

Dear School Principal/ Designee: **Principal Adkins/Ms. J. Johnson**

The Federal Programs Department has **APPROVED** Sallye B. Mathis's Parent & Family Engagement Plan submission for Title I funding for the 2020-2021 Fiscal School Year (FSY). Our approval was based on the review of the 2020-2021 Title I, Part A School Level Participation Plan submitted by your school on **6/4/20** which included:

Title I, Part A Assurances signed by your school's principal or contact designee,

Reasonable, Allowable, and Necessary (RAN) item requests that are aligned with your school's Needs Assessment, and the entire Parent and Family Engagement Plan (PFEP),

Specific, Measurable, Achievable, Relevant, and Time-based (SMART) Goals that are aligned to reduce identified barriers,

PFEP expenditures that are equal to but do not go over your school's total allocation amount.

Attached to this email is your school's award letter. Your award letter will provide you with information regarding your school's:

Project Title and Period,

Plan Approval Date,

Allocation Amount,

Timelines, Terms, and Special Conditions regarding the Program Title, and

Next Steps to completing your plan purchases.

The attached allocation amount for the 2020-2021 FSY funds are made with the continued understanding that this office may, from time to time, require clarification of information within your application, if necessary. These inquiries may be necessary to allow us to appropriately carry out our administrative responsibilities related to Title I, Part A.

We appreciate your ongoing commitment to implement programs, activities, and procedures for the involvement of parents and families.

Sincerely,

*Camille Hillsamer*  
*Federal Programs*  
*Programmatic Specialist*

**Duval County Public Schools**  
**Federal Programs Plan Approval Notification – Public School**

<b>PLAN APPROVAL RECIPIENT (SCHOOL AND ADMININSTRATOR):</b> Sallye B Mathis; Principal Adkins	<b>FDOE SCHOOL CONTACT INFORMATION</b> LEA – Duval County Public Schools
<b>PROJECT/PROGRAM TITLE:</b> Title I, Part A – Improving the Academic Achievement of the Disadvantaged	<b>DATE PLAN WAS RECEIVED IN GOOD ORDER:</b> 6/4/20
<b>PROJECT PERIOD:</b> Budget Period: 7/1/2020 – 3/31/2021 Program Period: 7/1/2020 – 6/30/2021	<b>AMENDMENT INFORMATION:</b> N/A
<b>SCHOOL ALLOCATION INFORMATION:</b> \$3,400.00	<b>APPROVAL NOTIFICATION DATE:</b> 07/31/2020
<b>TIMELINES, TERMS, AND SPECIAL CONDITIONS</b>	
<ul style="list-style-type: none"> <li>Spending can begin on either the date listed as the Budget Period or the Approval Notification Date, whichever is later, unless otherwise noted.</li> <li>The person listed above is the responsible party and should sign all documentation unless the document on file specifically identified another person as the authorized program administrator for federally funded activities at the site.</li> </ul>	
<ul style="list-style-type: none"> <li>One amendment can be submitted per fiscal quarter with the last date for submitting an amendment along with the corresponding budget in good order is:</li> </ul>	<b>January 31,2021</b>
<ul style="list-style-type: none"> <li>If the school participated in the grant project during the previous school year, the administrator is responsible for producing the evaluative data sources for all approved plan activities by:</li> </ul>	<b>July 31,2020</b>
<ul style="list-style-type: none"> <li>Evaluative data sources must be archived for:</li> </ul>	<b>5 Years</b>
<ul style="list-style-type: none"> <li>Payment Information (anything purchased for Parent and Family Engagement Plan activities) should be submitted:</li> </ul>	<b>Within 10 calendar days of completion of the Activity</b>
<ul style="list-style-type: none"> <li>Materials and Supplies purchased with Title I Funds must be inventoried and marked as the property of Duval County Public Schools Title I, Part A project:</li> </ul>	<b>Immediately</b>
<ul style="list-style-type: none"> <li>If your school will no longer participate in the Title I Program <i>OR</i> is no longer going to be operational, the DCPS Federal Programs Office should be contacted; documentation for past five years, all equipment/ supplies/ materials should be provided to the Federal Programs Office a month prior to non-participation or closure.</li> </ul>	<b>Immediately</b>
<ul style="list-style-type: none"> <li>Correspondence pertaining to the project should be emailed to:</li> </ul>	<a href="mailto:Title1@duvalschools.org">Title1@duvalschools.org</a> ; <a href="mailto:Title1Charter@duvalschools.org">Title1Charter@duvalschools.org</a>
<b>DUVAL COUNTY PUBLIC SCHOOLS FEDERAL PROGRAMS</b> Programmatic Specialist: Camille Hillsamer Phone: (904) 390-2631 Email: simmons1@duvalschools.org	<b>DUVAL COUNTY PUBLIC SCHOOL TITLE I FISCAL CONTACT</b> Program: Monica Adams Phone: (904) 390-2913 Email: adamsm4@duvalschools.org
<b>Next Steps – To complete purchases, ensure these steps are taken for the activities included in the approved plan within 5 business days.</b>	
<div style="margin-left: 40px;"> <input type="checkbox"/> Vendor Presentations: Contract, W-9, and Vendor Application a minimum of eight weeks prior to the date of the activity.  <input type="checkbox"/> Materials and Storeroom Items for the Parent Resource Room: storeroom order or quote needed  <input type="checkbox"/> Equipment for the Parent Resource Room (includes technology): quote needed  <input type="checkbox"/> Software Licenses for Parent Use: quote needed  <input type="checkbox"/> Other (includes childcare, translators, transportation):         </div>	
<b>Comments:</b> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	
Notification Sent by: Camille Hillsamer <div style="text-align: center;">Authorized Signature</div>	07/30/2020  Date Signed

