

C2023-24 Title I, Part A
Timucuan Elementary
Parent and Family
Engagement Plan



School Name: Timucuan Elementary

School #: 98

Principal Name: Contrina Bolden

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



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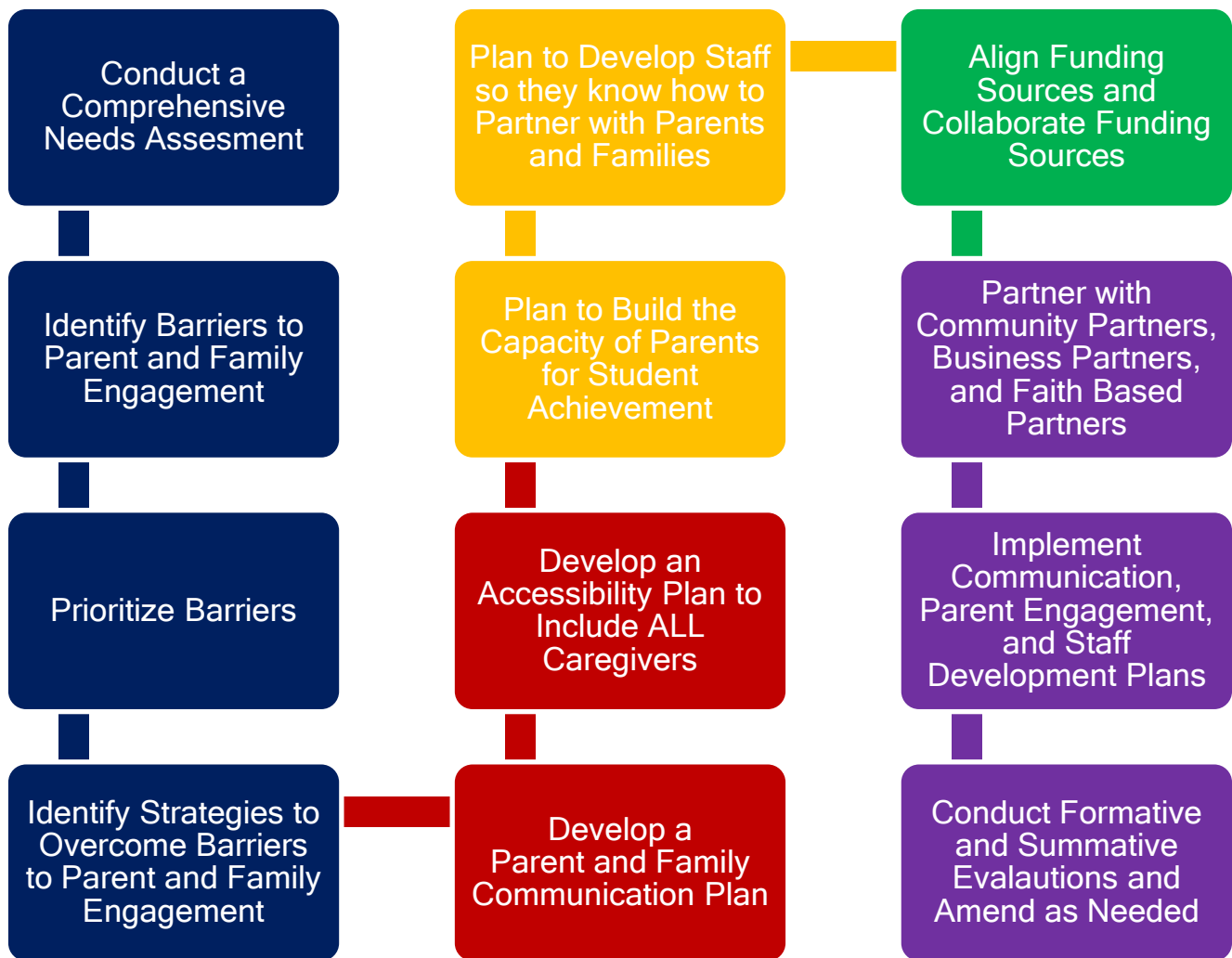
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OVERVIEW

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, Contrina Bolden, 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.

