

2021-22
Title I, Part A Oceanway
Elementary
Parent and Family Engagement
Plan



School Name: Oceanway Elementary

School #: 3270

Principal Name: Jennifer T. Gray

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



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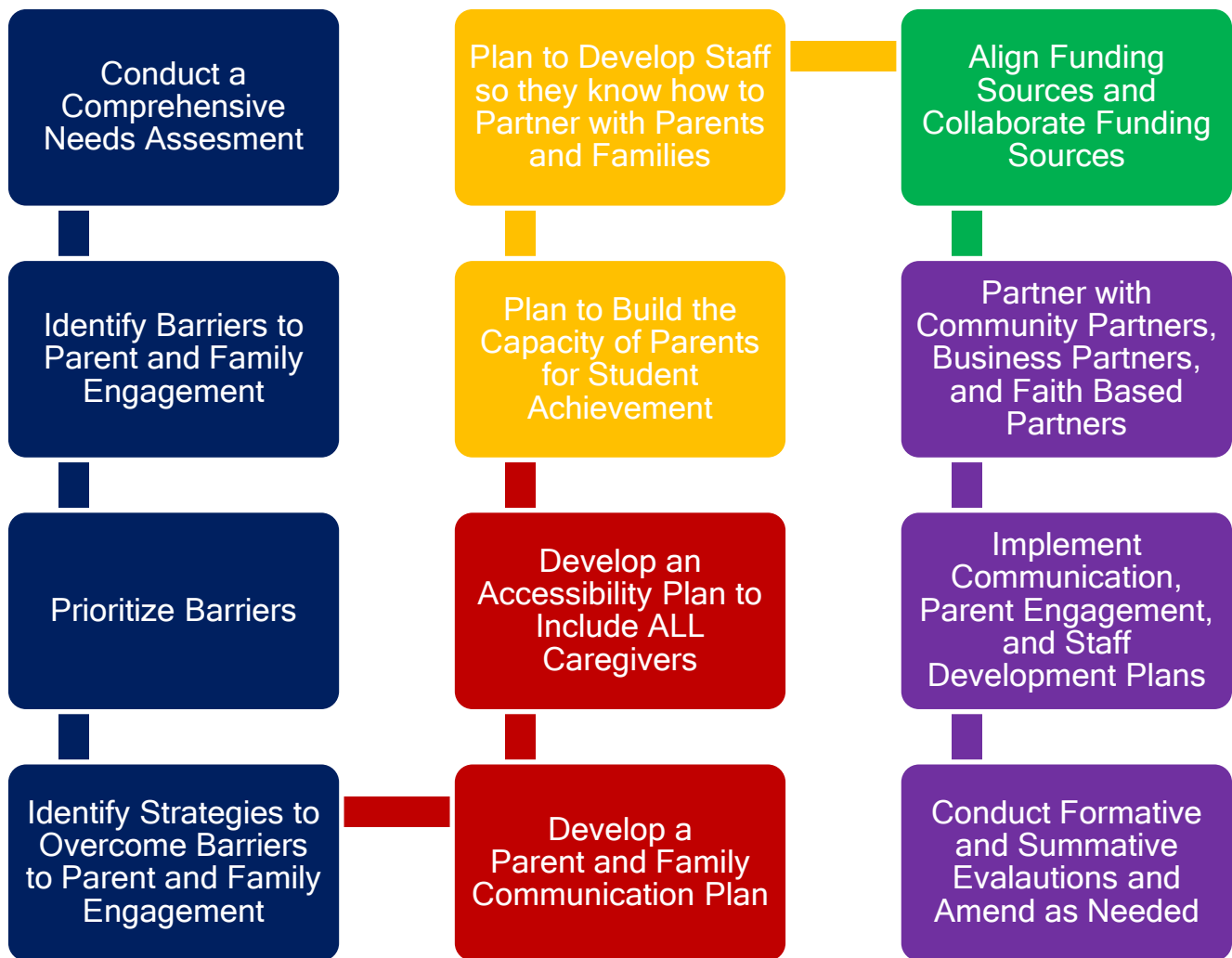
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OVERVIEW

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, Jennifer T.Gray, 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.
 Jennifer T. Gray June 9, 2021

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
\$3200.00	\$ 2230.88	\$ 969.12
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		
Items ordered too late were backordered and could not be completed prior to the end of the fiscal year, as required. Purchases for the upcoming school year will be completed at an earlier date to avoid this barrier. The school will also closely monitor spending and parents will be engaged as needed should the budget require amending.		

