

2019-20

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



School Name: Lone Star Elementary

School #: 233

Principal Name: Cheryl Quarles-Gaston

School Website: duvalschools.org/lonestar



TABLE OF CONTENTS

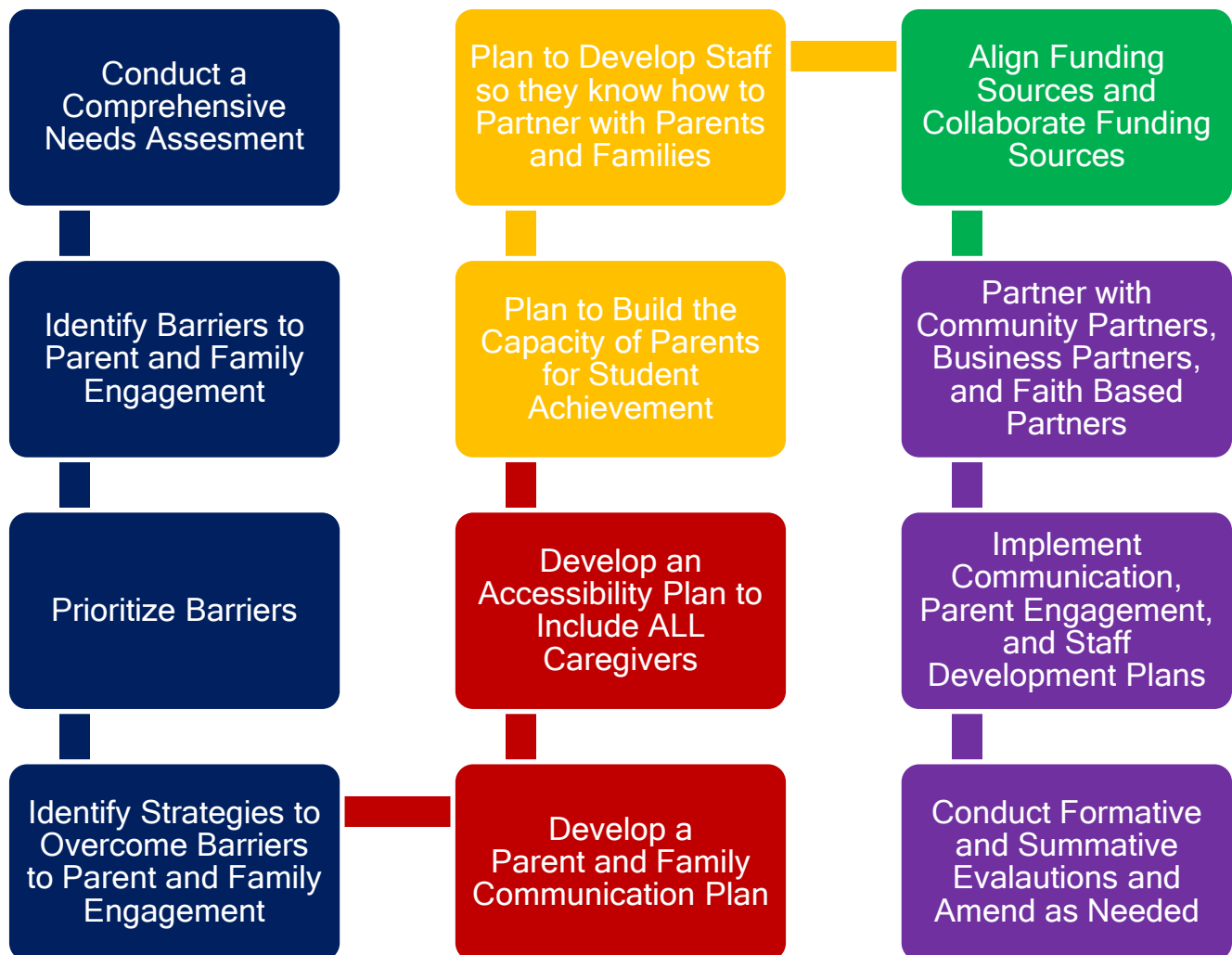
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	7
COMMUNICATION AND ACCESSIBILITY _____	9
FLEXIBLE PARENT AND FAMILY MEETINGS _____	12
INVOLVEMENT OF PARENTS and FAMILIES _____	12
FLEXIBLE FAMILY MEETINGS _____	13
REQUIRED ANNUAL MEETING _____	13
Required Developmental Meeting _____	14
BUILDING CAPACITY _____	16
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	16
PARENT AND FAMILY ENGAGEMENT EVENTS _____	17
PARENT COMPACT _____	22
INSTRUCTIONAL STAFF _____	23
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	24
COLLABORATION OF FUNDS _____	25