Contrina Bolden
Signature of Principal/School Administrator

5-3-23
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
\$5000	\$4,052.78	\$947.22
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		
Items were submitted for spending approval; however enough time was not allotted for approval. Next year, we plan to make purchases earlier in the year to ensure we expend all funds.		

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)
2	0	We will encourage parents and families to visit the room as parents visit the school. We will advertise the resource room to all stakeholders using flyers, Class Dojo and the school website.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	4	Participants were able to gain insight on Title I programming evidence by responses on the feedback forms.

Developmental Meeting (End of Year)	5	Participants received a year in review of Title I programming. Participants were able to give valuable input for programming for the upcoming year evidenced by comments on the feedback forms.
Grandparents Tea	12	Participants learned how to help students academically when volunteering
Kindergarten Preparedness/Polar Express	40	Participants learned how to support students academically in Kindergarten. Participants also learned about Reading and Math strategies to help their child at home. Take home activity was provided to the parent
Doughnuts for Dad	87	Participants learned strategies to support their child academically at home with Reading and Math. An increase in reading scores was noted between PMS
Muffins for Moms	100	Participants learned Reading and math strategies to support their child at home. An increase in PMA scores was noted
Speed Data Night	11	Participants learned how to help their child improve their assessment scores.

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.

Feedback from the Developmental meeting included:

- Continue with activities that are geared toward helping students at home, including Muffins for Moms, Nachos for Machos, and Data and Dine.
- Continue to offer flexible scheduling for meetings.
- Continue to incorporate student performances into events.

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.

According to data, including feedback from stakeholders, the barriers continue to be as follows:

1. Flexible Scheduling-According to the survey provided to stakeholders, scheduling of events is still a barrier. Stakeholders would like events to held at a variety of times, including midday, early mornings, and possibly some weekend events.
2. Events-offer more events centered on motivating students for academic achievement in core content areas such as Reading and Math.
3. Resources- Our survey suggests that parents and other stakeholders would like us to continue to purchase manipulatives and other resources for parent/stakeholder use
4. Language- may be a barrier because several of our parents speak a language other than English, primarily Spanish.

(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)	Flexible Scheduling	Timucuan will offer flexible scheduling consisting of different days and times. Some meetings will be provided both in the morning and in the evening.
2)	Resources	Our school will continue to provide resources from our resource room for parents/stakeholders to support their child's education.
3)	Language	We will continue to utilize staff to translate for parents as needed. The staff will continue to translate information sent home to parents, including event flyers. We will continue to utilize platforms, such as DOJO that will allow parents to choose the appropriate language of as needed.

Overarching Outcomes/Goals for the Current School Year

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

Our overarching goal is to continue to increase Parent and Family Engagement in conjunction with leveraging learning during school to increase student achievement. We will offer flexible scheduling in an effort to accommodate more stakeholders. We will provide resources through the Parent Involvement room and utilize translators as needed. Meeting our overarching goal will be evidenced by the increase in the number of participants at each event/meeting, the number of visits to our resource room and resources checked out of the Parent Resource Room. Evidence will also include the number of students who are proficient on assessments. We will continue to provide information to parents in their preferred language as needed.

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?

Timucuan Elementary will provide opportunities for all stakeholders to participate in all parent and family engagement activities and meetings by removing any barriers that hinder them from engaging in school events. We will offer flexible scheduling to accommodate stakeholders. We will offer a variety of days and times for events. We will continue to incorporate the Arts into events to encourage more stakeholder participation. We will utilize the PFEP budget to provide resources and materials for families. In addition, we will continue to utilize a monthly newsletter that will contain the calendar of upcoming events. This will allow parents time to make arrangements for attending the events We will provide parents with adequate reminders, at least two weeks in advance, about events via the school messenger system, the school marquee, school website, and Class Dojo. Communication home will also be shared via multiple platforms that will allow parents to select 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?