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 District COVID guidelines, visitors will not be permitted into the school building throughout the 20-21 school year and families were not sharing materials that were available in the resource room. Purchases during the Spring of thumb drives and consumable materials were made to utilize in 21-22 to address these guidelines and increase use.
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)	50	Evaluation forms, comments shared specific to positive support, parents communicating the events that allow them to interact positively with

		their students, appreciate the instructional focus and support for work at home
Developmental Meeting (End of Year)	5	Parents communicated an excitement for things to 'return to normal' for the 21-22 school year. A feeling of disconnectedness was shared via feedback and desire to return to the campus, engaging with classroom teachers and being provided with support to increase student learning and understanding.
Blended Learning	35	Parents shared appreciation for information and guidance on blended learning platforms, in addition to understanding the why and how it supports student growth and development outside the classroom.
Math Night	78	Survey results were positive, parents shared an increased understanding and awareness of math blended learning platforms and enjoyed the games and learning opportunities provided for their students to complete at home, with them.
Literacy Night	39	Parents were thankful for the many different resources that were made available to provide at-home support for their student on a virtual platform, as they were unable to attend in-person.
Donuts with Grown-ups	34	Survey results were overwhelmingly positive, families shared value in socializing with their students on the school campus and connecting/bonding with staff across the campus in this manner, as the event was held outside, we were able to invite families onto campus. Families also shared appreciation for FSA prep materials and summer reading guidance / encouragement.
Virtual Night of the Arts	67	Families were thrilled with the virtual art museum opportunity, 'seeing' their student's work on the 'virtual' museum walls. 😊 In addition, families shared the fun had playing music games with their child that were centered around current trends (Among Us) and such.

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> <p>Based on parent and family feedback, participants were pleased with the events hosted throughout this school year and would like for us to host them again in the upcoming school year. Families are excited and looking forward to being back on campus for 21-22.</p>
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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. In navigating a school year with parent/family engagement opportunities during a national pandemic was the one and only barrier that was noted during our 20-21 events. While families attended the online events that were provided at varying times to allow for participation according to work/family schedules, not being able to enter the building, work directly with staff, and engage in these opportunities face-to-face was the only barrier noted by those responding.
2. Parent work schedules were noted as a continued area of focus regarding barriers.
3. As a result, these barriers created a third barrier noted of lack of use of the parent resource center consistently.

(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)	COVID Protocols	We have been advised that visitors and guests will be permitted to enter the building for the 21-22 school year. In addition, we have created 'virtual' resources for families to take with them or locate online to support our virtual options for families, in need. In addition, we will continue to provide a variety of times and platforms for families to attend according to their availability and comfort. Virtual options will remain available for families for 21-22, in addition to face-to-face options.
2)	Parent Work Schedules	We will continue to offer online and face-to-face opportunities throughout the school year, as well as a variety of scheduled event times to allow families to choose platforms that best serve their individual needs.
3)	Parent Resource Usage	Through monthly focus opportunities, we will provide parents with snapshots and highlights of resources available within the parent resource center to encourage more consistent usage.

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?

OES overarching goal is to continue to increase parental involvement at our Parent and Family Engagement Events. Our goal is to have each family meet with their student's teacher throughout the year and attend at least one Parent and Family Engagement Event.

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?

OES will schedule events at various times and on alternating days to help avoid schedule conflicts. We will notify families through different avenues (paper flyers, electronic apps, and social media). Childcare and translators will be available as needed. Transportation problems will be addressed through bus schedules and carpool. In addition, we will continue to include virtual options for participation and attendance in the upcoming school year.

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?

OES will communicate with families through information sent home in the students Tuesday folders. In addition, we will use social media, Bloomz, newsletters, and the school website to share with our families. We will have translators and translated documents available at events and meetings. Teachers will use translating apps and websites to translate for specific families.

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

English, Spanish, Vietnamese, Tagalog, Pashto
Our school community will utilize communication platforms that allow parents to select their chosen language for the desired information.

