

2022-23

**Title I, Part A Gregory
Drive Parent and Family
Engagement Plan**



School Name: Gregory Drive

School #: 3243

Principal Name: Mrs. Augena Sapp

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



TABLE OF CONTENTS

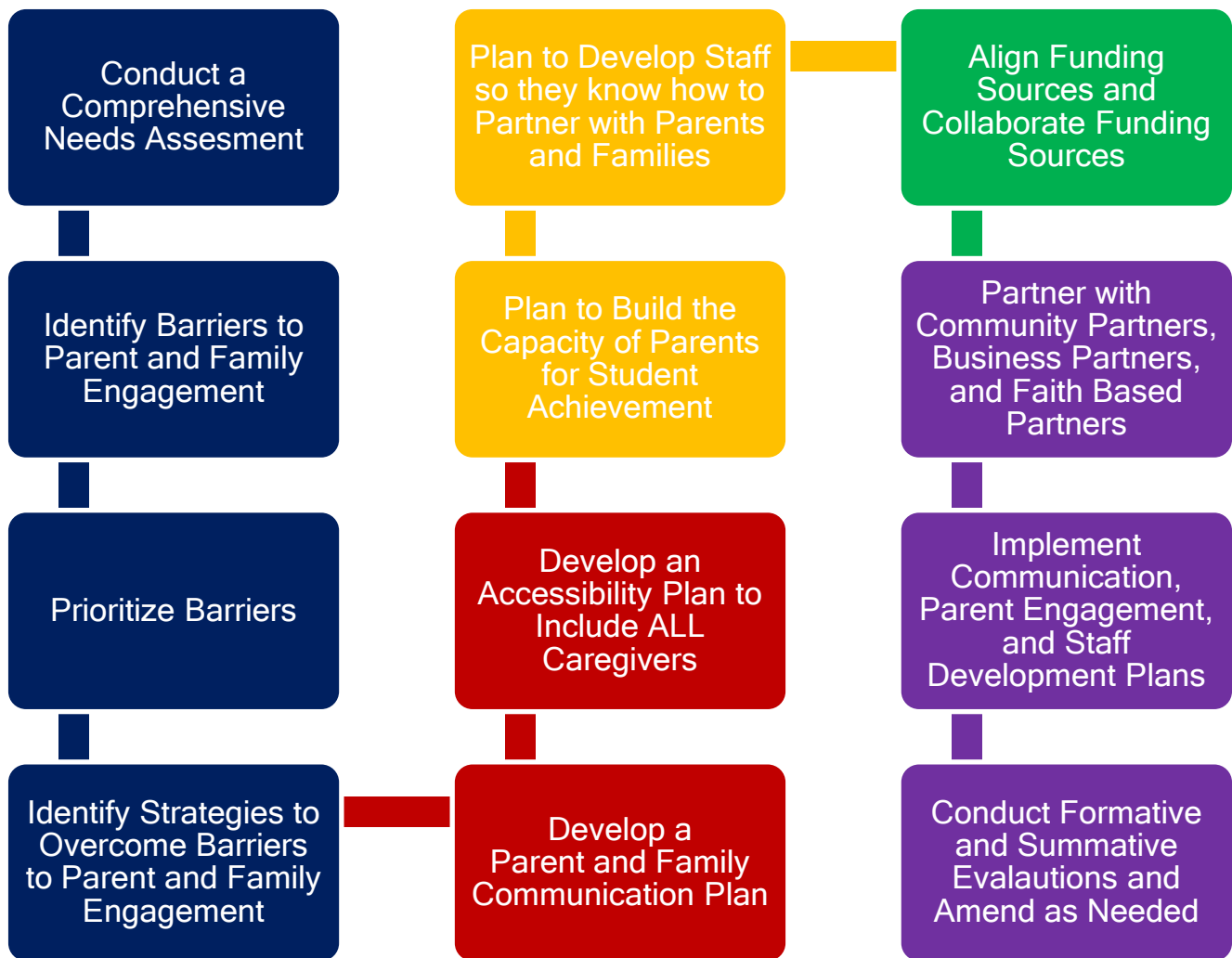
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	7
Overarching Outcomes/Goals for the Current School Year _____	7
COMMUNICATION AND ACCESSIBILITY _____	8
FLEXIBLE PARENT AND FAMILY MEETINGS _____	11
INVOLVEMENT OF PARENTS and FAMILIES _____	11
FLEXIBLE FAMILY MEETINGS _____	12
REQUIRED ANNUAL MEETING _____	12
REQUIRED DEVELOPMENTAL MEETING _____	13
BUILDING CAPACITY _____	14
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	14
PARENT AND FAMILY ENGAGEMENT EVENTS _____	15
PARENT COMPACT _____	18
INSTRUCTIONAL STAFF _____	19
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	20
COLLABORATION OF FUNDS _____	21