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, Cheryl Quarles-Gaston, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

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

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year (this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3010.00	\$3010.10	\$0
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
We were challenged to find ways to spend the money that was not strictly compliant, but also useful to reach our particular parent population. Our challenge this year is to plan ways to successfully reach our families to benefit our students that will also be allowable by Title 1 guidelines.		

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	2	All resources were returned. We are going to have tours of the room on the first day of school for parents who bring their children to school.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity (add all activities from the 2018-19 school year)	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (how do you know the parents learned what the activity was intended to provide)
Annual Meeting (Beginning of Year)	1	We had one parent in attendance. It is difficult to get parents to come to school for meetings if it is not specifically related to their child.
Developmental Meeting (End of Year)	3	We reviewed the school-parent compact and solicited input from parents. We did not receive any suggestions for changes.

Grandparents' Tea	112	Many of these grandparents participated in and attended other school events such as volunteering at the school, awards ceremonies, volunteering on field trips, etc. Additionally, we had a number of grandparents purchase books through the book fair for their grandchildren. Grandparents also stated that parents receive all of the information about events - they would like to have a more active role in school events.
Book Bingo	68	We held this event 2 times during the year. Parents and grandparents attended with students and took books home to read together.
STEM Night	65	Parents and families learned what STEM is and how easy it can be to reinforce skills that will assist students in school and in college & career. Parents said that they enjoyed having Kirby-Smith at the event so they could find out more about program continuity to our magnet middle school.
All Pro Dads	37	Dads got involved in students' education and school life. Many fathers attended who do not have custody of their children so it gave them an opportunity to do something special with them and be included in "school." Dads and students learned important social skills, team work, responsibility and dads participated in activities related to how to read with students at home in order to build literacy skills.
ESOL Family Night	0	We did not have any parents attend this event. We need to do a better job of learning how best to communicate to and with our ESOL families. Back to the drawing board.
FSA Parent Night	50	We had excellent attendance during all of our FSA testing. Parents seemed to recognize the importance of students testing with their classmates (vs. makeup testing) and supported us by rescheduling appointments and getting students to school on time during testing. We had NO (0) students late during FSA testing and only 3 absent during all of the tests.
5 th Grade Organizational Skills Workshop	28	This had to be rescheduled multiple times because our PFEP was not approved until late. The parents were very appreciative of the efforts and we believe this will be a great event earlier in the school year this year.

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year (not applicable to new Title I, Part A schools).

Parents indicated they think we are doing a good job. There was no significant feedback about changes to make. Parents have indicated they would like to be able to participate in meetings virtually and/or participate from home or work. We continue to ask for recommendations and suggestions on how to help.

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. Parents do not understand Title 1 and how it can benefit students.
2. Parents do not know about the Parent Resource Room or understand its purpose.
3. ELL parents do not widely attend school events that provide valuable information regarding academics.
4. Many parents work during the school day and/or evening hours and have little time to attend school meetings or functions.
5. We do not have access to the technology to record meetings or events so parents can watch or stream to gain information if they are unable to attend.

Some events are not well attended or attended at all. We have better attendance if we plan meetings that are held right before or after another school event.

(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)	Meeting attendance	We have better attendance for academic-assistance related meetings when we begin another popular school event with the academic workshop or meeting. For this reason, we will try to pair our popular events with workshops and/or informational sessions so parents do not have to come out for two meetings this year. This will also eliminate SOME of the need to attempt to record meetings or information because parents will be at school in person.	
2)	ELL parent participation	We started a Spanish club last year in hopes of building a cohesive group of Hispanic students who can support each other and take on school leadership roles (most of our ELL parents are Hispanic). We	

		are going to explore working with these club members to build better relationships with their families and increase their participation.	
3)	Title 1 Education	We plan to use some time before a school-wide event to talk to parents about Title 1, instead of using the Title 1 Annual Meeting as the sole event to discuss Title 1. We need to continue to talk to parents about Title 1 so they understand their rights and opportunities as parents of students at a Title 1 school.	

