

2022-23

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



School: Mattie V. Rutherford Alternative Middle School # 3006

Principal Name: Sadie Milliner-Smith

School Website: <http://dcps.duvalschools.org.mvr>



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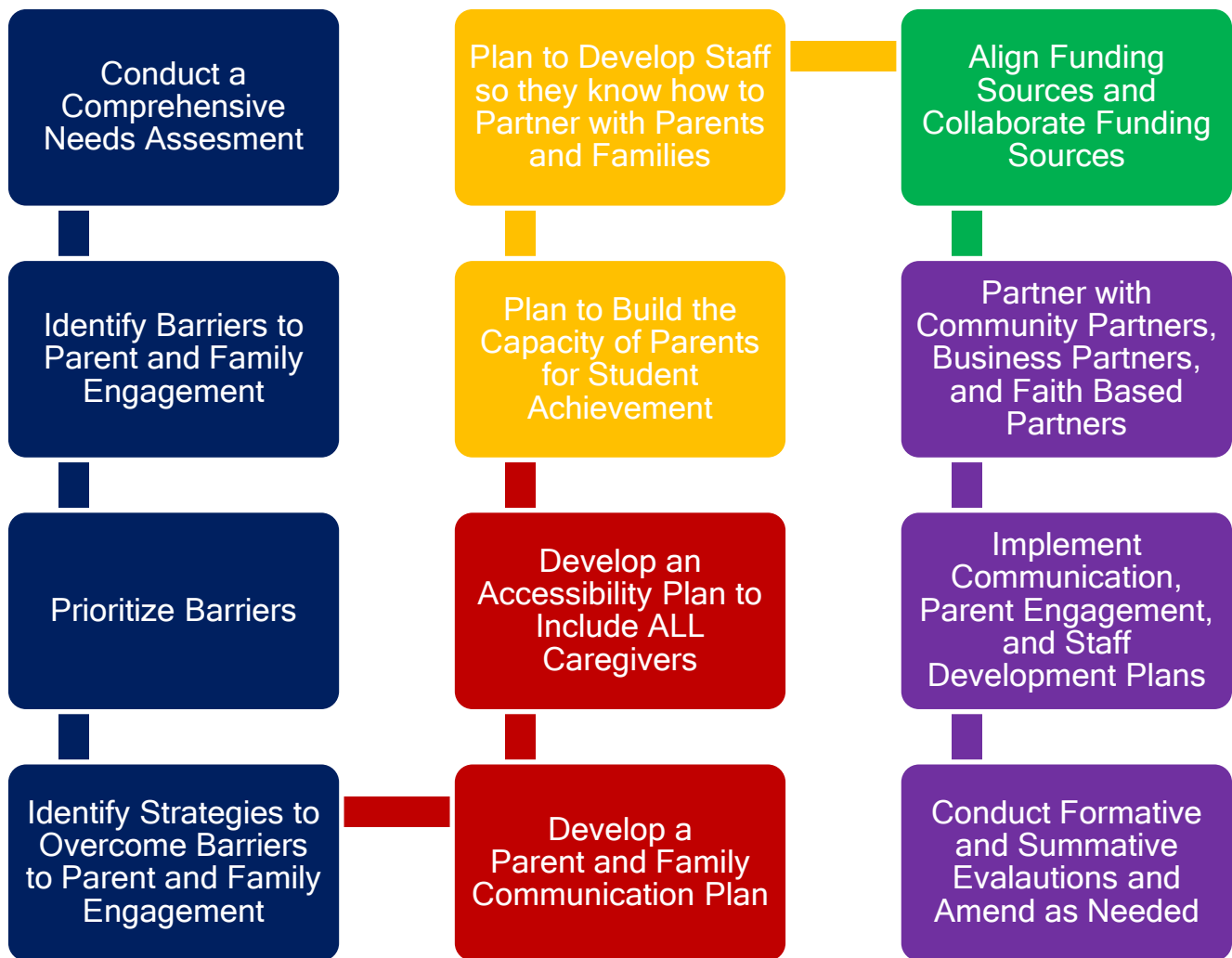
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OVERVIEW

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, *Sadie Milliner-Smith*, 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.
Sadie Milliner-Smith 3/25/2022

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
\$3349	\$1074.86	\$2274.14
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		
Designated supplies and food items were not ordered. Parents provided their input regarding activities and how funds will be expended for the upcoming school year. The Assistant Principal will audit each meeting.		

