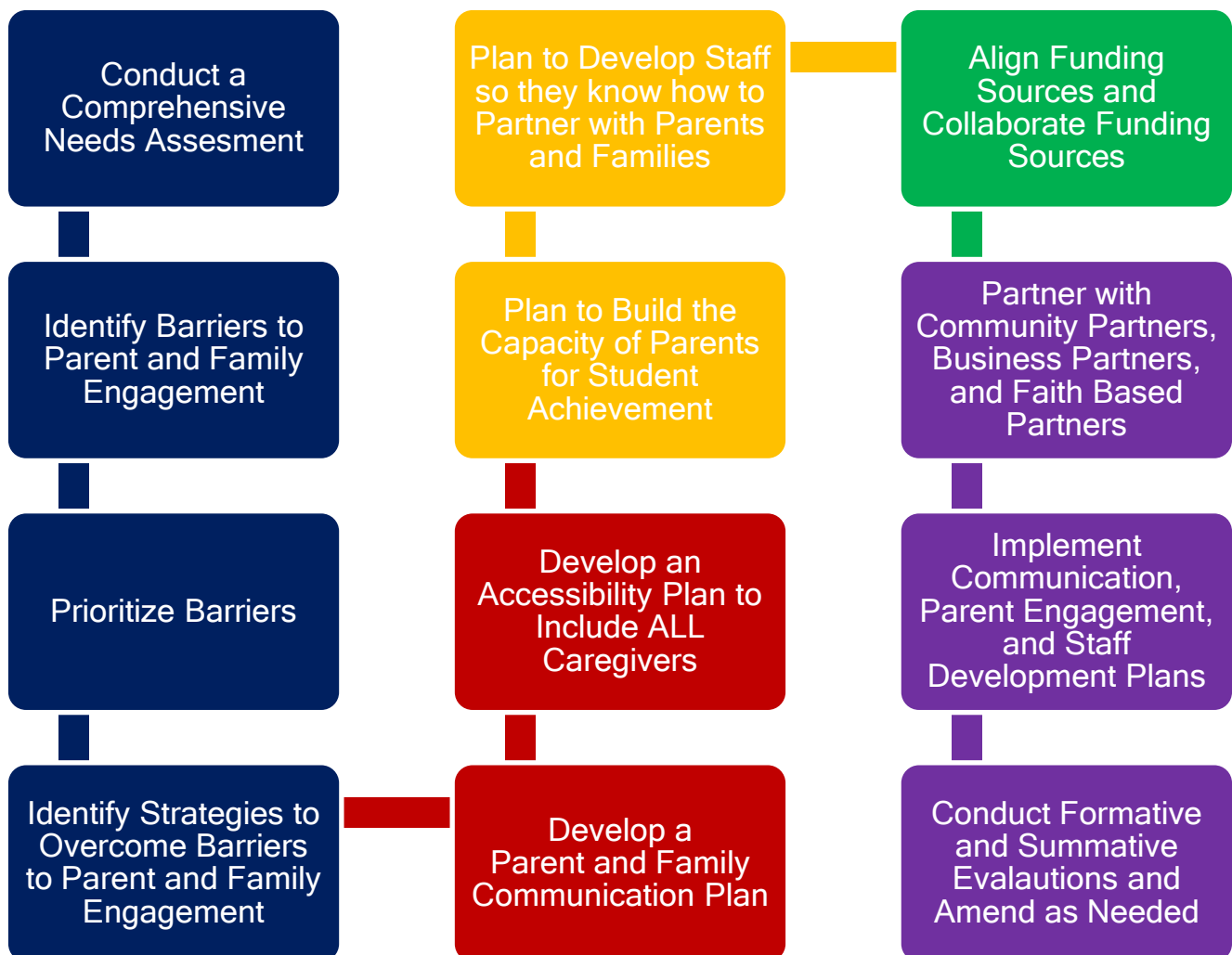
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OVERVIEW

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, Kristi Kincaid, 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.