**2020-21**

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

**School Name: Sallye B. Mathis Elementary School #:**

Principal Name: Katie Adkins

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



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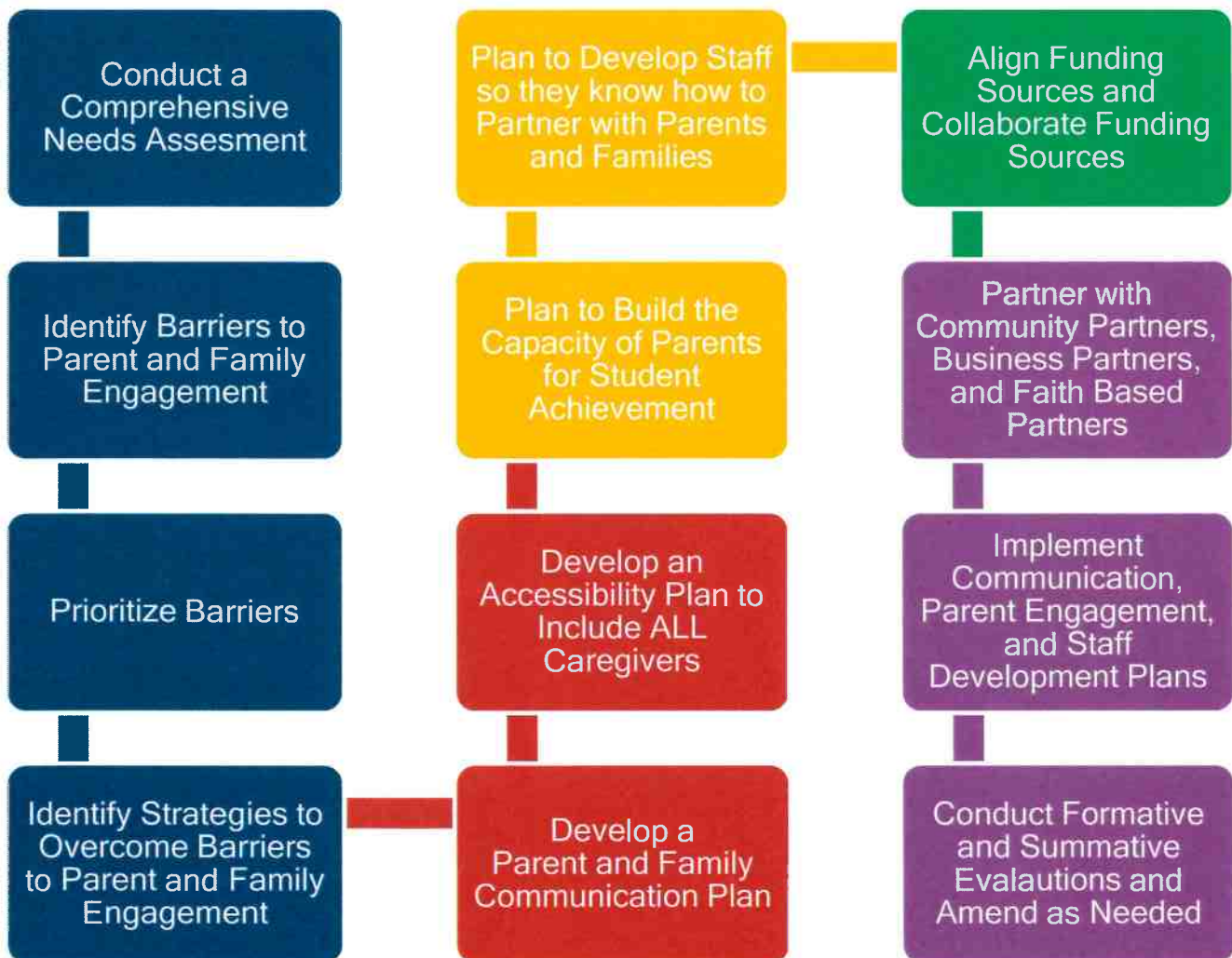
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# OVERVIEW