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	Parents will be required to visit and tour the Parent Resource Center during each orientation.
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)	6	Parents expressed how they appreciated the information we provided them during the meeting such as how to read their

		childs report card, access Parent Focus portal and how they could support their child from home.
Developmental Meeting (End of Year)	2	<ul style="list-style-type: none"> ▪ Principal Smith opened up the meeting going over the process for recording the meeting information on the Development Worksheet. Ms. Smith asked the stakeholders present the development questions and recorded their feedback. ▪ Ms. Smith went of the PFEP plan, Budget, and discussed the School improvement plan feedback. ▪ The information was recorded on the development worksheet and the plans.
Data and Dine (Fall)	6	Parents expressed how they appreciated the information we provided them during the meeting such as how to read their childs report card, access Parent Focus portal and how they could support their child from home.
Transition to High School	2	Parents were excited to attend and receive the information on their child's next steps for high school. They were very appreciative that Counselor Tillman was able to provide guidance for their child's transition to high school.
Data and Dine (Spring)	7	Parents were engaged during the meeting and participated in scenarios about how to discipline their children. Parents were given other strategies to use at home to help their children with behavior. Parents was able to understand their students data and grades.
Mid-Year Review	4	Participants were thankful for the in-depth data that was provided about the school during the presentation.

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.

MVR received the following feedback information from parents/guardians, during the school year of 21-22: Parents were unable to attend due to transportation and their work schedule.

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- Lack of parents' interest in attending the meetings
2. Barrier 2 - Parents are not as connected to the school due to the limited days students are assigned.
3. Barrier 3 - Transportation
4. Barrier 4 - Work Schedule

(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)	Parents Attendance	Mattie V. Rutherford will continue to provide parent focus activities to share students' academic progress and increase community partners to seek donations to purchase incentive gifts to increase parents attendance. Mattie V. will offer flexible parent activities during the day.
2)	Parent Involvement	Mattie V Rutherford will continue to offer multiple workshops for parents to participate during non-traditional hours.
3)	Transportation	Parent will be provided bus passes to attend parent activities at the school.

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?

It is Mattie V Rutherford's goal to increase the number of parents attending the parent engagement activities throughout the year by providing parents with strategies, skills and tools necessary for supporting their student's 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. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Our parents have the opportunity to review any of MVR's school- based operation. This includes the budget, curriculum, planning, and academic progress of their child. The family engagement activities will be provided to the parents in different languages as needed. Parents who work multiple jobs will have several options to attend events. Parent transportation needs will be addressed through providing bus passes to parents who have expressed a need. Translator will be provided for families who would like to attend but non-English speaking.

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?

Mattie V. Rutherford Alternative School will send timely notification to parents regarding parent engagement activities via, flyers, automated phone calls, and website. This information will be provided in several languages.

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

English and Spanish are the languages spoken primary at Mattie V. Rutherford. However, we always provide information in various languages for our diverse and unique parents/guardians/stakeholders.

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) Information will be communicated about programs within two weeks of the activity taking place.
 (2) Information will be communicated in a variety of formats including the school's automated messenger, flyers sent home, and flyers posted in the Parent Resource room.

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) During orientation, parents receive information about the curriculum that is embedded in MVR
 (2) All parents/guardians/advocates receive the district assessment calendar at the student's orientation/intake procedure.
 (3) MVR provides parents detailed information regarding students' current achievement levels. These scores come from the student's work and assessment on the following: Achieve 3000, FSA, and Content Assessments. All information will be presented in all applicable languages if necessary.

(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) - The School Advisory Committee (SAC) meetings occur each month. SAC provides stakeholders with the opportunity to include their feedback and ideas related to school-based decisions. In addition, the Annual Developmental Meeting, Annual Title 1 Meetings and parent conferences are additional opportunities for parents to give feedback and help make decisions.
 (2) - The meeting dates/times are posted on the school website and in the Parent Resource Room. Monthly meeting reminders are sent out via automated phone calls, school's website and printed flyers.

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]

Mattie V. Rutherford will notify the Title 1 Office via email and upload that information in the Title 1 Digital compliance. In addition, school-based personnel will contact the assigned specialist to initiate the dissemination of feedback. Also, parents may voice concerns throughout the school year to the principal

(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) Parents may retrieve a copy of this plan from the Parent resource Room. Parents will be sent home a flyer with all pertinent information about where to find the PFEP and budget.
 (2) A copy of the plan will be shared with parents during each orientation class.
 (3) Flyers will be made in multiple languages through the help and support of the ESOL Department.

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)].