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, Augena Sapp, 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.

Augena Sapp
Signature of Principal/School Administrator

9/1/2022
Date Signed

NEEDS ASSESSMENT

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

Previous Year Financial and Programmatic Outcomes

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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3,358.55	\$2,807.29	\$551.26
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
A few of the activities at the beginning of the year were virtual due to COVID, costing less than originally planned. To ensure spending fully, we will review funds at mid and end of year. Parents will be engaged in conversation to determine how funds will be used to make sure all funds are spent at the end of the year,.		

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	We are going to create a virtual tour video and incentivize students whose parents check out materials.
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)	9	Parents gained a deeper understanding of what the Title I designation means.

Developmental Meeting (End of Year)	9	Parents had an opportunity to provide input into the development of the PFEP and the School Wide Plan.
Technology Night	28	Parents were able to learn and engage in digital platforms experienced by their students. Parents were able to access focus independently
Science Night	30	Parents and students were able to visit and participate in various science experiments to support student learning at home.
Literacy Night	11	Parents learned fun activities to do at home to enhance reading and vocabulary skills. PMAs showed a slight increase from PMA 1 to PMA 2
Math Night	6	Parents learned fun ways to implement math using various objects found at home and resources available to content covered in school/class. Acaletic scores increased with monthly assessment
FSA Night	30	Parents were presented with requirements for FSA testing, testing dates, and at-home activities and resources available to help students prepare.

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.

The parents and families would like to see more hands-on activities and more information sent home the coincides with strategies and activities happening within the classroom.

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 Notification of Events-maximizing our methods of communication will ensure families are aware of events
2. Barrier 2 English as a Second Language-translations will be increased for families who are learning English
3. Barrier 3 Flexible Meetings-not all families are able to attend events due to transportation issues and/or conflicting schedules

(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)	Notification	Send out flyers, post on DOJO and website at least a week in advance, follow up with a Robo call the night before
2)	Flexible Meetings	Provide flexible meetings and digital options as well (recordings to be reviewed, live opportunities)
3)	ESOL	Publicize and provide a translator for all events and increase communication in translated formats

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?

The overarching goals for the current school year are as follows:

1. Increase parent and family participation in school-based events and activities.
2. Increase parent and family knowledge of educational practices and resources that align with student experiences at school.
3. Increase parent and family engagement in student learning, student data, and achievement levels.

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?

1. Flexible times and presentation of activities will be implemented to meet the needs of parents and family.
2. Communication will be provided in the languages of our families.
3. Parents and families will be able to receive information even if they are unable to attend.
4. Accommodations will be provided as needed for parents or families that require special arrangements.

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?

Gregory Drive Elementary will share information related to school and parent and family programs, meetings, school reports and other activities in multiple languages through the following avenues:

- School Accountability Reports will be uploaded to the schools' website
- Meeting and Event Dates will be updated on the school's marquee at the beginning of each month
- Monthly newsletters will be sent home with students
- School leaders will employ the use of DCPS School Messenger
- Weekly Reminders will be entered into Class Dojo by school admin
- PFEP flyers will be sent home with students in both English and Spanish

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

The dominant languages spoken by families at Gregory Drive are English and 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.