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

- Increase parent involvement in students' elementary career.
- Engage parents in a way that encourages them to provide feedback about what kind of resources they need so that we are not making purchases or planning events that are compliant but not valued or meaningful (which will encourage attendance, participation and ultimately student achievement).

COMMUNICATION AND ACCESSIBILITY



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

Accessibility

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

We cannot remove all barriers but we can put things in place to help minimize them.

- We still would like to find a way to assist our parents who need transportation but the bus is not a good option considering the location of our school to nearby stops.
- We will offer events and meetings at different times or even multiple times to accommodate most schedules.
- We will provide translators for parents who need them.
- We will attempt to provide access to recorded information for parents who cannot attend meetings and/or events.
- We will plan some meetings that coincide with other school-wide events that are well-attended.

We will plan some events for specific groups of parents that is tailored to their specific 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?

We will continue to allow parents to "sign up" for methods of communication in which they are most interested. We currently allow parents to "opt in" for text messages and join our Facebook page. Our teachers also use Dojo to communicate with parents about classroom and school events. This year we are going to ask teachers to make sure they use Dojo to send all flyers to parents electronically. We also post signs on our marquee, use robo calls, place signs and notices in our front office and in our car riders area. This year we will also use customized yard signs to grade parents' attention in the car riders' line or as they drive by. We occasionally use flyers. This year, we are purchasing a large digital frame for the front office that will cycle through photos, calendar events and important info. We hope this will help encourage parents to know what's coming up. This year we will provide printed information for parents to indicate their "preferred" method of communication so we can make sure we are meeting the needs of all (information will be in enrollment packet and available at Open House and Orientation).

We will use Google translator and/or Microsoft Word translator to provide information in various languages as it pertains to students in our school whose first language is not English.

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

Arabic, Burmese, Chinese, Creole, Croation, Farsi, French, German, Indonesian, Kirundi, Rumanian, Russian, Spanish and Tagalog, Urkranian.

COMMUNICATION

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

- (1) We will use Facebook, text messaging, robo calls, Dojo, marquee, sign at car riders, yard signs, digital frame in the front office, etc. to let parents know at least one week prior to each event.
- (2) We will provide (hard copy) and post a monthly calendar of events for parents to ensure they know ahead of time what school events are forthcoming.
- (3) We will designate a bulletin board in a prominent location at the entrance of the school that will feature information for parents (i.e., calendar of events, notices) in more than one language.

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?

- During Open House, we will provide information (hard copy) and require teachers to talk about the (1) curriculum (and provide examples); (2) teachers will review the grading scale and regular assessments that will be given (district baselines, regular content-specific classroom assessments and also I-Ready scores and their implications; (3) teachers will review the achievement levels for FSA and NGSS AND the implications of the scores.
- We are planning to send a flyer home that is grade-specific with the information described above from Open House
- We will have an FSA Parent Night for parents of 3rd graders to go over in detail the implications of the FSA ELA assessment and how they can help their children and what to expect.

Additionally, we will post the information and let parents know that it will also be available in the Parent Resource Room. This information will also be presented and discussed at SAC, PTA and our Annual Title 1 Parent Meeting.

(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) SAC meetings - how some funds are spent, items that district may need to address on behalf of school, how school addresses certain issues or concerns; PTA meetings - how some funds can be used to benefit the entire school, what types of support for students can be provided with PTA funding
- (2) Our SAC and PTA will host information “tables” at Open House and Orientation to provide parents with information; we will post opportunities and explanations on social media and provide hard copies for parents as needed.

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]

We will provide them with the Title 1 office contact information and include that information in the Parent Resource room and in the front office.

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**).

We will provide a copy in the Parent Resource room and direct the front office to inform parents about its whereabouts. We will post information about its whereabouts to all through social media, robo calls and Dojo.

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)].