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, Katie Adkins, 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"/>	<b>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)].</b>

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

Kathleen Adkins  
Signature of Principal/School Administrator

6/3/2020  
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	\$ 3,163.09	\$236.91
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		
<p>The remaining funds were leftover from postage and food purchases for parental involvements events cancelled due to COVID- 19.</p> <p>In order to educate parents of VPK students and provide them with strategies to work with their students at home; parents will be invited to literacy night and math night. During literacy night, the VPK teachers will provide parents with hands on activities that can be used to help their students master letter recognition. Parents will be given the opportunity to create make and take reading centers using resources from FCRR. Teachers will also conduct parent conferences and share the individual results of the PreK BDI assessments and instructional strategies to use with students at home.</p> <p>Sallye B. Mathis Elementary with collaborate with parents, students, and outside agencies to provide resources for at risk students. This will include teachers make referrals for at risk students to Full Services to pair families with outside agencies to meet the mental, social, and physical needs of students. Sallye B. Mathis also has an onsite psychologist who will provide therapeutic services to at risk students. Teachers will identify students at risk using data from classroom observations, report cards, attendance, discipline, RTI, and local/state assessments. Based on the data, the teachers will make a referral for services and the school psychologist will follow up with families. Parents will be informed of resources offered by Full Services and the school's psychologist during monthly parent nights, parent conferences, and annual Title I meetings.</p>		

Sallye B. Mathis Elementary will also provide tutoring services to supplement instruction. Tutoring will be offered in mornings and afternoons. During the morning sessions, students will be provided additional opportunities for blended learning. Students will receive remediation in reading, math, and science through Penda, Iready, Achieve 3000, and IXL. During afternoon tutoring sessions, students will receive explicit instruction from a certified teachers. Lastly Sallye B. Mathis Elementary will offer Parent Academies in the evening to provide parents information on resources and strategies available to help meet the emotional, academic, mental, and physical needs of students and families.

Sallye B. Mathis Elementary, A STEM School, understands that parents work both during the week and/or on weekends. All meetings will be provided at flexible times in the evenings that do not conflict with the nearby high school and middle school. Our Annual Meeting for parents of participating children will be offered before our regular Open House in September. Parents that could not attend this date will have access to a paper copy of the PPT shared during the meeting. The Assistant Principal will maintain records of parent participation. The schedule may be modified as needed based on parents' participation.

#### 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)
There are about 10 parents visiting the resource area on a daily basis. The Resource area is located in the main office. This can be evidence by the school's visitor log.	10 parents daily. No items checked out	Plans to fully use the Title I Parent Resource Room include the following: <ul style="list-style-type: none"> <li>- Provide readily available information on the following (VPK, ESE Services, ESOL, Transitioning Families, Homelessness, and all programs covered under Title I)</li> <li>- Increase the number of resources checked out by parents during Title I Events</li> <li>- Provide a PFEP booth/table to inform parents of resources available to check out.</li> </ul>
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	70	60% of students made typical growth in math Iready 55% of students made typical growth on Iready Reading.
Developmental Meeting	18	Development and Implementation of 2021 PFEP Plan and Budget. Overall improvement in student achievement evidenced by district and state assessments.
Literacy Night	30	55% of students made typical growth on Iready Reading
Data and Donuts	108	Overall improvement of student achievement evidenced by local assessments
Science Parent Night	37	53% of students maintained or increased overall growth on PMA #2
Math Parent Night	55	55% of students increased or maintained scores on PMA#2. 60% of students made typical growth on Iready Math.
Writing Parent Night	30	55% of students made typical growth on Iready Reading
Moms and muffins	35	Overall improvement of student achievement evidenced by local assessments

*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.**

During the developmental meeting, parents completed an online survey due to Covid- 19 to offer input for the development of the PFEP Plan and Budget for 2021. The parents noted the following to aid in the development of PFEP Plan and Budget for the 2021 school year.

1. Coordination and Integration of Other Programs: parents noted they would like to continue parental involvement events each month to stay aware of curriculum, strategies to use at home,
2. Flexible Meeting times: Parents would like a balance between evening and morning times.
3. Building Capacity: Parents would like to keep opportunities building relationships and bond with students (educational game nights, Muffins with Mom, and Donuts with Dad).
4. Staff Development- Parents believe staff could benefit from professional development on communication with parents.
5. Communication and Accessibility-Parents noted flyers, marquee, automated phone calls and the use of technology such as DOJO, text, and email are great tools to continue using. Some parents noted they do not always receive flyers from students. Digital communication would be best and direct to parents.
6. Barriers: Parents noted scheduling of events, lack of interest, and transportation as potential barriers.
7. School Compacts- Parents noted teachers should maintain open lines of communication with parents.

## 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: Times of events conflict with parent schedules
2. Barrier 2: Transportation to events
3. Barrier 3: Interest in parental involvement activities.