Gregory Drive will employ several methods of delivery for communicating multi-translated information to parents and families. Events will be posted on the school marquee at the beginning of each month, through flyers sent home with students no less than 2 weeks in advance, publicized in the monthly newsletter sent home with students the first Tuesday of each month, posted on digital platforms (Dojo, Facebook) at least two weeks prior to the event, and through DCPS School Messenger the night before the event.

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 the annual Open House event, teachers will explain the current curriculum to parents and families. During this time, parents and families will have an opportunity to review the student workbook and other resources that may be used for learning. Parents will have additional opportunities to learn about the curriculum during parent and family events and activities and parent-teacher conferences. Translation will be provided as appropriate. Additionally, grade level teams will develop monthly newsletters to inform parents of the academic standards to be taught in reading, writing, math, and science throughout the month.
- (2) Parents will learn about forms of assessment used to measure student progress during Open House, parent-teacher conferences and parent and family events designed specifically to discuss state assessments. Translation will be provided as appropriate.
- (3) Parents will be provided with information regarding achievement levels students are expected to obtain during parent-teacher conferences and parent events. Translation will be provided as appropriate.

(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 participate in the decision-making process during the Title I PFEP developmental meeting, the monthly School Advisory Committee Meetings, and the School Improvement Planning Meeting.
- (2) Gregory Drive Elementary informs parents of opportunities to participate in decision making through newsletter, DCPS School Messenger, digital platforms, and 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]

Officials at the school may direct parents to communicate directly with the Title I Office. Parents may also complete the Five Essentials Survey to inform of their concerns as well a school-based survey used for parent input in the school-wide plan.

(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) Title I, Part A Parent and Family Engagement Plan will be uploaded to the school's website; the plan will also be available in the Parent Resource Room as well as in the front office at the Parent Kiosk. This information will be communicated to parents in the monthly newsletter, at family and parent events, and during the Annual Title I Meeting.
- (2) The information will be translated and distributed by the ESOL Liaison.

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 the school year, parents will be provided with surveys to provide their input on the programs implemented within the school. In the beginning of the school year, parents will be asked to sign up for the School Advisory Committee and the Parent Teacher Association. Through these avenues, parents will be able to work as a group for the benefit of the school community and the best way to achieve the established goals.

Parents will have the opportunity to provide input in the development of the school PFEP, including making recommendations for parent activities and how PFEP funds will be allocated. Parents will also provide input on the partnership expectations of the school and parents through the school compact. The Parent and Family Engagement Plan will be uploaded to the schools' website and placed in the Parent Resource Room and Family Engagement Area upon district approval.

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 - Transportation will be provided to events which are held at a site other than that of the school
- Childcare - Childcare will be provided for events and activities in which the information provided is strictly for parents. This will eliminate the distractions of children during the meeting.
- Home Visits - There will be no home visits
- Additional Services to remove barriers to encourage event attendance - Spanish Translator will be provided at all events for our parents of students whose home language is not English.

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)]

Parents and families completed a feedback worksheet requesting their input on a variety of topics ranging from scheduling of events to types of events they would like to participate in.

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

Parents and families completed a feedback worksheet where attendance barriers could be communicated.

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 Virtual

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 Determine a date to host the Annual Meeting
2. Step 2 Principal will develop the PowerPoint Presentation including necessary school-based information
3. Step 3 Parent Communication will be distributed via School Marquee, School Website, ClassDojo, Monthly Newsletter, School Messenger and Flyers
4. Step 4 Parent Sign-In Sheets will be created
5. Step 5 Parent Evaluation Sheets will be prepared
6. Step 6 Reminders will be sent home and communicated via technology
7. Step 7 Meeting location will be set up to accommodate participants

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.

Parents will be informed of how the Title I, Part A program supports school-based initiatives to increase student academic performance and achievement levels. In addition, parents will be informed of the resources and support available through the program.

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) Parents will view a PowerPoint presentation outlining the school's overall academic performance as well as that of individual subgroups.
- (2) Parents will also be informed of school choice programs and options they may be available aligned with the school grade designation.
- (3) Finally, parents will receive information regarding their rights as a parent of a student that attends a Title I, Part A school.