Timucuan Elementary will share information related to school and parent and family programs in a variety of ways. We will continue to utilize Class Dojo, social media, and the school's marquee to advertise at least two weeks in advance. Copies of all the feedback forms, flyers, surveys, newsletters, etc., will be provided in Spanish as needed and used for monitoring purposes.

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

At Timucuan, most of our students speak English and some students speak Spanish.

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) Parents will be notified through the school's website, flyers, and the school's marquee at least two weeks in advance. Copies of all the flyers, newsletters, surveys, and feedback forms will be used for monitoring purposes.

(2) All flyers, newsletters, etc., will be translated for families that speak Spanish as needed. Many of the platforms for communication, such as DOJO, also allow the parents to choose their language.

(3) Tools that will be used for communication include Dojo, school messenger, newsletters, flyers, social media, and the marquee.

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) Parent events, Newsletters, Conferences, Data Chats, Annual Title I Meeting, SAC
- (2) Parent events, Newsletters, Conferences, Data Chats, Annual Title I Meeting, SAC, Mid-Year Stakeholders meeting
- (3) Parent events, Newsletters, Conferences, Data Chats, Annual Title I Meeting, SAC
- (4) We will utilize staff to translate documents as needed

(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) Timucuan Elementary will utilize SAC meetings, surveys, and the Developmental Meeting as opportunities for the parents to help make decisions and provide input.

(2) Marquee, social media, 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]

Any stakeholder concerned about the implementation of the Title I school-wide plan can share their concerns by contacting one of the following people: the principal, the Assistant principal, the Parent Liaison, or Title I representative who will communicate with the Title I office.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

(1) We will notify parents via flyers and Class Dojo that the Parent Engagement Plan is available in our parent resource room, on our website, and copies are available upon request. We will place a copy of the plan in a notebook located in the parent Resource Room, post a copy on our school's website, and make copies available per parent request. We will utilize parent meetings such as the Annual Title I meeting to review and provide copies to parents.

(2) Copies in Spanish will be available.

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)].

Timucuan Elementary will hold a Developmental meeting for all stakeholders to attend. We will also hold an Annual Title I Meeting for all stakeholders. School Advisory Council meetings will be held each month. If a revision needs to be made to the PFEP a Developmental revision meeting will be called during a month that revisions can be made. Parents will have the opportunity to attend each meeting and share their views. Parents will be notified through Class Dojo, flyers, the school's newsletter, and the school's marquee at least two weeks in advance. Copies of all the flyers, newsletters, surveys, and teacher/parent feedback forms will be used for monitoring purposes and provided in Spanish as needed.

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 -We did not allocate any funds for transportation. Timucuan is a neighborhood school, and most stakeholders live within walking distance.
- Childcare -We did not allocate funds for childcare. We did, however, create events suitable for the entire family to attend if needed.
- Home Visits - The leadership team will coordinate home visits with the school counselor and social worker to support families with home visits as needed
- Additional Services to remove barriers to encourage event attendance -We will utilize flexible schedule to ensure more participation from stakeholders.

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)]

At Timucuan, we utilized the Developmental meeting to gain input from parents about meeting times for Title I events. We also utilized surveys to capture input from families that could not attend the Developmental meeting.

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

Documentation includes survey responses as well as detailed minutes from the Developmental meeting.

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

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

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: We will plan the Annual Title I meeting an hour before the Open house (This allows all families to take part in the meeting).
2. Step 2: The meeting is posted on the marquee, a call-out on School Messenger, Class Dojo message, and flyers sent home to families.
3. Step 3: During the Annual Title I meeting, parents and other stakeholders will view a PowerPoint Presentation that will include an overview of the Title I program.
4. Step 4: The PFEP will be shared during the meeting. Copies will be provided as needed.

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 will receive the following information about our Title I program:

- Description of Title I
- Title I funds
- What is the Parent and Family Engagement Plan

- The Amount of money allocated for the PFEP
- The School-Parent Compact
- Parents Right to Know
- Parent Resource Room
- Academic Goals/School Choice/AYP
- Academic Parent trainings, events, meetings

The school will present the information using the PowerPoint during the Annual Title I meeting.

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.