Kristi E Kincaid

Signature of Principal/School Administrator

April 22, 2020

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
\$3,400.00	\$2415.11	\$984.89
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		
We misallocated funds for Parent Workshop copies. We used our in-house copier for all copies needed for parent and family engagement. This year, we will not allocate money for external copies to be made. We also were not able to spend some funds due to cancelled events related to the abrupt end of the school year.		

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)
5	1	All inventory returned. We will advertise the Parent Resource Room at all school events and encourage visitors we receive during regular school hours to check out resources. We will also advertise and open the Resource Room during all PFEP events and post information on the school website/social media to improve traffic.
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	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.)

	Compliance)	
Annual Meeting (Beginning of Year)	5	All participants stated they agree or strongly agree that the goals of the workshop were clear, expectations were met and the workshop was worthwhile.
Developmental Meeting (End of Year)	10	All participants stated they agree or strongly agree that the goals of the workshop were clear, expectations were met and the workshop was worthwhile.
FSA Family Night	8	All participants stated they agree or strongly agree that the goals of the workshop were clear, expectations were met and the workshop was worthwhile. Comments included how much parents learned from the session about state testing requirements.
Transition to Middle School	39	All participants stated they agree or strongly agree that the goals of the workshop were clear, expectations were met and the workshop was worthwhile.
Parent Academy Gifted Night	25	All participants stated they agree or strongly agree that the goals of the workshop were clear, expectations were met and the workshop was worthwhile.
Family Learning Night (Duval Night)	17	All participants stated they agree or strongly agree that the goals of the workshop were clear, expectations were met and the workshop was worthwhile.

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.
Parents enjoyed the activities we scheduled last year. They expressed that they would like to see our first annual Parent Academy Gifted Night repeated next school year as it was very beneficial to the academic success of their students and provided important information about how gifted students learn and academic strategies that can be used at home and at school. Parents also expressed that they found Duval Night very helpful as it

introduced parents to the standards and activities their students were engaged in at 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. Barrier 1-Working parents not able to come to meetings-work schedules prevent attendance
2. Barrier 2 - Lack of Child Care
3. Barrier 3 - Communication with parents

(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)	Attendance	We will offer a variety of flexible meeting times. We will also offer virtual meetings in lieu of in-person for specific meetings, especially if current restrictions remain in place.
2)	Lack of Child Care	Hire additional personnel for child care at certain family events
3)	Communication	Increase the mode and frequency of communication. Utilize the use of flyers, school messenger calls, website, twitter, Facebook, etc.

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?

To increase family engagement and participation by at least 50% through increased effectiveness with communication between school and home, flexible scheduling of events, providing childcare at certain family events, and offering virtual meetings in lieu of in-person for specific meetings, especially if current restrictions remain in place.

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?

The school will conduct a home language survey and use that data to determine what languages are being used as the primary language in our students' home. Upon request, we will offer to translate all materials sent home through transact; a website that translates all material into the native language. As of present, we do not have families who speak another language.

Dissemination of information will be provided at monthly meetings, trainings, and workshops. The school will ask parents who have disabilities if they are interested in participating in activities at the school so that we may provide accommodations where available.

The school plans to meet with children's parent(s) who are considered homeless and teachers will meet with them to encourage participation.

The school plans to share information in a concrete manner to help parents understand the programs we offer, informational meetings we will hold, and student achievement data.

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?

Richard Lewis Brown will utilize Parent Link (translated into other languages if necessary) and Google translate to send flyers, calendars and newsletters home in different languages. However, at this time, we do not have any different languages.

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

English only

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) Communication is sent out a minimum of 2 weeks prior to any event. All events will be in the monthly newsletter one month in advance and weekly in the student planner.

(2) There are currently no different languages at RL Brown.

(3) Parents will receive information and reminders about Title 1 and corresponding activities through a variety of sources including Facebook, Monthly Newsletters/Calendars, Email, Flyers, and Parent Link with monthly and weekly reminders.