(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)	Times of events conflict with parent schedule	1. Provide parents with flexible times for events, a combination of AM and PM Events.
2)	Transportation to events	1. Provide bus passes for families
3)	Interest in parental involvement events	1. In addition to informational parent nights, provide academic games nights for enrichment. Contract outside vendors (Miracle of Science) to provide engaging activities during parent nights.

## 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?

The overarching outcomes/ goals this school year:

1. Increase and improve overall parental involvement by appealing to parents interests (game nights, carnivals/festivals)
2. Increase and improve overall student achievement in reading, math, and science
3. Empower and educate parents with instructional tools, strategies, and readily accessible resources to assist students at home and improved communication using Ron Clark House System.

# COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

## Accessibility

**Describe** how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> Century families) to participate in all parent and family engagement activities. This includes **strategies** for parents who have **specific** needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. **Specifically**, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Sallye B. Mathis will provide full opportunities for all parents and families to participate in family engagement activities by the following:

1. Developing and offering activities/events based on parent input from the developmental meeting.
2. Communicating with parents in a timely manner of events using multiple forms of communications: flyers, school website, school marquee, DOJO, automated phone call, emails, and text messages and Ron Clark House System.
3. Flexible meeting times will be offered using a combination of morning and evening events to accommodate parent schedules and avoid schedule conflict.
4. Resources will be translated to second languages available upon request
5. JTA bus passes will be provided for families with transportation needs

**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?

1. Parents will be informed on family programs and meetings with an event flyer and Dojo message at least 2 weeks prior to the event taking place. Parents will also receive communication through the following: school website, marquee, automated phone calls, text messages, emails, and social media/ digital communication.
2. Parents will also be informed of school reports (SPAR) by posting availability on school's website, DOJO, and Ron Clark House System. There will also be a readily available printout of the report in the front office and will be available to parents in another language or personal copy upon request.
3. A parent resource center and binder located in the front office with a copy of the following: SPAR Report, school improvement plan, parental and family engagement plan/budget, LEA Profile, instructional support resources, exceptional education resources, ESOL Resources, and school based resources available for check out.  
Personal copies of resources and translations will be made available upon request.
4. All communication on DOJO has options to translate all message in home language.

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



Spanish is the different language spoken by some parents, students, and families at Sallye B. Mathis Elementary.

### 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 informed on family programs and meetings with an event flyer at least 2 - weeks prior to the event taking place. Parents will also receive communication through the following: monthly calendar of events, school website, marquee, automated phone calls, text messages, emails, and social media/ digital communication and DOJO.
- (2) Flyers will be translated in native language and postings on DOJO will be translated as well.
- (3) DOJO, Automated phone calls, emails (Peachjar), and Ron Clark House System.

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) The school will describe and explain the curriculum by hosting several parent nights specific to content areas (Reading, Math, Science, and Writing).
- (2) The school will explain and describe forms of assessment used to measure student progress will include state and local assessments: iReady, Achieve 3000, baseline assessments, PMA assessments, End of Course Exams, parent and student surveys, SPAR Reports, and climate surveys. During 2021 school year FSA scores from 1920 school year will not be available due to COVID- 19. Any FSA Data referenced will be from 1819 school year.
- (3) Parents will be informed of the assessments used to measure student progress towards the achievement levels through data chats, parent conferences, SAC Meetings, progress reports, report cards, and SPAR Reports, Annual Title I Meeting, and Mid-Year Stakeholder Report.

(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) Parent will have the opportunity to participate in the following decision making opportunities: a developmental meeting and monthly SAC Meetings.
- (2) Parents will be informed of meetings with an event flyer at least 2 weeks prior to the event taking place. Parents will also receive communication through the following: monthly calendar of events, school website, marquee, automated phone calls, text messages, emails, and social media/ digital communication.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

The school will collect feedback using an evaluation form at the end of each Title I event, meeting, or activity. The school will then upload the feedback and minutes from events into the Digital Compliance Database monthly to share with the district Title I Office. While all surveys, may not be scanned, the school will archive all documents for 5 years.

In the event that a parent would like to contact someone for the Title I Office, we will provide them with the school based Title I Brochure that has the district's contact information included. A PFEP Family Resource Handbook with district contact information and Parent Kiosk will also be readily available in the front office to allow parent easy access.

(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) The school will publish a hard copy readily available in the front office for parents and communicate that the Title I, Part A Parent Engagement and Family plan to parents and families during the Annual Title I Meeting and SAC Meetings.

(2) Parents will also be notified through letter, DOJO, school marquee that a hard copy is readily available in the front office. Personal copies of the plan and translations will be available upon request.

# OFLEXIBLE 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)].

1. Conduct a developmental meeting in the spring of each year to review the PFEP Budget from the school year and plan and review the PFEP Budget for the current school year.
2. During the Annual Title I Meeting and Mid-Year Stakeholder Meeting, parents will review, monitor the budget.
3. During monthly SAC Meetings parent will also review and make suggestions for improvement to the Title I Budget.
4. Parents will be informed of meetings with an event flyer at least 2 weeks prior to the event taking place. Parents will also receive communication through the following: DOJO, school website, marquee, automated phone calls, text messages, emails, and social media/ digital communication and flyers.