Adequate Yearly Progress, School Choice, and the Rights of Parents will be covered in the PowerPoint Presentation during the Annual Meeting. Each slide will be covered in detail and Q&A follows to ensure parent understanding.

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?

Our school will continue to utilize the school marquee, Class DoJo, monthly newsletter, progress reports, and flyers to ensure parents without access to technology receive adequate notification of events, school updates, and student progress updates.

REQUIRED DEVELOPMENTAL MEETING

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

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

Step 1: The leadership team, along with the parent Liaison, will plan and prepare for the end of year Developmental meeting.

Step 2: We will inform parents and other stakeholders of the meeting by using the school's marquee, flyers, Class Dojo, and school messenger.

Step 3: We will utilize surveys for all parents and stakeholders who cannot attend the meeting as needed.

Step 4: A feedback form will be utilized to evaluate parent and family engagement throughout the year.

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?

We will take the following steps to implement activities that will build capacity for meaningful parent and family engagement:

1. Meet with stakeholders to receive feedback or provide a survey for stakeholders that cannot meet in person. We will also collaborate with stakeholders to review previous events, create additional events, and determine flexible meeting times.
2. Review the school-wide improvement plan to determine specific needs.
3. Ensure all stakeholders are made aware of the events at least two weeks in advance via the school marquee, Class Dojo, school messenger, and flyers. Communication will be made available in native languages, primarily Spanish as needed.

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

According to feedback from the Developmental meeting/survey, stakeholders wanted to sustain and build upon events centered on how to motivate and support students at home with core content areas. Stakeholders requested events that will continue to provide strategies that can be implemented at home. All community partners will be invited to come and be a part of the parent 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) Our Parent Resource room contains materials, activities, games, manipulatives, and books parents can check out that coincide with current standards and what students are learning in each grade level. The Parent Resource room also contain pamphlets that include a variety of strategies to support student learning. There is a computer and printer available for parent use. There are also supplies such as paper, pens, and markers for parents as needed the school is allocating funds for additional resources for the Parent Engagement Room since parents indicated they wanted more resources made available to them during our Title I Developmental meeting/survey.
- (2) We utilize signs in the front office to advertise the Parent Resource Room. Our parent liaison also advertises the room when speaking to parents. We will continue to advertise the Parent Resource room using Class Dojo and school messenger.
- (3) New Staff members will be trained during Pre-planning on how to use the Parent Resource room with parents by the parent liaison.

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?

We will provide trainings and materials throughout the school year to assist parents with working with their child at home. We will host a variety of events dedicated to helping parents stay informed about how to help their child succeed. The materials and resources provided during the trainings will also be available in the Parent Resource room.

Additional take-home activities will be created/purchased from materials purchased through Lakeshore Learning, including ELA/Math folder games, books, and activity sheets for parents to implement strategies learned during parent workshops/activities.

The Winter Fest training will provide parents with innovative reading strategies to help their child read at home. Participants will receive books to practice innovative reading strategies with their child at home.

Postage will be used to provide parents with ample notification of the events.

Materials will be purchased to facilitate parent meetings/events (copier paper, pens, markers, highlighters, glue sticks, post it notes, chart paper, printer toner, and USB flash drives.

A poster maker is needed in our Parent Resource room. We want to make posters for reading and math strategies to hang up at home to help their students. In addition, we will be able to make posters for our parent nights for advertising and as a teaching tool for the parent engagement events.

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 - how do you know parents learned what was desired for them to learn?
Title I Annual Meeting (required)	Mrs. Bolden, Dr. Smith, and Parent Liaison	Parents will learn: <ol style="list-style-type: none"> 1. About the Title 1 program and what it offers to their children 2. How to provide input on the events and share ideas of purchasing 3. How the school is performing within all subgroups 	August 2023	Sign-in sheets; Feedback forms

