

2021-22

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



School Name: Lone Star Elementary

School #: 233

Principal Name: Cheryl Quarles Gaston

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



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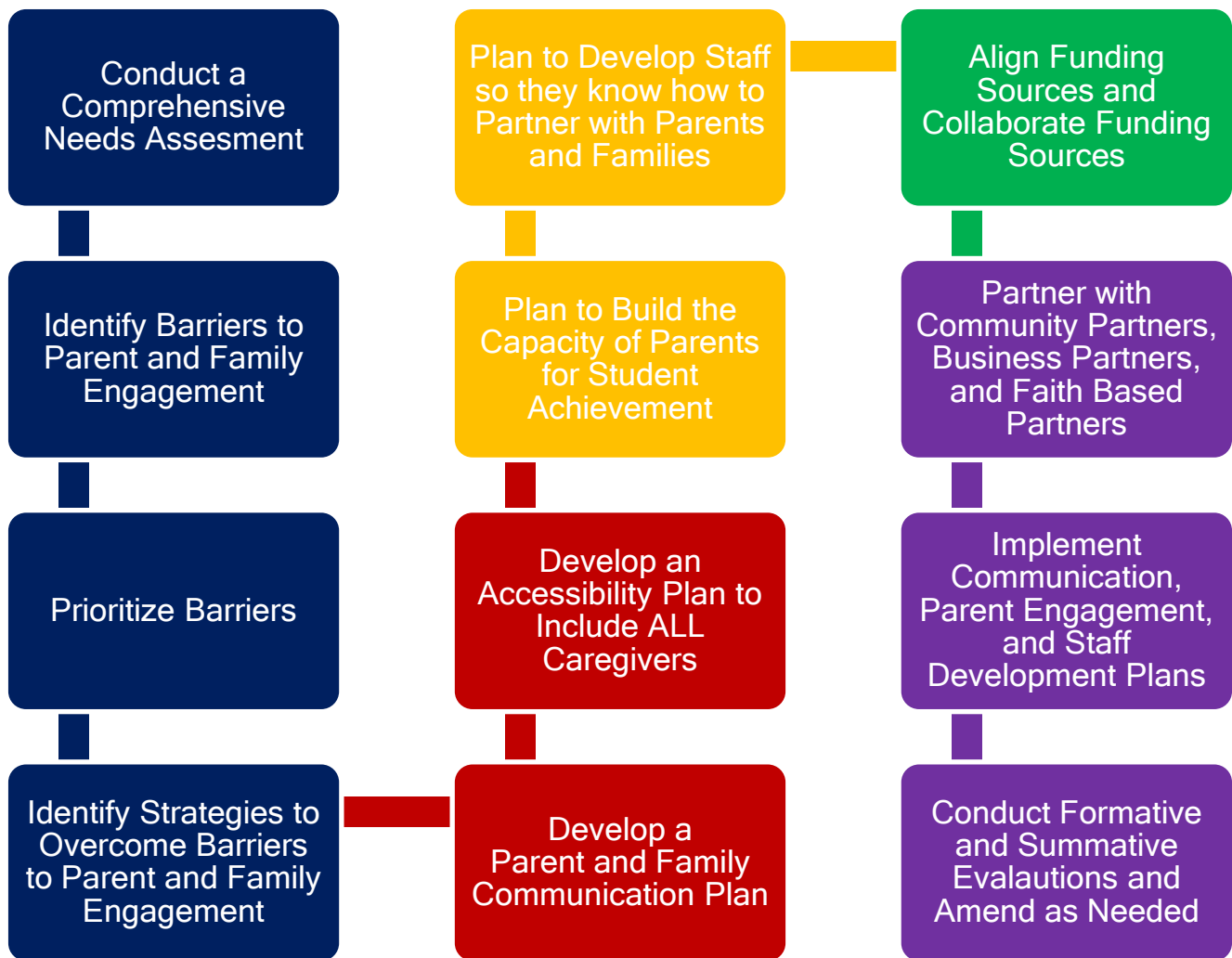
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OVERVIEW

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, 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
\$3,135.72	\$2,470.74	\$529.26
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>\$250 in parent mail outs were not printed.</p> <p>\$125 in food for All Pro Dads meetings was not purchased.</p> <p>The pandemic forced schools to be closed to volunteers, parents and visitors, We were unable to hold many of the events we planned in the way we planned. Most events were held virtually.</p>		

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

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
0	0	Due to the pandemic, no parents were allowed in the school to visit the Parent Resource Room or checkout resources.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)

Annual Meeting (Beginning of Year)	0	
Developmental Meeting (End of Year)	0	

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.

<p>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.</p>

Barriers

<p>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.</p>
<ol style="list-style-type: none"> 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. Many parents work during the school day and/or evening hours and have little time to attend school meetings or functions OR are not interested in attending functions other than those where their child is performing or a fun family event. <p>Some events are not well attended or attended at all. We have better attendance if we plan meetings that are integrated into an event that is well-attended instead of a "meeting". Parents seem to be turned off to "meetings" or "workshops" but will attend grade-level performances or events that feature activities for families.</p>

<p>(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)).</p>		
	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 integrate meetings or workshops into a popular school family-type event. 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. Parents do not show up (generally) for "Meetings" or "Workshops."
2)	Under utilization of Parent Resource Room	We plan to make a video and info sheet explaining the Parent Resource Room and its benefits.
3)	Awareness/ Understanding of Title 1	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. We have to figure out other ways to educate them about Title 1. We also to develop a printed card or info sheet with a brief easy explanation of Title 1 that we can include in registration packets and post on Facebook.