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 - The school will purchase bus passes to parents in need of transportation to Title I events. Bus passes will be available upon request.
- Childcare - n/a
- Home Visits - Guidance counselor and administration will make home visits to high risk students.
- Additional Services to remove barriers to encourage event attendance - Include more enrichment events instead of informative events.

## 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)]
During the developmental meeting parent recommended that meeting times include a combination of AM and PM times. Parent feedback from evaluation forms were also considered.
What <b>documentation</b> does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?
Survey results from PFEP Developmental survey and copy of post on DOJO.
How flexible meetings will be offered to accommodate parents? Check all that apply.
<input checked="" type="checkbox"/> AM Sessions based on documented parent feedback <input checked="" type="checkbox"/> PM Sessions based on documented parent feedback <input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening) <input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening) <input checked="" type="checkbox"/> Other __online survey due to Covid- 19_____

## 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)]
<ol style="list-style-type: none"> <li>1. <u>Step 1:</u> Advertise/publicize Annual Parent Meeting through flyers, Parent Link, marquee, etc.</li> <li>2. <u>Step 2:</u> Develop agenda and handouts for Title I presentation</li> <li>3. <u>Step 3:</u> Prepare sign-in sheets (including parent/guardian name, student name, phone, email)</li> <li>4. <u>Step 4:</u> Conduct Title I meeting on Title I programs, funds, and resource</li> <li>5. <u>Step 5:</u> <b>Advertise/publicize Midyear Stakeholders Meeting through flyers, Parent Link, marquee, etc.</b></li> <li>6. <u>Step 6:</u> Develop agenda and handouts for Title I presentation addressing the Midyear Stakeholders Meeting</li> <li>7. <u>Step 7:</u> Prepare sign-in sheets (including parent/guardian name, student name, phone, email)</li> <li>8. <u>Step 8:</u> Conduct Midyear Stakeholders Meeting to discuss Title I programs, State Testing, School Grade, etc</li> </ol>



9. Step 9: Maintain Title I documentation for Digital Compliance

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.

Sallye B. Mathis Elementary will provide parents with a formal meeting at the beginning of the school year to share with parents the school's Title I Program. During the meeting, parents will be informed of the school's current data and goals for the current school year. Parents will also be provided with a brochure that provides school's current data, goals, and the school's Title I Program.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

1. The school will cover adequate yearly progress by sharing and comparing student data previous school year data and current goals for the following areas: Overall proficiency (reading, math, science), Learning Gains in ELA and Math, Bottom Quarterly in ELA and Math, and FSAA.
2. During the annual meeting parents will also be informed of their right to have their student attend any school within the district through school choice by completing a school choice application and submitting to the district.
3. Parents will be informed of the following rights: request and receive timely notification of professional qualifications of teachers and paraprofessional, informed if students are taught for four weeks or more by a teacher not highly qualified, provided information regarding their students' results from state assessment, all information 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?

The school will ensure parents without access to technology receive notification of parents events, school updates and student progress using the following:

1. Parents will be informed on family programs and meetings with an event flyer at least 2 -weeks prior to the event taking place. Parents will also receive communication through the following: monthly calendar of events, school, marquee, automated phone calls, and text messages.
2. Parents will be informed of student progress using quarterly progress reports and report cards.
3. The school resource center will maintain up to date events readily available in the main office.
4. Minutes from SAC Meeting will also be available for parents.

## 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.

In the spring, parents will receive notification through flyers, automated phone calls, text messages, and the school's marquee of an invitation to the End of Year Developmental Meeting. During the meeting parents will be provided with a copy of the current PFEP Plan, Budget, and questions to guide our meeting. During the meeting we will discuss each guiding questions and plans to improve the PFEP Plan and Budget for the upcoming school year. Parents will also be provided an opportunity to conduct a feedback survey for additional input.

# 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?

Sallye B Mathis will implement activities that will build capacity for meaningful parent and family engagement through the following:

1. Community Fair-
  - a. An event with local community business partners offering parents information of services and goods available to students and families
2. Donuts with Dad
  - a. Opportunity for fathers to engage in instructional games with students and activities to make and take home.
3. ELA Parent Night
  - a. Provide parents with an overview of ELA curriculum, instructional resources and strategies to use with students at home.
4. Data and Donuts
  - a. Provide parents with an update student progress towards state standards and results from local and state assessments monitoring student progress.
5. Science Parent Night
  - a. Provide parents with an overview of science curriculum, instructional resources and strategies to use with students at home. Special presentation by outside vendor (Miracle of Science) providing engaging science activities.
6. Math Parent Night
  - a. Provide parents with an overview of math curriculum, instructional resources, and strategies to use with students at home.
7. Writing Parent Night
  - a. Provide parents with an overview of integrating writing in all content areas, instructional resources, and strategies to use with students at home.
8. Muffins with Moms
  - a. Provide mothers the opportunity to engage in educational games with students and create educational resources to be used with students at home.