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) Orientation, Open House, Annual Title One meeting, parent-teacher conferences, and through parent engagement activities related to specific content areas.

(2) Parents receive information on how their child is performing throughout the year on I-Ready and Achieve 3000, along with assessments relating to standard based instruction through quarterly report cards, progress reports, and teacher conferences upon request.

(3) Parents receive letters explaining the different assessment types and expectations for proficiency. Parents receive student data reports explaining how their child scored on the State Assessments.

(4) We currently have only English speaking students. If we have additional students enroll that come from non-English speaking homes, we will address their needs at that time.

(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) Richard Lewis Brown offers opportunities for parents to participate in meetings such as our Title 1 Development Meeting, PTA, and SAC to formulate suggestions, solutions, and to participate, as appropriate, in decisions relating to the education of their child.

(2) Parents will receive information and reminders about Title 1 and corresponding activities through a variety of sources including Facebook, Monthly Newsletters/Calendars, Email, Flyers, and Parent Link with monthly and weekly reminders.

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 parent and family engagement plan (PFEP) is available for parents to review and complete surveys sharing their opinions and suggestions for next steps. The PFEP is also reviewed by the School Advisory Council (SAC) and available in the Parent Resource Room for all stakeholders to review. All surveys will be reviewed by our Shared Decision Team to answer any questions and concerns or implement any next steps provided in the survey. The school will contact the District Title 1 office directly with any parent concerns about the implementation of the Title 1 school-wide plan as appropriate.

(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?

Our Parent and Family Engagement Plan will be available for review by our parents and families in the Parent Resource Room and at the front desk. We will communicate this through a notification on our school website, visible signs in our front office, and the monthly newsletter.

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 will offer morning and evening trainings and activities. Parents will be offered the opportunity to meet either with their child's teacher in the morning before school (7:50 - 8:20) or in the afternoon. In special circumstances, arrangements can be made to cover a teacher's class in order to ensure that a parent has access to the teacher for meaningful collaboration about their child's education. Parents also have the opportunity to observe their child in the classroom environment by making arrangements ahead of time with the teacher through the Principal or Assistant Principal.

Additionally, PTA and SAC meetings are scheduled in the early evening to facilitate parental involvement. We will also have some PTA meetings, Parent Engagement Activities, and Parent Workshops on the same night and/or mornings so that we can alleviate parents from having to come to two separate meetings on different days/times. We will also offer flexible meeting times for certain events to increase participation, as well as offer some virtual meetings as appropriate.

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 - n/a
- Childcare - Offer childcare services at certain events.
- Home Visits - n/a
- Additional Services to remove barriers to encourage event attendance - Offer a variety of flexible meeting times.

FLEXIBLE FAMILY MEETINGS

<p>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)]</p>
<p>Richard Lewis Brown provides a survey to every parent to seek input regarding meeting times, activities, and next steps for our children. The survey will be reviewed by the Shared Decision Team to answer questions or concerns and implement next steps.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p>
<p>Parent feedback from our Spring PFEP Development Meeting and returned surveys from the parents.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input checked="" type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p>x Other <u>Virtual</u></p>

REQUIRED ANNUAL MEETING

<p>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)]</p>
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1. Notify parents through multiple means of communication
2. Prepare the PowerPoint presentation that describes Title 1 components and include school-specific programs/data
3. Prepare and discuss last year's school-wide data
4. Review SCIP goals
5. Prepare Parent Resource Room for the upcoming school year
6. Take pictures of the Parent Resource Room to show parents this valuable resource

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.

Parents are educated during the meeting through the PowerPoint on the purpose of Federal Programs and modified to fit the specifics of our school. It will include information about McKinney-Vento Homeless Assistance, SCIP goals, School-Parent Compacts, school-wide data, and targets for the upcoming school year.

