

2021-22

**Title I, Part A Pinedale Elementary
Parent and Family Engagement
Plan**



School Name: Pinedale Elementary #93

Principal Name: Kate Fulginiti

School Website: www.duvalschools.org/pinedale



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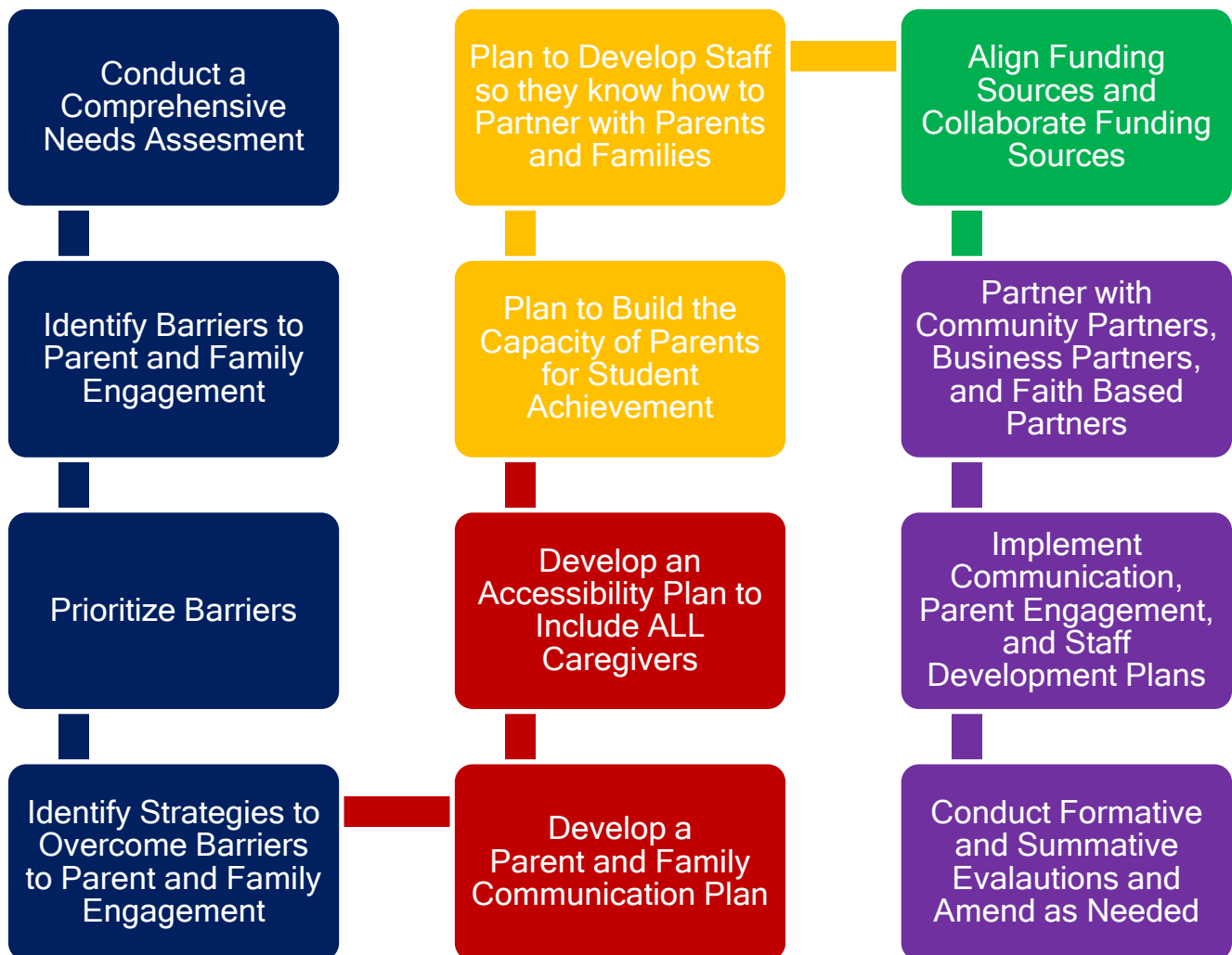
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OVERVIEW

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, Kate Fulginiti, 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.