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

Sallye B Mathis will implement activities that will build capacity for meaningful parent and family engagement through the following:

1. Community Fair- Sallye B. Mathis will invite local business and community partners to take part of the school's annual Community Fair held in the fall of each school year. Local business and community partners will share resources available to support students and families.
2. Sallye B. Mathis will also partner with Full Service Schools to offer parents and student wraparound services to include: mental, health, and social services.
3. Sallye B. Mathis will also partner with St. Paul Missionary Baptist church to coordinate resources to include: food, clothing, school supplies, mentoring, and community service projects.
4. Sallye B. Mathis will also partner with UNF/EWC to provide opportunities to pre-interns/interns to supporting student achievement.
5. The school will partner with Wolfson's School Based Healthcare Center to provide parents with access to healthcare.
6. The school will partner with Rack Room Shoes, Walmart Optical Center, and Bright Holidays to provide clothing, shoes, and eye care to students in need

**(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) Sallye B. Mathis will implement the Title I Parent Resource Room by providing parents with access to instructional materials available to check out and use at home with students and access to a parent Kiosk to access internet.
- (2) The Parent and Family Engagement Room will be advertised with a sign located in the front office.
- (3) School staff will be trained during preplanning on using and referring parents to Parent Resource Room. Office staff will be trained on checking in/out materials for 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?**

Parents will be notified of any district Parent Academies the district may offer to support parents. Office staff will also serves a "Train the Trainer" to support parents with properly resources with students at home. We will be purchasing The Ron Clark Academy House System which is a dynamic, exciting, and proven way to create a positive climate and culture for students and staff. Using RCA's methods will help our school implement processes that build character, relationships, and school spirit.

## 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"> <li><i>1. How to <b>complete the parent portions of FASFA</b></i></li> <li><i>2. How to research college <b>websites</b> for what <b>their child</b> need for admission</i></li> <li><i>3. How to use OneDrive and <b>Focus</b> to keep up on graduation indicators</i></li> <li><i>4. About the most popular scholarship <b>websites</b> and <b>tips</b> for receiving funding</i></li> </ol>	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Johnson	Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.	August 2020	Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.
Title I Developmental Meeting (required)	Johnson	<p>Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.</p> <p>Increase in future parental involvement events</p>	May 2021	<p>Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.</p> <p>Increase in number of participants for parent involvement activities</p>
Community Fair	Johnson	Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.	August 2020	Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.

		Parents become aware of community resources available to meet the social and health needs of students and families		Increased amount of referrals to full services. Decreased amount of behavior referrals
Donuts with Dads	Johnson Teachers	<p>Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.</p> <p>Opportunity for dads to play academic games with students and increase familiarity of resources available to check out through parent resource center.</p>	September 2020	<p>Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.</p> <p>Increase in number of educational materials checked out through parent resource center</p>
ELA Parent Night	Johnson Reading Coach Teachers	<p>During literacy night, parents will have the opportunity create literacy centers using resources from FRCC that can be used with students at home. Parents will also be provided with question stems and graphic organizers that can be used with students to increase reading comprehension. Parents will have the opportunity to explore Iready Reading and Achieve 3000 to become familiar with blended learning that the district offers to improve reading. Increase reading overall reading achievement for students.</p>	October 2020	<p>Increased reading proficiency for 3rd-5th grade students on FSA. Increased percentage of student reading at or above grade level in k-2nd based on iready end of year assessment in the spring.</p> <p>This will also be evidenced through student growth using progress monitoring assessments on iReady and monthly Lexile scores on Achieve 3000</p>
Data and Dine	Johnson Teachers	During data and donuts, parents will	November 2020 and March 2021	Increased reading/math

		<p>be provided with a detailed report from Iready informing them of their child's current progress. The report will also outline academic strengths and weaknesses in reading and math. Parents also be provided specific strategies on the parent report to meet the individual needs of their student in reading and math. Parents of student in 5th grade will receive an additional report from Penda informing them of their child's current progress and specific strategies to use at home to improve areas of concerns.</p>		<p>proficiency for 3rd-5th grade students on FSA. Increased percentage of students performing at or above grade level on the science end of course assessments and 5th Science State Assessment.</p> <p>Parents will see evidence of student growth between Growth monitoring progress checkpoints on Iready and monthly Lexile scores on Achieve.</p>
Science Parent Night	Johnson Science Specialist Teachers Vendor (Miracle of Science)	<p>During science night, parents will be provided with hand-on activities and labs (Vendor: Miracle of Science) that can be used at home to improve the student's understanding of the Scientific Process (Nature of science). Through these at home labs parents and students will go through the scientific process to investigate the world around them. Increase overall science achievement for 5th grade science on state exam. Increase overall student achievement for students on end of year district science assessments.</p>	December 2020	<p>Increased percentage of students performing at or above grade level on the science end of course assessments and 5th Science State Assessment.</p> <p>Increased number of students selected to participate at the district science fair.</p>
Math Parent Night	Johnson Math Coach	During math night, parents will have the	January 2021	Increased math proficiency for