Overarching Outcomes/Goals for the Current School Year

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

Increase parent engagement 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).

Engage parents in a way that is meaningful to THEM. This means non-traditional ways. It can be difficult because we are mandated to hold parent engagement events but the most effective ways we get parents to engage are not compatible with Title 1. If we only use the traditional methods Title 1 approves, we would have no parent attendance or engagement at all. We are in a different era and the world has changed but the types of events Title 1 suggests are not reaching this generation of parents.

COMMUNICATION AND ACCESSIBILITY



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

Accessibility

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

We 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. Title 1 will not approve any alternative methods so this remains an issue and a barrier.
- We will offer events and meetings at different times or even multiple times to accommodate most schedules. We will also continue to offer recorded virtual sessions so parents can attend when it is convenient for them.
- We will provide translators for parents who need them.
- 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 and offer multiple means of communication to accommodate their preferences as much as possible. 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. We also use 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, Hausa, Portuguese, Romanian, Russian, Spanish, Tagalog, Ukranian.

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) 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? (4) in all applicable languages?

- 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.

We will use translators and/or translate documents as much as possible to communicate with parents in all languages.

(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.

(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?

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.

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.

In the upcoming school year, we are going to try using electronic forms also and post a link in Dojo and on Facebook so that we can get more parents to participate.

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

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other __Recorded sessions that parents can watch when it is convenient for them. _____

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.) as we are able.
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

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 also provide this electronically in hopes of reaching more parents.
- 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 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.

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. *"If we want to reach people and help push their thinking, we have to go to the spaces where they are most comfortable to start. It is not about them jumping to you, but you going to them"*-George Couros.

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

- We need to continue to find ways to reach out to the parents of our ELLs. 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. WORK IN PROGRESS!
- We have partnered with two churches as business partners to provide assist us as possible. One of them has a Hispanic ministry so we hope to be able to use resources there to assist with ELLs.

(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) We will hold some parent conferences in the resource room so that parents go to the room and get used to it as a resource.

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
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2021, February 2022</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Cheryl Gaston, Principal	Parents will learn: <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 	October 2021	Sign-in; evaluation

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
		Their rights as parents at a Title 1 school		
Title I Developmental Meeting (required)	Leigh Farrington, AP	Parents will learn: Resources that are available to assist improving academics	May 2021	Sign-in; survey results
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
STEM Night	Sue Cavin, Science Lab 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 2022	Sign-in; evaluation
4 th Grade Parent Night	4 th Grade Team	Parents will learn: <ul style="list-style-type: none"> • The implications and expectations of FSA • Ways they can help students at home Resources that are available to them.	February 2022	Sign-in; evaluation
5 th Grade Parent Night	5 th Grade Team	Parents will learn: <ul style="list-style-type: none"> • The implications and expectations of FSA • Ways they can help students at home Resources that are available to them.	March 2022	Sign-in; evaluation

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
3 rd Grade Parent Night	3 rd Grade Team	Parents will learn: <ul style="list-style-type: none"> • The implications and expectations of FSA • Ways they can help students at home Resources that are available to them.	January 2022	Sign in: evaluation
Panther Cub Camp	Kindergarten Team	Parents will learn: <ul style="list-style-type: none"> • How/where to drop off and pick up students on the first day • How their children adapted to the visit to prepare them for the first day of school. • Resources that are available to them. 		
PFEP Developmental Meeting	Admin Team	Parents will learn: <ul style="list-style-type: none"> • What kinds of resources are available to them • What Title 1 does for the school • How to provide feedback about Title 1 programs 		

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.

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

- Documentation from pre-planning meetings with teachers regarding compact (presentation, purpose, expectation, etc.)
- Parents will have the opportunity to provide input on the parent teacher compact during the developmental meeting. Minutes and agenda from the developmental meeting will serve as evidence that the compact was jointly developed

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.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2021</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Pre-planning	Cheryl Gaston, Principal	Improved relationships between teachers and students & teachers and families	Aug 2020	Agenda, sign-in, notes
IGLMs with District Specialist	Cheryl Gaston, Principal Lachandra Palmer, Reading Coach	Improved relationships between teachers and students; improved student engagement; improved relationships between teachers and families	Sept & Oct 2020	Agenda, sign-in, notes
Classroom Walkthrus	Cheryl Gaston, Principal & Leigh Farrington, Asst. Principal	Improved understanding of what good instruction looks like (rigor standards-based, engagement, ect.). This helps increase student achievmenet.	monthly	Submission in district-wide Teams form

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 continue professional development with faculty and staff on best practices for teaching students with disabilities, including appropriate accommodations, adapting assignments for SWD, alternative methods of behavior modification, etc.
<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.