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) We will cover adequate yearly progress by sharing and comparing student data for the past two years and current goals for the following areas: iReady proficiency levels in reading and math, as well as growth indicators based on student learning paths. District performance measures will also be discussed to include Baseline and quarterly PMA data.
- (2) As a Dedicated Magnet School, parents have to choose and apply to attend Richard Lewis Brown.
- (3) Parents will be informed of the following rights: request and receive timely notification of professional qualifications of teachers and paraprofessionals, informed if students are taught for four weeks or more by a teacher not highly qualified, and provided information regarding their students' results from state assessments. All information will be presented in parent friendly language.

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

Parents will receive monthly paper newsletters, daily communication in the student planner and/or communication folder, reminder flyers, telephone messages, marquee messages, and face-to face 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 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.

All parents have the opportunity to participate in all meetings to give input on how the parental involvement plan is organized (improved) and implemented in a timely manner throughout the school year at designated dates and times communicated by sending out flyers, notes in the student planner, and telephone messages. As part of the feedback for each parent session held, we solicit their ideas and desires concerning training and assistance sessions that they would like to see offered in the future by talking with parents and/or feedback forms. All parents are asked to help with making decisions for the parental involvement plan. Agenda items, presentation materials, and meeting minutes will be used to document the process. We will also upload the Parental Involvement Plan to our school's website and make the Parental Involvement Plan available to parents in the Parent Involvement Resource Room in the front office. We will also provide digital feedback opportunities through on-line surveys as appropriate.

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?

Various activities from the Coffee Chat with Admin. to larger events like "Family Academic Night" will be offered all year to involve our parents and families. The activities are designed to increase and strengthen family and school partnerships. In addition to educating parents on the performance of their child, strategies and tools will be provided that can be used to help students academically at home. We value input from our stakeholders on activities they recommend and incorporate them into our planning process. Student data is reviewed with families to find the areas of weakness to support their child at home and we create workshops to support this effort. Our workshops cover topics involving math, reading, science, and positive behavior. The school will also offer virtual meetings in lieu of in-person for specific meetings, especially if current restrictions remain in place.

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

We take input from our stakeholders on activities they recommend and incorporate them into our planning process. Student data is reviewed with families to find the areas of weakness to support their child at home and we create workshops to support this effort. Our workshops cover topics involving math, reading, science, and positive behavior. We will also offer virtual meetings in lieu of in-person for specific meetings, especially if current restrictions remain in place. This will provide an additional opportunity/alternative for families whose schedule is limited and will show that we are making a concerted effort to include all families as much as possible.

(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) Materials are displayed and staff is directed to encourage participation. A check out notebook is set-up to track the materials for use and returning.

(2) Parent Conferences will be held in the Parent Resource Room to increase visibility. A sign is posted in the lobby to encourage parents to visit as well. The Resource Room will also be showcased during Orientation, Open House, and Parent Events

throughout the school year. The Resource Room will also be advertised on the school webpage as well as on social media.

(3) Staff is trained during the first Early Dismissal Training on how to use the Parent Resource Room with parents.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

School-Parent Compacts and parent/teacher conferences are used to inform parents on the progress their child is making and how they can assist at home. The tablets will be available for parent check-out from our parent resource room so that parents can access all of the digital platforms available to them. We will also utilize them for parent use at parent events for accessing platforms as well. We are purchasing additional games and resources for parents to check out and use at home with their children to promote family engagement at home.

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
Title I Annual Meeting (required)	Admin Team	Parents gain understanding on how the school provides services to support the family and how we are working to remove any barriers that can affect the academic success of their child. Parents also learn the purpose of Title 1 and how the program affects the functioning of the	August 2020	Sign-In Evaluation/Feed back