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 - how do you know parents learned what was desired for them to learn?
Title I Developmental Meeting (required)	Mrs. Bolden, Dr. Smith, and Parent Liaison	Parents will learn: <ol style="list-style-type: none"> 1. How much funds are provided to the school 2. How to use their voice in developing the Parent plan 3. How to utilize the resources and space provided in the Parent Resource Room 	March 2024	Sign-in sheets; Feedback forms
Grandparents Tea	Parent Liaison	Grandparents will learn: <ol style="list-style-type: none"> 1. How to become a volunteer 2. How to better help students with academics when volunteering 	October 2023	Improved student achievement on district used platforms such as iReady, Freckle, and Achieve. Improved achievement on Progress Monitoring Assessments and FAST.
Winter Fest	Reading/Math Interventionists /Pre-K-5 teachers	Participants will learn: <p>Innovative reading strategies to help their child with reading at home.</p>	Nov/December 2023	Improved student achievement on district used platforms such as iReady, Freckle, and Achieve. Improved achievement on Progress Monitoring Assessments and FAST.

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 - how do you know parents learned what was desired for them to learn?
Data and Dine	Reading/Math Interventionists /Pre-K-5 teachers	Parents will learn 1. How their child is performing on assessments 2. How to help their child improve their assessment scores	Jan/Feb 2024	Improved student achievement on district used platforms such as iReady, Freckle, and Achieve. Improved achievement on Progress Monitoring Assessments and FAST
Nachos for Machos	Interventionists	Dads will learn: Reading and Math Strategies to support their child at home	Feb/March 2024	Improved student achievement on district used platforms such as iReady, Freckle, and Achieve. Improved achievement on Progress Monitoring Assessments and FAST
Muffins for Moms	Interventionists	Moms will learn: Reading and math strategies to support their child at home	Feb/March 2024	Improved student achievement on district used platforms such as iReady and Achieve. Improved achievement on Progress Monitoring Assessments and FAST.

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? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

Evidence of how the school-parent compact was developed jointly with stakeholders will include minutes and sign-in sheets from the Developmental meeting as well as revision notes on the previous compact. Teachers will provide an agenda, minutes, and a sign-in sheet as evidence that parent conferences were held discussing the school-parent compact.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

During Pre-planning, teachers will be made aware of the required conferences. Teachers will be required to meet with all parents to discuss student performance and review the School-Parent Compacts. This information will be reviewed during faculty meeting(s) as well as through the weekly newsletter provided for staff as needed. In addition, we will utilize meetings such as Open House, Orientation, etc. to ensure that we reach all stakeholders.

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.

As a Title I school, copies of dated "Four Week" notification letters as well as a list of out of field teachers will be kept for evidence and compliance. Information regarding ineffective and inexperienced teachers will also be updated in digital compliance. The school will maintain a copy of the documentation as well.

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 2023</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Title I Overview for Teachers (to include requirements, effective communication, parent conferences, etc.) The Title I overview will also provide teachers with strategies to help build relationships and enhance communication with parents.	Mrs. Bolden, Dr. Smith, and the Parent Liaison	Improved ability for staff to work with all stakeholders in a Title I setting.	October 2022	Teacher discussions, feedback forms, sign-in sheets

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 checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them prepare for kindergarten.
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Students identified as at-risk will receive tiered/differentiated support in the classroom and in small group settings with interventionists. The parent liaison work with identified families to ensure families and students are equipped with the supplies and materials needed to successfully complete tasks. In addition, the school will coordinate with guidance services to provide additional support for families as needed.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal <u>Education for Homeless Children and Youth (EHCY) Program</u> and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	SAI funds are utilized to provide additional support for students such as before, during, and after school tutoring. Parents are encouraged to attend PFEP events so they can provide their children with additional support needed to improve student achievement.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	The leadership team will conduct instructional rounds and provide immediate feedback for teachers. Teachers are given professional development surrounding the new BEST standards in each common planning to make instructional plans aligned to the standards.

☒	Title III, Part A - Helping English Language Learners achieve English proficiency	Title I funds are utilized to provide additional support for ELL students. Additional support include an ESOL paraprofessional that will support ELL students and teachers.
☒	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Students will receive differentiated support in the classroom and in small group settings with interventionists. Based on data, some students will receive reading support provided by Mainstream and Read USA.

Schools may add lines as needed.