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?

The school will communicate information regarding dates and times of events on the school's marquee. Information will also be sent home with students in their home language and included in the school's monthly newsletter.

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: Parents were given the opportunity to provide input regarding programs through a feedback worksheet.

Step 2: A parent planning meeting is held with parents to discuss program implementation with parents and begin planning activities and events for the upcoming school year.

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?

Gregory Drive Elementary is committed to implementing monthly activities with a specific focus. The activities will be designed to meet the needs of students based on the most current academic data, observations, and parent input.

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

Gregory Drive is committed to building strong relationships and partnerships with school community members through the implementation of impeccable customer service, frequent, timely and sincere parent-teacher communication, professionalism, and courtesy. Furthermore, Gregory Drive will continue to provide opportunities for local businesses to support the school community through mentoring, volunteering, and financial and in-kind donations. These relationships and partnerships will enhance parent reluctance to participate in supporting the school and student success in achieving outline goals.

(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 in how to use the Parent Resource Room with parents.

(1) The Title I Parent Resource Room will be available for parents to check out resources. The room will also be used to host parent conferences as well as meetings and events in which the number of participants is expected to be less than 30 parents.
 (2) Gregory Drive will introduce the Title I Parent Resource room to parents during the Annual Title I Parent Meeting. In addition, 'field trips' to the parent resource room will also be scheduled at each school-based meeting and activities. The Parent and Family Engagement Room will be advertised on the school's website and in the Family Engagement Area in the front office.
 (3) The school-based Title I Designee and the Parent Liaison will train staff in the most effective way to use the Title I Parent Resource Room.
 The parent liaison will provide an orientation to all parents wishing to utilize the Parent Resource Room. This staff member will also direct parents to the best resources to use based on the needs of the student.

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?

Additional resources will be provided for parents through the use of Title I funds. Resources will be provided to adequately prepare parents to use the resources and materials at home with their children. Those resources that will be purchased are as follows:

- 1) In school, we utilize the curriculum and Study Island during the 45-minute Science time on the Master Schedule. Students have home learning for ELA and Math already, however, they lack another engaging source for science home learning. This software is available for students to use at home to watch videos and answer mastery questions for practice. Currently our school data shows 26% proficient in science. If we can increase the love of science at home, we can increase to our goal of 45%. This will not just be for 5th grade Science students but is adaptive for K - 8th grade. It will NOT be used during the school day but assigned for home learning. Parents will be taught how to use this program during our parent night so that they know what to do to build capacity in their child.
- 2) Laptops for the Parent Resource Room - Our goal this year is to increase parent use of the parent resource room and to have the resources available to our parents to help them build capacity to work with their children to increase student achievement. We have made sure that we have math, reading and now science home learning for parents to use with their student at home and for some families they do not have the technology to do this at home and we would like to be able to provide the technology for the parents to check out and work at home on the home learning in reading, science and math or to do homework assignments, PowerPoint assignments are given to 4th and 5th grades.
- 3) Toner will be bought for the Printer in the parent resource room to allow parents to make copies of things such as focus information, job information, classroom assignments
- 4) Storeroom items for parent engagement activities for make and take activities and for copies of data for parents for student data night
- 5) Materials for Literacy night will be purchased: Literacy flash cards such as sight words, CVC words, etc., bookmarks, literacy bags which will be used to bring books home to the parents to complete reading activities at home. The parents will know that if the book is in the bag that it is a book that needs to be read together

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?
Title I Annual Meeting (required)	Principal	Parent will be provided with information about Title I programs. Parents will discuss AYP progress from the previous school year.	August 2022	Activity Sign-In Sheet Parent Evaluations