		school.		
Title I Developmental Meeting (required)	Admin Team	All parents have the opportunity to participate in this meeting to give input on how the parental involvement plan is organized (improved) and implemented in a timely manner throughout the school year. Parents will also give input on a variety of scheduled meetings and the various parent nights offered throughout the school year.	March 2021	Sign-In Evaluation/Feed back Parent participation during meeting/ quality of feedback Parent participation rates to school-wide events throughout the year
Coffee Chat with Admin and School Counselor	Admin Team School Counselor	Providing families with strategies and resources to support their child with academics and behaviors.	Monthly	Sign-In Evaluation/Feed back Parent participation rate
Open House	Admin Team Teachers Other School Staff	Parents/families are provided the opportunity to meet teachers and gain an understanding of yearly expectations and standards that will be learned.	September 2020	Sign-In Evaluation/Feed back
Family Learning Night (Duval Night)	Teachers	Additional parent support with ELA, Math and Science with activities that can be implemented at home	October 2020	Sign-In Evaluation/Feed back Student achievement on district utilized platforms (ie Achieve. iReady, Acaletics, PMAs)
Transition to Middle School	Admin and School Counselor	Parent's will be able to inquire	December 2020	Sign-In Evaluation/Feed

		about steps needed to transition to middle school. School choice deadlines, etc. will be shared and explored to prepare for upcoming promotions to 6 th grade This will ensure a smooth academic transition from elementary to middle school.		back Gifted magnet enrollment (Middle School)
FSA Family Night	Admin and Teachers	Educating parents on FSA test taking strategies to use with their children at home. Student achievement will increase as students will know where they are performing in Reading, Math and Science and will know what they need to do in order to demonstrate proficiency of the standards.	February 2021	Sign-In Evaluation/Feed back Student achievement on district utilized platforms (ie Achieve. iReady, Acaletics, PMAs)
Parent Academy Gifted Night	Admin and Gifted Teacher	Guest speaker to present information to parents of the Gifted to discuss strategies to help gifted children succeed. Students performing better on assessments indicate parents more capable of helping their children at home to do better in school.	January 2021	Sign-In Evaluation/Feed back Student performance on required Gifted EP goals
Multicultural Day	Admin and Gifted Teacher	This event will provide additional ELA help at home which encourages ELA academic success at school. All activities will be	March 2021	Sign-In Evaluation/Feed back

		aligned to the LDA Florida Standards incorporating other countries' cultures. Students and parents will complete a scavenger hunt throughout the small group presentations.		

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?

At the PFEP Developmental Meeting, the proposed School-Parent Compact will be presented to stakeholders and offered the opportunity to suggest improvements and/or changes to better serve our students. Compacts will also be discussed with parents during the Annual Title 1 Meeting and used at parent-teacher conferences throughout the school year. A sample will be collected from each grade level providing evidence.

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

We will create a Parent-Teacher Conference Form that will be completed by each teacher when they hold a conference which will include notes taken, discussion of School-Parent Compact, and signatures for both the parent and teacher.

INSTRUCTIONAL STAFF

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

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

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

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

- 1) The federal Every Student Succeeds Act of 2015 (ESSA) requires all schools to notify parents or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered "State Certified" for that specific subject area. We will send home the Four Week Notice to applicable parents.
- 2) We will provide parents a copy of the 'Right To Know' letter at multiple times during the school year.

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
Book Study on Poverty (<i>Teaching with Poverty in Mind</i> by Eric Jensen)	Admin Leadership Team	Improved ability for staff to work with parents, families, and students	Sept 2020-March 2021	ERD sign-in sheets, teacher discussions, evaluations, stronger relationships built between the school and parents/students
PD on Required School-Parent Compact and best practices for Parent-Teacher conferences	Admin School Counselor	Increased parental communication and involvement will lead to increased student achievement	Sept 2020-March 2021	Signed Parent Compacts Increased number of Parent-Teacher conferences

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 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 I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The school is notified when students fall under the McKinney-Vento Homeless Assistance Act and our School Counselor provides/finds support and resources for these families.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	SAI funds are utilized for providing additional tutoring to students that are at risk or need additional support. Parents are involved in events that were designed to help improve student achievement. Through the use of both funds, our school works to help improve student achievement for all students and especially our students that are at risk.
<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	
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Schools may add lines as needed.