	Teachers	<p>opportunity to create at math centers that can be used with students at home. Parents will also be learn how to used specific math strategies that can used to assist their students at home. These strategies will include tape diagrams, number bonds, place value charts, and area models. Increase reading overall math achievement for students.</p>		<p>3rd-5th grade students on FSA. Increased percentage of student performing math at or above grade level in k-2nd based on iready end of year assessment in the spring.</p> <p>Increased percentage of students moving from performing below grade level to approaching, at, or above grade level between baseline assessment and mid-year testing.</p>
Writing Parent Night	Johnson, Reading Coach, Classroom Teachers	<p>During writing night, parents will become familiar with the rubric used to assess student writing. Parents will also analyze a sample paper to identify elements of model paper and provided specific strategies to use with students at home. Increase reading overall reading achievement for students</p>	February 2021	<p>Increased writing/reading proficiency for 3rd-5th grade students on FSA.</p>
Muffins with Mom	Johnson	<p>Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.</p> <p>Parents (moms) provided the opportunity to engage in academic games with students and increase familiarity of</p>	March 2021	<p>Overall improvement in reading, math, and science student achievement evidenced by state and local assessments.</p> <p>Increased amount of resources checked out to parents and</p>



		resources available to checkout through parent resource center		families from Parent resource center.

*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?**

Agenda and minutes from Developmental Meeting and SAC Meetings will serve as evidence that the school- parent compact was developed with parents. Parent- teacher conference forms will document evidence of parents meeting with describing the compact.

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

Principal will provide teachers with Parent- Teacher Conference form to document all parent compacts are discussed during conference. Each planning day teachers will provide admin update of conferences held and parent compacts signed. By Mid- year, teachers will need to submit documentation of all parents compacts signed and schedule conferences for unsigned conferences.

# 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. Parents will receive a 4 Week Notice letter informing them that their students was assigned or taught by a teacher who was not properly licensed or endorsed.
2. A list of all teachers that are ineffective, out of field, or inexperienced will be pulled from FOCUS and readily available in the Title I Binder.

## 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 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Weekly Common Planning with instructional coaches	Harb Tranovich Johnson Adkins	Research best practices to use on a daily basis to improve instruction and student achievement in reading and math	Aug 2019 May 2020	Sign-in sheet Completed article review using REFORM Protocols, teacher discussions, evaluation
Alert Training	Ms. Smith	Teachers will be provided training with identification of early warning indicators for identifying students in need of intervention and counseling as a first responder. Provide teachers with steps to properly inform parents when the teacher has to act as a first responder.	August 2019	Sign in Sheets and evaluation
RTI/Progress Monitoring	Ms. Smith	Provide teachers with steps and strategies to collect data for Tier 2 and	August-Dec 2019	Sign in sheet, evaluation, student data tracking forms, PMPs, RTI data collection



		Tier 3 students. Train teachers in using data to develop PMPs and strategies for communicating data and plans to parents		
Parent Teacher/Communication	Ms. Johnson Mrs. Crumley	Provide teachers with strategies to conduct parent teacher conference documentation using the following areas: Identifying student strengths/potential, areas of concern, solution/action plan, and follow-up/. Implementation of DOJO as a tool to communication with parents	August 2019	Sign in Sheet and survey. Dojo announcements and parent/teacher usage
Full Service Schools	Ms. A	<b>Staff will receive professional develop of services provided through full services and steps to refer families. Through the training teachers will become familiar with resources and able to share with parents community resources available to meet the social, mental, and health needs of students. . By sharing information with parents about resources offered through Full Services, a strengthened relationships between parents and families will be established because parents will have knowledge of access to social,</b>	August 2020	Sign in sheet, Full service referrals, and evaluation

		mental, and physical health/		

# 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 be ready for kindergarten. Title I also seeks to help families with new school aged children adjust to their new parenting roles.
<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 McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program 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 fund created to assist districts and schools provide supplemental instructional opportunities.	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. 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.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.