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)	Title I Designee	Activities will be designed by parents and school to enhance parent/student/school interactions to increase academic performance	Feb./March/April 2022	Activity Sign-In Sheet Parent Evaluations
Tea & Tissues	Parent Liaison	Parents will drive through to receive pastries and information that will put them at ease and connect with the school as they release their child to our care.	August 19, 2022	Activity Sign-In Sheet Parent Evaluations
Goodies with Grands	Parent Liaison	Grandparents will be given light refreshments where their children will present poetry and artwork created for them. Information about their continual involvement will be provided.	September 9, 2022	Activity Sign-In Sheet Parent Evaluations
Student Data Night	Principal	Parents will be able to collect and review all student current academic data with the admin team and teachers as well as sign parent compacts.	September 22, 2022	Activity Sign-In Sheet Parent Evaluations
Technology Night	Assistant Principal	Parents will learn of all the online platforms available for their student's success. Parents will learn how to access various website such as Generational Genius, iReady, Focus, and other platforms to enhance student learning	October 27, 2022	Activity Sign-In Sheet Parent Evaluations
Science Night	Principal	Parents will be able to see their student's science experiments and to learn of strategies to increase proficiency in the area of Science	November 17, 2022	Activity Sign-In Sheet Parent Evaluations
Holidays Around the World Student Showcase	Assistant Principal	Parents will be able to be engaged in various holidays around the world with research activities and things they can do at home over the holiday break, light refreshments, artwork, and	December 15, 2022	Activity Sign-In Sheet Parent Evaluations

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?
		music provided by their students.		
Literacy Night	Principal	Parents will attend literacy night and learn strategies to enhance student reading skills.	January 26, 2023	Activity Sign-In Sheet Parent Evaluations
Math Madness	Assistant Principal	Parents will attend math night and engage in strategies to enhance student reading skills.	February 23, 2023	Activity Sign-In Sheet Parent Evaluations
Spring Concert/Art Showcase	Principal	Parents will view performances and student work and learn the skills being taught in art and music	March 23, 2023	Activity Sign-In Sheet Parent Evaluations
FAST/I-Ready Intervention Night	Principal/Assistant Principal	Parents will learn how to prepare their students academically and emotionally for the FAST testing along with test taking strategies they can practice at home. Various interventions will be shared with the parents that can be done at home to help their children with both schoolwork and testing	February 2023	Activity Sign-In Sheet Parent Evaluations

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)

Parent conference logs as well as copies of the Parent Compact will be available as evidence.

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?

Quarterly Parent Conference opportunities will take place during progress report seasons.

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 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.

Official letters will be provided to all parents to notify them of the teachers' status of experience and certifications. Evidence of this with the date issued will be available.

A list of teacher who are ineffective, out-of-field, or inexperienced will be provided by the school

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
Educators will participate in Cultural Competence and Sensitivity Training as provided by the DCPS Office of Student Discipline and Support Services.	Mrs. Sapp	This will support instructional and discipline strategies for successful academic experiences.	Sept. 2022	Sign-in sheets, evaluation sheets walk-through data
Parent Resource Center Day	Mrs. Brooks	Teachers will be educated on how to connect parents to the resources available.	October 2022	Sign-in sheets, evaluation sheets walk-through data
Staff engagement in parent and family engagement professional development will begin during pre-planning and will be continuous throughout the school year.	Mrs. Sapp	Teachers will be given a blueprint for strategic collaboration and communication with parents.	August 2022	This will be monitored throughout the year with the parent conference log.

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 Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<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.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal <u>Education for Homeless Children and Youth (EHCY) Program</u> and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school. We provide assistance to our families as needed with school supplies, food, uniforms, and other necessities
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. SAI funds will be used to support tutoring for those identified students who are in need
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	This fund supports districts and school leaders in providing professional development to educators and school leaders. Professional development is designed to enhance the development of pedagogy, acquisition of best practices and resources to enhance instructional delivery and student achievement. Our teachers participate in PD in weekly PLC and in early release days and Common planning

☒	Title III, Part A - Helping English Language Learners achieve English proficiency	This fund supports districts and schools in providing support to English Speakers of Other Languages. We support our ELL speakers through classroom support with our teachers and paraprofessional support
☒	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Tutoring will be provided for targeted students.

Schools may add lines as needed.