- All parents and families are invited to participate in the Title 1 PFEP development plan and budget to share ideas and suggestions.
- All are also invited to participate in SAC each month (through communication methods specifically stated above).
- Feedback forms from each event are monitored so that we can address concerns and/or suggestions from families regarding the resources and information we provide.

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 are unable to provide transportation to our families who need it because the only allowable method is bus, which is not an option for our families, based upon our location. We will continue to investigate ways that may be work and are allowed.
- Home Visits - we will visit homes as requested or needed, according to school protocol.
- Additional Services to minimize barriers to encourage event attendance - we will provide translators to parents who need them at school events or classroom events; we will provide information about community resources in the front office to all parents and families.

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)]

As is procedure, the SAC will vote on the day and time of its meetings. Any parent opinions will be considered in the vote.

We took the "information cards" we created and counted up the results of what parents indicated were their preferred days and times for meetings. We will offer meetings at the most convenient time for the majority most frequently but also at other times and in other non-traditional ways.

PTA meetings will be flexible, based upon the schedule of those involved. We will have regularly scheduled meetings for all parents at school events to inform them of what is going on and allow them an opportunity to provide input.

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

We have information cards that we created where parents were able to indicate their preferences.

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

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- AM & PM Sessions (Same content to appeal to more parents)
- Other _____

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Use the cards (described above) to determine the best date(s), time(s), etc. for meeting. We will consider holding the meeting at more than one time slot or day to allow greater parent access.
2. Plan a meeting to welcome parents and provide information
3. Provide the resources necessary (transportation, childcare, etc.)
4. Communicate the meeting's purpose and specifics (date/time, etc.) to parents through a variety of methods (based upon parent feedback)
5. Host the meeting according to parent feedback
6. Provide some information and allow parents ample opportunities to ask questions and provide feedback
7. Evaluate feedback and make changes, if necessary for other events.

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.

- Define Title 1 as it applies to the school.
- Provide information about the resources available to parents and families through Title 1.
- Obtain feedback and suggestions from parents about resources they need and about resources currently provided.

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.

We will create a presentation that includes information specific to our school and the Title 1 program, including

- (1) FSA data - what it means, how we performed (as a school and as subgroups within the school), and how we are going to address our weaknesses and build upon our strengths;
I-Ready and Achieve 300 data - what it means,
- (2) School choice - explain what it is, how they can access it and provide contact information for the School Choice office; and
- (3) Title 1, Part A funds - explain parents' rights regarding these funds and provide information on what parents can do if they have questions or concerns regarding such, including who and where to contact.

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?

- We would like to allow parents to “sign up” for methods of communication in which they are most interested. We currently allow parents to “opt in” for text messages and join our Facebook page.
- Our teachers also use Dojo to communicate with parents about classroom and school events.
- We also post signs on our marquee, use robo calls, yard signs, digital frame in the front office, place signs and notices in our front office and in our car riders area. We occasionally use flyers.
- This year we will provide printed information for parents to indicate their “preferred” method of communication so we can make sure we are meeting the needs of all (information will be in enrollment packet and available at Open House and Orientation).
- We will have a parent information bulletin board located prominently as you enter the school with information regarding parent events, updates and student progress.
- We have a sign that can be placed outside at the car rider area that will be used to promote parent events.

Required Developmental Meeting

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

celebrate the successes of the year.

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

We will invite parents to attend the developmental meeting. We will also invite parents to provide their ideas/suggestions through email or submit them to the front office so they can participate, even if they cannot attend.

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?

- Educate parents about Title 1. We need to get information out to them about the resources available to them and their opportunities to provide input.
- We also need to plan events that parents need or want so that they are meaningful and not just compliant.
- Pair workshops or informational sessions with other school events so that parents do not have to come to multiple events or meetings.
- For the **Organizational Skills Workshop** - parents will put together a binder with the items we supply and we will show parents one way students can organize their binder that is easily maintained and effective. The goal is for students to use this way this year and then transfer those skills to middle school when they have many different classes. A secondary goal is to identify any students who are struggling with organization so that we (school and parent) can work together to find an alternative method BEFORE middle school so that we find something that will work for that student.
- For the **ESE parent workshop** - parents will put together a binder that includes index tabs, a pencil pouch with some supplies and a copy of their child's IEP or 504 plan. The tabs will be labeled with sections to be included in the binder: *Communication, Evaluations, IEP, Report Cards/Progress Notes, Sample Work, and Behavior*. Detailed information about the binder can be found at <https://www.understood.org/en/school-learning/special-services/ieps/how-to-organize-your-childs-iep-binder>
- For the **ESOL parent workshop** - parents will put together a binder with information in their native language about each type of assessment given at school - school-wide, district and State. We also will have information about how to interpret scores (percentiles, etc.) in their native language also. We will teach parents about the assessments, what to expect and answer questions.