<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

*Schools may add lines as needed.*



# Title I, Part A Parent and Family Engagement - Fund 48877

**SCHOOL:** 3091 SALLYE B. MATHIS ELEM.

**PROJECTED PRELIMINARY ALLOCATION**

**BUDGETED AMT.**

**TOTAL BUDGET**

\$3,400.00

\$3,400.00

**Software Licenses for Parent Usage - Quote Required - License term must begin on or after July 01, 2020 and ends on June 30, 2021.**

FA/CI	Name, Description, Price	Purpose	Quantity	Total Cost
6100/369				
6100/369				
6100/369				
6100/369				
6100/369				
6100/369				
				\$0.00

**Materials & Storeroom Items for the Parent Resource Room**

FA/CI	Vendor Name (if Applicable)	Materials and Purpose	Total Cost
6100/510			
6100/510			
6100/510			
6100/510			
6100/510			
6100/519	Mtech	(For Printer Toner for PARENTS Only)	\$250.00
			\$250.00

**Equipment for the Parent Resource Room**

FA/CI	Vendor Name	Items and Purpose	Total Cost
6100/640			
6100/640			
6100/640			
6100/640			
6100/640			
			\$0.00

**Parent and Family Engagement Activity 1 - Complete All Items That Apply for the Event**

Activity Name		Activity Date		Sep-20	
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Paper, pencils, crayons, glue		25	45.00
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	DONUTS, COFFEE, JUICE, WATER, EATING SUPPLIES		75	100.00
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$145.00

**Parent and Family Engagement Activity 2 - Complete All Items That Apply for the Event**

Activity Name		Activity Date		Oct. 2020	
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				275.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	JTA BUS PASSES		50	100.00
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			

## Title I, Part A Parent and Family Engagement - Fund 48877

6100/510	Storeroom purchase for parent and family engagement activity	construction paper, pencils, markers, glue, copy paper, scissors	75	200.00
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased		
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Pizza	12	60.00
				\$635.00

### Parent and Family Engagement Activity 3 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
Data and Dine		Nov-20			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				106.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Copy Paper, Pens, Pencils, Highlighters		50	100.00
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Walmart- Stoffers		12	119.00
6100/390	Light Refreshments - ordered				
					\$325.00

### Parent and Family Engagement Activity 4 - Complete All Items That Apply for the Event

Activity Name	Science Parent Night	Activity Date	Dec-20		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Miracle of Science			400.00
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	copy paper, pencils, pens		50	100.00
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	PIZZA		12	60.00
					\$560.00

### Parent and Family Engagement Activity 5 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
Math Parent Night		Jan-21			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	jta		50	100.00
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			

## Title I, Part A Parent and Family Engagement - Fund 48877

6100/510	Storeroom purchase for parent and family engagement activity	copy paper, pencils, construction paper, scissors, crayons	75	200.00
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased		
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Subway	75	120.00
				\$420.00

### Parent and Family Engagement Activity 6 - Complete All Items That Apply for the Event

Activity Name <b>Muffins and Moms</b>		Activity Date <b>Feb-21</b>			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	paper, pencils, crayons, glue		50	45.00
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	MUFFINS, JUICE, WATER AND COFFEE AND EATING			75
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			100.00
					\$145.00

### Parent and Family Engagement Activity 7 - Complete All Items That Apply for the Event

Activity Name <b>Data and Donuts</b>		Activity Date <b>Mar-21</b>			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				106.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	copy paper, pens, pencils, highlighters		50	100.00
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf				
6100/390	Light Refreshments - ordered	DONUTS KRISPY KREME			25
					119.00
					\$325.00

### Parent and Family Engagement Activity 8 - Complete All Items That Apply for the Event

Activity Name <b>Writing Parent Night</b>		Activity Date <b>Mar-21</b>			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				275.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Construction Paper, markers, pencils, crayons, copy paper		75	200.00



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6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased		
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Subway Sandwiches	75	120.00
				\$595.00

### Parent and Family Engagement Activity 9 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$0.00

### Parent and Family Engagement Activity 10 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	include up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	include up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace with a description of items here			
6100/390	Light Refreshments - ordered	Replace with a description of items here			
					\$0.00

### Parent and Family Engagement Activity 11 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			



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6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		
				\$0.00
<b>Parent and Family Engagement Activity 12 - Complete All Items That Apply for the Event</b>				
<b>Activity Name</b>		<b>Activity Date</b>		
<b>FA/CI</b>	<b>Activity</b>	<b>Price Per Unit Hourly Rate</b>	<b>Length of Activity ( Number of Hours Per Event)</b>	<b># of Staff or Qty</b>
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0
6100/160	Translators Salary (NN67MA)	\$10.00	0	0
6100/200	Childcare/Translator Benefits @17.35%			-
6100/370	Postage of Parent Mailouts			
6100/310	Vendor presentation	Replace this text with Vendor name and service description		
6100/390	Transportation	Transportation mode?		
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose		
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased		
6100/510; 6100/519	Materials purchase for parents workshop from vendor			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		
				\$0.00
<b>FOOD BUDGET TOTAL</b>				<b>\$798.00</b>
<b>FOOD BUDGET LESS THAN OR EQUAL TO \$800</b>				<b>YES</b>
<b>TOTAL BUDGET</b>				<b>\$3,400.00</b>
<b>AMOUNT OUT OF BALANCE (MUST BE \$0 and FOOD BUDGET MUST SAY "YES")</b>				<b>\$0.00</b>