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. Communication will be sent out two weeks prior to an event via phone calls, emails, social media outlets, school marquee, and the school website.
2. OES purchased Student Planners and Tuesday Folders for all students.
3. We will have translated documents available to send home for our upcoming events and meetings, as needed.
4. Printed flyers, social media, school website, Bloomz
5. At each event, printer flyers will be made available to advertise and detail upcoming information for the next event, as well as any/all upcoming events.
6. All upcoming events will also be included in our newsletters to keep parents abreast of events.
7. Information is also easily translated on many of the communication platforms we use for parents.

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 Open House, teachers will share information about the curriculum used at Oceanway Elementary.
2. Teachers will share data results and how data is obtained during Open House and individual parent conferences.
3. Grade level expectations will be displayed in classrooms and throughout the school. Students will track their individual data with the help of their teacher as the school year progresses. Parents will be able to access their child's data during individual parent conferences.
4. We will have translated documents available, as needed.
5. Our Title I Annual Meeting will also be held yearly to provide parents with information and respond to any questions/needs/etc.

(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. Parents are invited to attend PTA and SAC meetings. It will be during these meetings that parents can participate in the decision-making process.
2. Parents will be informed about these meetings via paper flyers, social media, Bloomz, and the school website. Events are also posted in the parent resource room and in the front office.
3. Parents are also invited to our Title I Developmental Meeting each year. Their participation and ideas during these meetings provide our focus for the upcoming school year, events that can be scheduled, and ultimately supports our intention to spend funds in accordance with their desires/needs.

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]

1. OES will submit parents' and families' comments to the Title I office when and if issues arise.
2. OES will reach out to our Title 1 District Specialist for advice.

(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. OES will post a copy of the plan in the Parental Involvement Room and on the school website.
2. We will have translated documents available, as needed.

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)].

Parents will receive printed information and reminders through social media about upcoming Title 1 meetings and events. Parents will sign in at the events to document attendance. Administration will present the information and parents will be asked to participate after administration has presented relevant information by completing a survey. In addition, each Spring, parents are invited to attend the Title I Developmental Meeting to share their feedback regarding the current year's events and be an instrumental contributor to the plan and spending for the upcoming school year. This input is critical to our success and support of our school community, as a whole.

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 - carpool and bus options
- Childcare - provided by the school
- Home Visits - As needed, counselor, teachers, social worker and/or admin will reach out to parents
- Virtual Options - We will continue to provide virtual options for families desiring to connect via online options

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)]

OES gained parent and family input through surveys at the Parent Involvement Events and through the DCPS survey, as well as through our Title I Developmental Meeting that was held in the Spring, 2021.

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

Based on the feedback gathered, parents and families appreciate events at multiple times throughout the day and the week. Therefore, we schedule events in the AM and PM throughout the week. Parents prefer electronic communication so we will continue using Bloomz and other social media sites to keep parents up to date on upcoming events. Parents are also looking forward to coming back into the school building, so we will host events this year in a face-to-face setting, while also providing virtual options available for those families still in need of virtual options.

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 _____

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: OES Annual Meeting will occur in conjunction with our Open House in September.

Step 2: We will communicate the date/time with parents through printed flyers and social media.

Step 3: We will encourage students to ask their families to attend by offering a homework pass.

Step 4: We will inform parents about upcoming events while they are at the Annual Meeting.

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.

During the meeting, parents will be informed about the school grade, school data, and how student progress is being tracked. Parents will also be informed about Annual Title 1 funds and how they are being spent. Parents will receive information about our SAC committee.

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

1. OES administration will share a power point detailing AYP by subgroups and share current school data.
2. The PowerPoint will detail school choice options and parental rights.

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?

Oceanway Elementary will send information in Tuesday folders. This information will be printed so parents without technology can access the information.

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: OES parents and families will be invited to attend the meeting through a printed flyer and social media. All communications regarding this meeting will follow the previously shared methods for all other parent/community events.

Step 2: Parents will be encouraged to share ideas for involvement for the following year. One method in which their ideas will be shared is through the Developmental Worksheet. Completion of this worksheet provides us with detailed feedback regarding the PFEP.

Step 3: Parents will be asked to fill out an evaluation at the conclusion of the meeting.

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?