Kate Fulginiti
Signature of Principal/School Administrator

9/30/21
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
\$3400	\$2481.67	\$918.33
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>There were multiple in-person events that had money allocated that did not come to fruition because of COVID-19 restrictions. This includes in-person Black History Celebration, STEM Night, and FSA Parent Night. The virtual events we held did not require as much funding. We will engage parents throughout the year to ensure that we are fully expended the funds this year for parent engagement.</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 (Covid precautions did not allow visitors)	0 (COVID precautions did not allow visitors)	We are reorganizing the resources we have so they are easily accessible to parents and are adding new material to our Parent Resource Room. This includes instructional material to support reading, math, and science as well as social-emotional support information for students and families. We have fixed our parent computer station and positioned it in the front of the office so families have easy access to it.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide?)

	number of participants listed on sign in sheets in Digital Compliance)	Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	25	Title 1 Right to Know and Guidelines were shared during virtual Title I meeting at the beginning of the year.
Fall Into Reading Virtual Event (October)	5	Families who participated left with strategies and resources to support their students with reading fluency and comprehension at home.
Family Game Night Virtual Event (November)	3	Families who participated gleaned info on reading strategies but also enjoyed engaging with games with our staff and their students.
We Are Black History Cultural Virtual Event (February)	13	Families who logged in were excited to engage with the Black History program and opportunities to see their students performing and learning

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.
Parent feedback indicates that virtual experiences are sometimes difficult for families to navigate because of tech issues, tech access, and timing. Parents are most excited to see their children perform/engage/showcase their work. Moving forward we will pair "learning opportunities" with student showcases and events that highlight the brilliance of our students. We will vary time of events and communication methods to help meet needs of our families.

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. Virtual events make it less exciting for parents to engage as they are most excited to see their students perform and engage in person.
2. Transportation barriers make it difficult for some parents to attend events at the school. Students in our CSS, PRIDE, and PreK program receive door to door transportation as they live outside of the neighborhood parameters.
3. Timing—Many of our parents work multiple jobs throughout the day/evening. Attending events at 5p are not always conducive to the demand of their person schedules.
4. Communication—Not all parents receive robo calls and DOJO messages. Despite efforts we hover around 70% connection rate as numbers change and are not always updated.
5. Historic hesitancy with public education—not all parents have had a positive experience with public education and rightfully are skeptical of school meetings and events because of prior experiences.

(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)	Communication & Accessibility	<ul style="list-style-type: none"> • Provide multiple avenues of communication and in multiple languages to allow ELL access: robo calls, emails, DOJO, paper flyers, car loop handouts, social media • Quarterly opportunities to update contact information. Teachers will submit names of students who are not connected on DoJo and the Pinedale leadership team will work to identify contact information. • Vary times of events and provide multiple opportunities to engage with parents to accommodate different schedules
2)	Public Education Hesitancy	<ul style="list-style-type: none"> • Pair Ed events with student showcases/programs that highlight skillset and brilliance of our students.

		<ul style="list-style-type: none"> • Vary times and create incentives for students and parents to attend • Create programming that does not put parents on the spot but rather empowers and positions as competent
3)	Virtual/Tech Issues	<ul style="list-style-type: none"> • Provide workspace at school to use technology • Identify what families need tech/Internet at home and help connect them with needed resources • Connect families with training to help ensure they have access to TEAMS and FOCUS

Overarching Outcomes/Goals for the Current School Year

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

Our goal is to empower our families to be knowledgeable of the educational goals and ongoing progress of their students and equipped with the resources to support their students at home. We are working hard to ensure our students leave Pinedale as confident leaders and learners and believe that our families are an integral part of this journey.

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 will vary and leverage the following communication mechanisms to assist with parent outreach: Social Media, Robo Calls, DoJo, Parent Newsletters, Flyers, School Marquee, and personal phone calls. We will work with our guidance counselor and school social worker to ensure we are identifying contact information for families that are difficult to reach. If transportation issues arise, we will use funds to help provide transportation and/or will provide opportunities to participate virtually. Event information will be sent home in all native languages of families. RSPVs will be available for parents to indicate if translators are needed at events.

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?

Weekly Parent Press newsletters will be sent home every Wednesday via DoJo. Urgent updates and reminders will also be sent home hard copy via flyer and called via school wide robo call system. Parent events including Title I parent meeting, SAC, PTA, and quarterly involvement opportunities will also be marketed 2 weeks in advance and posted on marquee and posted in main office. Flyers will be sent home in Spanish to ELL students. School website is ADA compliant.