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

- We have partnered with the Mayor's Office Hispanic Advisory Committee to brainstorm ways we can reach out to our Hispanic families. We have come up with some resources we can provide and a few ways we can reach out to them in hopes of building a relationship.
- We have partnered with a church as a business partner to provide assist us as possible.
- We have partnered with a law firm to provide school supplies to our students at the beginning of the school year.
- We have partnered with a neighborhood family medical practice to provide support and communication to our families during the school year.
- We are seeking partnership with a local high school's Spanish Honor Society to assist us with activities for our own Spanish club and communication with Hispanic families.

(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) We will continue to purchase items that can be used by families to support student achievement, based upon best practices and parent feedback.
 (2) We will hold a raffle during Open House where parents must visit the room in order to receive a ticket in order to introduce the room to parents. In addition, we will post information on social media and provide printed information in the front office advertising the Parent Resource Room.
 (3) During pre-planning, we will orient teachers and staff to the Parent Resource room and provide them with a copy of the items in the room. We will ask teachers to make sure they talk to parents about the Parent Resource Room during the school year.

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?

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness	Itemized Budget (if applicable) EVERY BUDGET LINE MUST BE ON THE BUDGET
<i>Example: FASFA and Scholarship Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn: 1. How to complete the</i>	<i>October 2019, February 2020</i>	<i>Sign-in; Evaluation/ Feedback; Parent</i>	<i>3 hours of childcare (\$9.93),</i>

		<p><i>FASFA with their child</i></p> <p>2. <i>Storytelling techniques so their child will learn how to write a college essay for scholarships</i></p> <p>3. <i>How to find scholarships for their child</i></p>		<p><i>involvement increase;</i> <i>Parent screen shot of completed FASFA parent page;</i> <i>Student essay.</i></p>	<p><i>transportation (\$50.00);</i> <i>light refreshments (\$100.00);</i> <i>10 Scholarship books for parents @ \$50;</i> <i>10 ACT books for parent resource room @50;</i> <i>Total: \$1179.79</i></p>
Title I Annual Meeting (required)	Cheryl Gaston, Prin. Leigh Farrington, AP	<p>Parents will learn:</p> <ul style="list-style-type: none"> • What is Title 1? • The resources available to parents from a Title 1 school • How the school is performing • Their rights as parents at a Title 1 school 	October 2019	Sign in; evaluation, parent involvement increase	0
Title I Developmental Meeting (required)	Cheryl Gaston, Prin. Leigh Farrington, AP	<p>Parents will learn:</p> <ul style="list-style-type: none"> • Resources that are available to assist improving academics 	August 2019	Sign in; evaluation, increased parent visits to the resource room	0
Organizational Skills Workshop for parents of 5 th graders	Leigh Farrington, AP; fifth grade teachers	<p>Parents will learn:</p> <ul style="list-style-type: none"> • How to recognize if their child is struggling to stay organized or may have trouble managing middle school organization • A model that students and parents can use to keep academic life organized that they can also use in middle school. 	Sept. 2019	Sign in; evaluation; student self-reporting and parent self-reporting of preparedness for middle school; data about what we may need to add or change to meet the needs of all students regarding prep for middle school.	764.40
3 rd Grade FSA Night	LaChandra Palmer, Reading Coach; third	<p>Parents will learn:</p> <ul style="list-style-type: none"> • The implications of the FSA ELA assessment 	Nov. 2019	Sign in; evaluation.	0