Based on the DCPS survey, parents prefer electronic communication. We will continue to communicate with parents through social media and Bloomz, as well as paper flyers. We will provide families with information on how to access their student's information on Focus and how to track their data. We will also provide information on activities families can do to increase their student's success in school.

In addition, as times have dramatically changed regarding the manner in which we provide support to our families and community, we are allocating funds based upon these changing dynamics. We will allocate a larger percentage of our funds to continue building our Parent Resource Center and providing various kits and materials that our families can check out and utilize to continue building capacity from within.

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

OES will host events to help teach families how to assist their students academically. We will also have tips that are non-academic focused. Research supports that family involvement typically increases academic success.

We will continue to gather input from our stakeholders on activities they recommend and incorporate them into our planning. Student data will be reviewed to assist families in finding the areas of need to support their child(ren). In support of this identification, we will strive to create workshops that strengthen the school and parent relationships. Our workshops will include math, reading and science content, but will also incorporate behavioral and emotional well-being tools and strategies to support the whole child and family.

(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 at OES is open and next to the front office. Our front office staff will inform parents about the room and we will advertise the room during events. We will continue to grow this resource based upon suggestions and needs shared from our families during workshops and meetings.
2. We will provide parents with an overview of the room during Orientation and Open House. As a part of our anticipated 'virtual' orientation and open house, we will highlight this area and

provide a quick spotlight on a specific resource that is available for our families in this resource at each monthly event. 17

3. Our staff is trained on the resource room during preplanning and are asked to advertise it whenever possible.
4. We will also add a segment in our newsletter that provides a focus and highlight of a particular resource, while also providing a short summary of the many resources available for our families.
5. As possible, we will encourage our teachers to also share resources available during their meetings and/or conferences in an effort to increase usage and visibility for this incredible resource for our families.
6. In addition, through the added resource of the Parent Liaison this year, this individual will be instrumental as the first line of communication in highlighting and sharing the many resources available to our families, in addition to the monthly events designed to support this partnership, as well.

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?

As teachers have parent conferences and as new students enroll, parents will be toured through the Parent Involvement Room and shown resources available. In addition, funding for postage for each parent engagement event monthly will be used to support communication of the event and increase participation. Additionally, postage will be used to share follow-up activities and next steps with families that attended, as well as those who may have not been able to attend to increase the outreach and impact.

The purchasing of materials for each engagement event is allocated to provide the necessary materials for make-and-take artifacts. The artifacts created are specific to the focus for each particular event and are designed to build on the instructional path. The artifacts created will be modeled and utilized during workshops in a gradual release method to provide our families with the necessary support to lead next steps for their student(s) at home and beyond. Through the initial use of funds during our early parent event, families will be provided with a selection of additional resources to support the student work in the various blended learning platforms. Purchasing additional tool kits allows families to select specific resources to make-and-take to support the individual needs of their students during the September family event. After modeling this process, as student needs and support grow and change throughout the year, families are able to come back to these resources and make-and-take additional items with the support of our parent liaison.

Should virtual workshops and support become the mandated norm, materials could be provided to mail out to families who pre-register for events to create items at home while following along online, but could also be used to purchase materials to better support the virtual platform and presentation, all based upon the individual needs of each scheduled event.

The school is also allocating funds to signage and communication tools for events that also works along with our Bloomz Communication platform that is used with parents.

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> 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>	<i>October 2021, February 2022</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page;</i>
Title I Annual Meeting (required- no allocation)	Assistant Principal Julie Ehrenberg	Parents and families will be informed on how to become more engaged in their child's education by being active participants in the school's engagement activities. Resources and supports will be shared during this time specific to our Parent Resource Room, Blended Learning options, and other available resources.	September 2021	Number of participants / Feedback on survey, completion of minutes, feedback at end of year developmental meeting when we reflect on the year's events/support
Title I Developmental Meeting (required- no allocation)	Assistant Principal Julie Ehrenberg	Parents and families will have the opportunity to give feedback on previous events and share	March 2022	Number of participants / Feedback on survey,