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

English
Spanish

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

- 1.) Our PFEP calendar will be posted in main office and in parent involvement center. We will market all activities at least 2 weeks in advance via robo call, marquee, flyer, and class dojo. We send parent newsletters out every Wednesday via class Dojo and check in with teachers consistently about parents who are not connected to DoJo.
- 2.) Flyers will be translated in Spanish and sent home. Personal calls will be made in Spanish to our ELL families as we have a limited number and this is sustainable.
- 3.) We will use the following tools: Canva for newsletters, Robo for school messenger, google translate and district support for flyers in second languages.

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?

Curriculum and assessments are first explained at Open House and further discussed during parent conferences with families throughout the year. Teacher teamsites have information regarding curriculum and assessment. Progress reports with assessment information are sent home each semester. A FSA parent night will be held to explain state assessments and promotion requirements. Data progress reports will be sent home each semester helping parents understanding scale scores for iReady and PMA results. Correspondences will be in Spanish and English.

(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?

Parent surveys will be incorporated after each parent event and throughout the year. These are sent out via social media, DoJo, and in parent newsletters. The annual Title I meeting will explain parent rights which includes encouragement for parents to ask questions and voice opinions. We will make every effort to increase involvement and membership in SAC and PTA which are decision making entities for Pinedale Elementary.

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]

Parents receive preliminary information in the initial Title I meeting which outlines Parents Right to Know. Parents are encouraged to voice feedback and questions to teacher and administrators who direct access to the Title I office. Parents also can voice concerns directly by contacting the Title I department by utilizing information on district website. PTA and SAC meetings also provide an outlet for parents to voice opinions and concerns.

(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) SIP, SAC, School website, Initial Title I meeting
- (2) Plan will be communicated in Spanish to ELL families

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)].

At the end of 2020-2021 school year a survey was sent to Parents via Class Dojo so parents could share their concerns, activities they would be interested in attending, best communication method, etc. to help us begin planning PFEP activities for the 2021-22 school year. During our Annual Title I Meeting, parents will have an opportunity to provide input on the PFEP activities planned and to RSVP for activities. During PTA and SAC meetings, the PFEP will be discussed and parents can provide comments and suggestions. If changes of any of our scheduled events are needed, Parents will have an opportunity to give their input during PTA, SAC, PFEP events, and parent surveys.

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 if needed
- Childcare -Support and child care at school
- Home Visits -Social worker and staff support
- Additional Services to remove barriers to encourage event attendance -Social worker and staff support

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)]

We used parent evaluation forms from 2020-21 PFEP activities and a parent survey completed by Parents in June 2021.

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

We used parent evaluation forms from 2020-21 PFEP activities and a parent survey completed by Parents in June 2021. We will survey parents again during Q1 of 2021-2022.

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

- AM Sessions based on documented parent feedback
- x PM Sessions based on documented parent feedback
- x 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 _____

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)]

Step 1: The date, times, and location of the Annual Title I Meeting will be posted on or school website, school marquee, Facebook, Instagram, monthly School Messenger, and flyers will be sent home with students. The Annual Title I Meeting will held one date with multiple meeting times.

Step 2: Parents will sign-in when they arrive and be provided an agenda, a notes outline of the PowerPoint, and calendar of the 2021-22 PFEP activities. Parents will complete workshop evaluations at the end of the meeting. Parents will be encouraged to provide input regarding the PFEP on the workshop evaluation form.

Step 3: Parents will be informed that the PFEP is available on the school's website.