Title I funds will be disbursed for the following: transportation, childcare services, materials and meals during parent/guardian family meetings/workshops. MVR ensures that the distribution of Part A, School-wide funded is directed through our parent involvement portion of the PFEP. Valuable information is an on-going process through Title Fund Part A funding. This is accomplished throughout all of the Parent/Student intake and the orientation process. This will occur throughout the entire 2022-23 school year. Please note that all of our students are transient, which means that [they are assigned to MVR for a period of 45 school days]. Therefore, it is essential that this protocol/procedure/process be adhered to on a continuous basis.

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 - Bus passes will be provided to parents who express a need. This will be communicated via the school website, Parent Resource Room, flyers and automated phone calls
- Childcare - Will be provided if needed
- Home Visits -Guidance Department will coordinate with the social worker to make home visits
- Additional Services to remove barriers to encourage event attendance - Our Guidance Department along with our ESE teachers will make contact parents to encourage them to attend the parent engagement activities.

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)]

Through surveys parents are asked to provide several options for convenient meeting times. Parents are also given the opportunity to provide input during orientation.

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

Parents receive brochures, fliers, school calendars, that can assist them with child-care, and transportation needs based upon the district's guidelines. This is provided to them at each PFE Meeting and Orientation.

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 Additional times may be requested by parents

REQUIRED ANNUAL MEETING

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

1. Step 1: Provide information through the parent/student orientation process
2. Step 2: Utilize the school-parent link telephone message system, along with Teams System
3. Step 3: Send home a flyer with details about the event
4. Step 4: During the meeting the parents will be surveyed using the building capacity document
5. Step 5: Survey information will be taken to schedule specific meeting dates
6. Step 6: Parent Engagement Plan will be presented.

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.

MVR will infuse some of the material from the Federal Programs site, that is provided by the districts' Title One office. We will give explicit information regarding the Title One Part A program/funds, school-wide programs, school-parent compact, and parents' rights to know information.

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.

During the school year of 2022-23, the following plan is in place (1) provide information through the parent/student orientation process, school parent-link telephone message system, provide literature regarding academic and social enhancement, grade portal information and utilizing parent portals/protocol.(2) MVR utilizes the school's automated telephone service; this service informs our parents about SAC, Family Engagement Meetings, PTA, and all annual meetings [which includes the Title I Annual Meeting.(3) Also every child receives a flyer before the meeting to help inform their parent. Some parents receive this information, through personnel delivery, as they enter MVR.

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?

MVR advertises through inside bulletin boards, flyers that are distributed to every student monthly, and the school messenger which contacts all parents. Information will be available in the Parent Resource Room.

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.

A meeting will be held for the principal to review previous activities, evidence of effectiveness, and an overview of the year. Parents will discuss the successes and areas of improvement as well as give feedback to the school on changes they would like to see occur. Parents and the school will celebrate success and will open discussion and planning for the following year's engagement plan. Parents will be invited and notified via the schools automated communication system, flyers, and the Parent Resource Room.

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?

During Orientation, parents will receive a list which includes the principal and faculty contact information. Parents will be encouraged to attend academically aligned events, as an invitation to attend classes with their respective child. As parents attend MVR for orientations, IEP meetings, Parent/Teacher Conferences, and other called meetings, parents are probe for suggestions that will support/impact the School Improvement Plan (Priority Focus Plan). Please note that this done throughout the year, due to the transition protocol of every student [students are assigned for 45 days, with only a small percentage of students being assigned 90 days, by our School District Hearing Officer.

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

Our Parent Liaison/Social Worker provides handouts to all parents, after their child is enrolled in MVR. The Liaison/Social Worker solicits community support by meeting monthly with various perspective business partners and organizations. Some of these services are disseminated to parents upon request; some are completed through the following services: Girl Matters and Daniel Memorial Services.

(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) The Parent resource Room will be open daily for parents to access in order to support parental engagement by providing a physical location for parents and families to access information about their child.
- (2) Parents will be given a tour during Orientation.
- (3) Teachers and staff members will have an opportunity to expose parents to the Parent Resource Room by having their parent-to-teacher conferences in that area
- (4) The Parent Resource Room will have the following resources available for parents to have and use to assist their child with homework and project -based learning activities.

Self-Esteem & Conflict Solving Activities (qty 4)	\$128.08
Fellowes - Thermal Laminating (qty2 - pkg)	\$27.88

How To Be Involved In Your Child's Education: A Parent's Handbook	\$200.00
Preparing Your Child for Middle School - Pamphlets	\$190.00
12 Ways to Help Your Teen Succeed In High School	\$68.85
Literature Floor Stand	\$68.96
Swingline Thermal Pouch Laminator	\$83.96
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?	
The Guidance Department/ social worker will ensure that every parent visiting the school will visit the Parent Engagement Resource Room and explain to the parent how to use the laminator; in addition provide access to the brochures that are relevant to the parents' need.	

PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
<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 2022, February 2023</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)	Principal	<ol style="list-style-type: none"> 1. The scope of the parent engagement activities 2. The resources available, such as the school website, parent portal, Parent Resource Room 3. The goals for parent-student collaboration 4. Ways for parents t contact the school regarding concerns and feedback 	August 2022	Sign-in, Evaluation Surveys, parent feedback

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Title I Developmental Meeting (required)	Principal - Mrs. Milliner-Smith	<ol style="list-style-type: none"> 1. Parents will learn what was successful and not during the year 2. Parents will have an opportunity to provide input for the 2022-2023 Family Parent Engagement Program 	March 2023	Sign-in, evaluation and feedback, surveys, increase in parent involvement in the success of next year's Family and Parent Engagement Plan
Parent Strategies for Student Success	Assistant Principal - Dr. Mosley/ Behavior Interventionist	Parents will learn strategies that they can utilize to assist their students academically and behaviorally	November 2022	Sign-In sheets, parent surveys and feedback
Data & Dine	Assistant Principal - Dr. Mosley	<ol style="list-style-type: none"> 1. What assessments are critical to student's success 2. Assessment achievement scales and requirements 3. Where their students are currently performing 	November 2022	Sign-In sheets, parent surveys and feedback
Transition to High School	Counselor - Ms. Tillman	<ol style="list-style-type: none"> 1. Requirements for different high school programs 2. GPA and credits needed to transition to high school <p>What resources are available to help support students</p>	December 2022	Survey, parent feedback

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
		transitioning to high school		
Mid-Year Stakeholders Meeting	Principal - Mrs. Milliner-Smith /Assistant Principal - Dr. Mosley	1. Parents will have an opportunity to review all schoolwide academic and disciplinary data	February 2023	Sign-in Sheets, parent surveys and feedback

Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

Mattie V Rutherford will provide a high-quality curriculum and instruction, in a supportive and effective learning environment that enables the participating children to meet Florida Standards in the following ways:

- Using high-quality research based instructional materials;
- Providing focused instruction;
- Implementing Florida Continuous Improvement Model and the strategies outlined in the School Improvement Plan.

MVR will create an effective communication system to keep parents informed regarding their child's progress by:

- Holding parent-teacher conferences during the first nine-weeks of school where this compact will be discussed as it relates to the individual child's achievement;
- Providing parents with monthly reports on their children's progress. Specifically, the school will provide reports twice during each nine-weeks grading period (approximately every 4 ½ weeks);
- Scheduling parent conferences with teachers by contacting the school office or during the teachers' planning time. In addition, teacher will communicate with parents through the daily planners, individual teacher's websites, and homework tip sheets.

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

During parent conferences and/or orientations, parents will be required to complete a sign-in sheet, and the Parent Compact will be shared with the parents.

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.

All parents/guardians will receive a 4-week notification regarding any teacher that is not highly qualified prior to the State of Florida deadline to deliver said letters. The letter states the course and teacher that is currently teaching out of field. This notification is submitted to the parents via letters.

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 2022</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Pre-planning training on methods of parent communication	Mrs. Milliner-Smith	Provide teachers will information on how to interact and communicate with parents and students effectively.	August 2022	Sign-in sheets and evaluation forms
5 Essential Training	Ms. Milliner-Smith	Provide teachers with an opportunity to understand the meaning of questions on the assessments and how to answer parents' questions concerning the assessment to improve school culture	September 2022-December 2022	Sign-in sheets and evaluation forms
Training on Strategies to implement to support students who are challenging	Ms. Denson-Butler Mr. McQueen Ms. Milliner-Smith	Provide teachers with strategies to share with parents on how the school supports students who experience challenges in	September 2022 - February 2023	Sign-in sheets and evaluation forms

		academics or behavior.		

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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 school will provide strategies to parents of students with disabilities on how to assist their child with being successful at home in regards to academics through MRT meetings.
<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.	For students who need assistance under these funds, the teachers, administrators and or parents will refer students to the guidance department, and that department will identify and refer for support.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	For parents who need assistance under these funds, the social worker will refer students/parents for services.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	Funds will be utilized to provide parents and students with needed assistance to improve instruction.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	The meetings such as Annual Meeting and the Developmental meeting might identify professional development needs of the faculty which can be addressed to further support effective instruction.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Our English Language Learners will have access to resources and materials to provide academic support.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Social Worker - Ms. Sabrina Carson provides parent and student support services as it relates to attendance, homeless resources and family assistance referrals as needed.

Schools may add lines as needed.