		ideas for increasing parent involvement in the 22-23 school year		completion of minutes
Student Led Conferences and Technology Night (see budget)	Assistant Principal Julie Ehrenberg	Parents and families will have the opportunity to participate in Student Led Conferences. Parents will have the opportunity to learn more about our Blended Learning platforms.	October 2021	Sign-in sheets, number of participants/ feedback on survey, increase in blended learning log-ons from home and after school hours
Math Night (see budget)	Assistant Principal Julie Ehrenberg Math Coach Keith Johnson	Parents and families will have an opportunity to participate in Math Centers with their students to learn math strategies. Various math materials from the Parent Resource Room to be shared and demonstrated for families.	November 2021	Number of participants / Feedback on survey, increase in check-out or usage of shared materials from resource room
Family Literacy Night (see budget)	Assistant Principal Julie Ehrenberg Reading Coach Barbara Pipkin	Parents and families will have an opportunity to participate in Literacy Centers with their students to reinforce skills and concepts needed to be proficient readers. Various reading materials from the Parent Resource Room will be demonstrated.	January 2022	Number of participants / Feedback on survey, increase in check-out or usage of shared materials from resource room
Donuts with Grownups (See budget)	Assistant Principal Julie Ehrenberg Math Coach Keith Johnson Reading Coach Barbara Pipkin	Parents and families will have an opportunity to spend time engaged in academic games with their child. Parents will be presented with information on how to help their child with homework and make learning fun by embedding learning in daily activities.	February 2022	Number of participants / Feedback on survey, increase in classroom completion averages of weekly homework responsibilities
Night of the Arts (see budget)	Assistant Principal Julie Ehrenberg	Parents and families will have the opportunity to see	March 2022	Number of participants / Feedback on

	Art Jackie Gallagher Music Jamie Willwerth	how we incorporate arts into the curriculum.		survey, increase in number of student projects included in the spotlight, increase in students applying to performing arts magnets and/or 20 choice schools for the 22-23 school year.

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?

The school-parent compact is developed during the developmental meeting with the assistance of parents. Parents will sign the compact during conferences and the teacher will turn the compacts in for documentation. Our parent liaison will also be instrumental in supporting this work through the 21-22 school year.

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

As a part of an on-going focus on parent engagement, monthly discussions regarding conferences and outreach will include a report on the status of this expectation.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

1. We will send home the district letter to any student who requires this notification.
2. We will send proper notification to families as required.

Both notifications will be dated, and copies will be uploaded in Title I Compliance.

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>
Building Positive Parent/Teacher Relationships	Administration	As a part of our ongoing relationship with JPEF, we will continue to provide teachers with webinars and mini-workshops designed to provide them with immediate strategies to build and grow relationships with their families.	August 2021 - May 2022 (Early Dismissal Meetings)	Evaluation Sheets, 5Essentials survey results
Title I Parent Resource and Parent Liaison Training	Administration	Staff will be trained and educated on the resources available in the parent resource room and the role of the parent liaison (new position for 21-22). Staff will be provided with examples of opportunities to partner with the parent liaison, as well as utilize materials within the	August 2021	Evaluation Sheets, Parent Resource Sign-in Sheets and Materials Check-out

		resource room to increase not only student learning, but the relationship and partnership with our families in support of student learning.		

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	IDEA Funds are utilized to provide specialized support for students with an identified need whether it be academic, emotional, physical, etc. Parents through the PFEP are providing additional training on activities that can be done at home to help their children achieve. This information is communicated during MRT and Rtl meetings, as well.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	All events include VPK and topics/focus are designed to support this specific program and students. Through this work and parent outreach events, our families will not only receive information to support their student at their current level, but also learn skills and strategies to support their growth and development through their elementary (and even middle) school career.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	n/a
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	All resources and support are provided and tailored to meet the needs of all students. Our Parent Resource Room provides a plethora of materials for our families who may not have these materials available. In addition, our support will assist our families in connecting with additional resources, such as the FIT Dept, as needed.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	SAI Funds are provided to support our after-school instructional needs of all students. These funds also support the work in place through our School Improvement Plan.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Job-embedded professional development and support with our Reading and Math Coaches help provide our staff with additional strategies and best practices to best serve our students. Through our work together, we become students of our students, and create instructional pathways that best serve them and their needs...in and outside of the school walls.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Support for our ELL students is supported through our work not only as a Title I school, but a school community, as a whole. Through our focus on meeting every child where they are and providing support for our families where they are to build and grow and successful learning community.

Schools may add lines as needed.