<p>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.</p>
<p>We will utilize the Title I template and input our school grade, Title I funding, resources, budget, request for parent input, parent's right to know how funding is being used, parent compact letter requirement and procedures, parent resource center purpose and availability, and PFEP activities.</p>
<p>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.</p>
<p>(1) We will review each category of school grade (reading and math proficiency, gains, lpg, and science proficiency). We will explain how each is identified and review the goals for the 2021-2022 school year. Despite the pandemic, Pinedale moved from a D to a C during the 2020 school year. (2) We will also discuss school choice options and parents right to chose schools. This includes utilizing FOCUS parent portal. Pinedale enrolls neighborhood students and Magnet students. (3) The Title I overview powerpoint will help parents understand the parameters of Title I and rights of parents a part of Title I programs.</p>
<p>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?</p>
<p>We connect Class Dojo to Parents cell phone instead of their email addresses. We also use School Messenger which goes to Parents email address and cell phones. We will send flyers home for all ALL Parent and Family Engagement activities. We are #ALLIN on all systems and parent communication. Therefore, our expectation is that ALL Faculty/Staff talk with Parents during afterschool dismissal, parent-teacher conferences, and our CIS After-school Program about parent events, school updates, and student progress updates.</p>

REQUIRED DEVELOPMENTAL MEETING

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

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

Step 1: A Parent Survey will be created and provided to parents via Class Dojo, email, and hard copies to gather their comments regarding this year's PFEP implementation, feedback, and suggestions for next year.

Step 2: The date and agenda will be created once our survey results have been analyzed. The End of Year Developmental Meeting will be held in April or May 2021.

Step 3: Once the date is finalized, the date, times and location will be shared with parents and family members via flyers, School Messenger, Class Dojo, Facebook, Instagram, and school marquee. If we are still under social distancing mandates, due to COVID-19, a Virtual meeting will be held in our Microsoft Teams platform.

Step 4: A PowerPoint will be created using the Parent Survey results, share pictures from PFEP events, and a summary of each PFEP night including number of Parent-Family attendees and evaluation results. This PowerPoint will also include school data updates.

Step 5: At the Developmental Meeting, parents will sign-in, receive the notes outline of the PowerPoint so they can follow along and takes notes, and a workshop evaluation form.

Step 6: The results from the Developmental Meeting will drive the preparation for the 2022-23 PFEP activities.

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?

Using results from the Parent Survey completed in 2021, we will implement activities that will allow parents to see the results of student work and student activities, add student performance nights, and continue to connect these activities and other activities to student achievement. Some activities parents would like to see are Art Shows, dances, social activities, reading and math activities. Our PFEP activities will include these activities as we demonstrate to parents the standards connection and student achievement outcomes. We want Parents to know we are partners with them and their voices are important. This year, we will also provide Parents with Parent Certificates for participating in our PFEP activities.

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

We will communicate information in home languages of our families and have purchased a language translator device to facilitate.
We will host events for Literacy Night, STEM, Black History, and Literacy Awareness meetings.
We will work alongside the PTA to identify needs of our parents and support them in answering questions and providing information related to student achievement.
We will conference with our parents and keep them informed on student progress.

(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 identify a specific area with resources for parents to have access to and the ability to check out as needed.
(2) We will communicate this through our PTA, newsletter and a bulletin board in the front office.
(3) The front office staff has been trained on where to direct parents and how to assist them in obtaining resources as well as the appropriate contact person.

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?

Visitation of the Parent Resource Room will be shared with Parents during Orientation, Open House, and during Parent-Teacher conferences. Some of the resources will also be displayed and demonstrated at PFEP activities. We will be utilizing funds to purchase additional resources for our parent and family engagement room. We will also utilize funds to supplies as they relate to each our events, many of which are hands on for parents and families.

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	Assistant Principal Latarsha Jones	Parents will learn: <ol style="list-style-type: none"> 1. What is Title 1 2. PFEP 	September 2021	Parent Feedback Sign In Sheets

(required - no allocation)		<ol style="list-style-type: none"> 3. Parent-School Compact 4. Right to Know 5. Academics 6. Parent & Family Engagement 7. Student Transitions 		
Holiday Culture & Literacy Night (see budget)	Literacy Committee	Parents will learn how their children have improved their reading skills since school began and will learn the importance of celebrating the holidays with their children to practice social/emotional behaviors.	December 2021	Invitation, sign-in sheets, parent evaluation/ feedback forms, agenda, PowerPoint, minutes
STEM Night (see budget)	Stem Committee	Parents will learn about our STEM Magnet and have chance to experience STEM activities alongside their student.	January 2022	Invitation, sign-in sheets, parent evaluation/ feedback forms, agenda, PowerPoint, minutes
Black History/Reading & Literacy Awareness Night (see budget)	Culture & Literacy Committee	Parents will learn the importance of their children learning and engaging with Black History. Parents will also learn writing and reading strategies through activities that focus on poetry writing.	February 2022	Invitation, sign-in sheets, parent evaluation/ feedback forms, agenda, PowerPoint, minutes
FSA and Promotion Parent Night (see budget)	Teachers and Leadership Team	Parents will learn about promotional obligations as well as gain a better understanding of how the FSA is administered and what students will need to do to show proficiency on the assessment.	March 2022	Invitation, sign-in sheets, parent evaluation/ feedback forms, agenda, PowerPoint, minutes
Title I Developmental Meeting (no allocation)		Parents will assess the PFEP and events from this year and provide input on Title I Events , Compact and other items	March 2022	Invitation, sign-in sheets, parent evaluation/ feedback forms, agenda, Title 1 PowerPoint, minutes