	grade teachers	<ul style="list-style-type: none"> How to assist students in preparing for the assessment 			
Panther Cub Camp	Jennifer DiAngelo, Tiffany Sasser, Kinder Teachers	Parents will learn: <ul style="list-style-type: none"> How to decrease anxiety for incoming kinder students 	August 2019	Sign in; evaluation	0
Boo Hoo/Woo Hoo Breakfast	Cheryl Gaston, Prin, Leigh Farrington, AP	Parents will learn: <ul style="list-style-type: none"> Ways they can get involved at school (SAC, PTA, volunteer) Resources available to assist with academics how to get assistance (scheduling a conference, checking students out, etc.) 	August 2019	Sign in; evaluation	150.00
All Pro Dads Day	Leigh Farrington, AP	Parents will learn: <ul style="list-style-type: none"> How to be better fathers & husbands How to have important conversations with their children How to teach social skills to students How to assist with academics How to be a role model for their children 	Monthly	Sign in; evaluation	350.00
Book Bingo	Leigh Farrington, AP	Parents will learn: <ul style="list-style-type: none"> How to engage their children with reading (this event also provides books to keep for parents and students) Simple ways to practice number skills at home 	October 2019 & March 2020	Sign in; evaluation	100.00

STEM Night	Sue Cavin, Science Teacher	Parents will learn: <ul style="list-style-type: none"> • What STEM is • How to engage students with STEM activities at home • Why STEM is important for students 	January 2020	Sign in; evaluation	100.00
Grandparents' Tea	Cheryl Gaston, Prin., Leigh Farrington, AP	Grandparents will learn: <ul style="list-style-type: none"> • How to engage children with reading at home • Simple ways to practice skills at home • Ways they can be involved at school (SAC, PTA, volunteer) 	August & September 2019	Sign in; evaluation	200.00
ESE Parent Workshop	Leigh Farrington, AP, Edward Dutton, School Counselor & VE Resource Teachers	Parents will learn: <ul style="list-style-type: none"> • FAQ about IEPs and Exceptional Student Education • Their rights and responsibilities as parents of children in ESE • How to organize and keep track of IEP and ESE information pertaining to their child. 	February 2019	Sign in; evaluation	73.77
ESOL Parent Workshop	Leigh Farrington, AP, Darelys Correa, ESOL Para, Edward Dutton, School Counselor	Parents will learn: <ul style="list-style-type: none"> • How to understand WIDA test scores • How to understand ESOL program • How to understand I-Ready Scores NOTE: Parents will receive a binder with tabs and info in their native language to refer and to keep.	November 2018	Sign in; evaluation	123.97

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, notes & sign in sheet from meeting with parents
- Agenda, notes & sign in sheet from school events where parent compact is discussed
- Conference notes between teachers and parents showing discussion of parent compact.

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.

- Copy of letter sent to parents informing them that their child's teacher is/was out of field
- Copy of a list from FOCUS showing any teachers' names that were/are out of field.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Items in red are examples

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Book Study on Poverty	Ms. Smith	Improved relationships between teachers and students and families	Aug-Dec 2019	Sign-in sheet Completed book review form, teacher discussions, evaluation
Poverty Simulation with the Title I team	Mr. Black	Improved ability for staff to work with parents and families	Dec 2019	Sign-in sheets, evaluation sheets, follow up with teachers
Pre-planning	Cheryl Gaston, Prin, Leigh Farrington, AP	Improved relationships between teachers and students & families	Aug 2019	Agenda, Sign in sheet, notes
Early Dismissal	Cheryl Gaston, Prin, Leigh Farrington, AP	Improved relationships between teachers and students & families; improved ability for staff to work with parents and families	Sep-May	Agenda, Sign in sheet, notes

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	We will purchase supplies for a workshop for parents of students who are in ESE to help them organize IEP information and provide education on IEPs and the ESE program at Lone Star. The workshop will be a make-and-take workshop with parents completing a binder with tabs for information to house IEP and ESE information for their child.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	We will utilize full-service schools to refer parents and students who are in crisis or at risk to needed services. Our school counselor will meet with students who are neglected, delinquent or at risk and provide social and life skills appropriate to their situation and refer them as necessary for additional services.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	We will use funds to purchase school supplies for students who are homeless or in crisis. We will utilize full-service schools to refer parents and students who are in crisis or at risk to needed services.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	We will use SAI funds to pay for tutoring for students who may need additional academic support in one or more subjects.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.