		pertaining to Title I for next year.		
Muffins with Moms (see budget)	Teachers and Leadership Team	Moms will learn strategies to help their children socially and emotionally support self regulation at home and at school as a path to academic success.	November 2021	Invitation, sign-in sheets, parent evaluation/ feedback forms, agenda, PowerPoint, minutes

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?

Parents will have an opportunity to provide input prior to our Annual Title I Meeting. The School-Parent Compact Letter will be discussed during the Annual Title I Meeting. Parents will be informed that they will sign the School-Parent Compact letter during their parent conference with their child's Teacher.

The agenda, minutes, sign-in sheets, training materials, copy of 2020-21 Parent Compact Letter as well as samples of signed School-Parent Compact Letters will be used as evidence.

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

Teachers will be trained on the purpose of the School-Parent Compact Letter. They will receive a School-Parent Compact Letter for each of their students and a Parent Compact Sign-in Sheet. Teachers will discuss the Parent Compact letter during Open House and use them during all Parent Conferences. Teachers will turn in completed forms to Administrators semester. The completed forms will be logged on our Student Data Spreadsheet which our Principal monitors.

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.

For any student who has been taught by a Teacher for four weeks and the Teacher has not met certification or have not completed endorsement requirements, a Four Week Notice letter will be sent home to the student's parent.

The school will also maintain records of teachers who received an ineffective evaluation, out-of-field, or inexperienced according to the statewide definitions, Out-of-Field Notice letters will be sent to Parents. Records will also be uploaded into digital compliance as well.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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

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

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2021</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Parents as Partners	Administration	Ensure that Teachers are building and cultivating positive and effective Teacher-Parent relationships to increase Parent Involvement. Research says students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (Henderson,A.T, and K.L. Mapp, 2002)	October 2021 and through out the year	Agenda, sign-in sheets, evaluations
Orientation Overview	Administration	Provide Teachers with a uniform	August 2021	Agenda, sign-in sheets, Exit tickets or evaluations

		template to ensure schoolwide goals and expectations are shared with parents. The Parent Compact letters will also be shared.		
ALERT Training	School Counselor	Provide training on warning systems of mental health, suicide, etc.	October 2021	Agenda, sign-in sheets, evaluations
Calm Classroom	School Counselor	Provide basic mindfulness techniques Teachers and Paraprofessionals will use daily for themselves and our students.	August 2021 and through out year	Agenda, sign-in sheets, evaluations
MTSS Training	Administration & School Counselor	Provide Teachers with information and updates on the MTSS initiative. Participants will receive an overview of what MTSS is, what we have learned, and what to look forward to.	August/ September 2021	Agenda, sign-in sheets, evaluations

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 provide parent trainings specifically for our students enrolled in our self-contained ESE Programs as well as our students enrolled in inclusion classes. We will share information regarding District parent workshops as well as District and community resources with our parents. Our Parents will also be invited to our Parent and Family Engagement events.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The VPK program and families will be invited and included in parent involvement events and activities. They will be encouraged to participate in PTA and SAC.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	We are a Full Service School. When Early Warning Signs exist, we complete Full Service referrals for our parents and students for various prevention and intervention programs such as counseling and other home related services. We also provide resources for other services families may need.
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	We inform parents of the McKinney-Vento Homeless Assistance Act. If these resources are needed, our School Counselor and Social Worker complete referrals and provide resources to our families.
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	We receive SAI funds that will support supplemental tutoring efforts for students.
<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.