

School Name: Andrew Robinson

School #: 262

2022-23

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



Principal Name: Mychelle Grover

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



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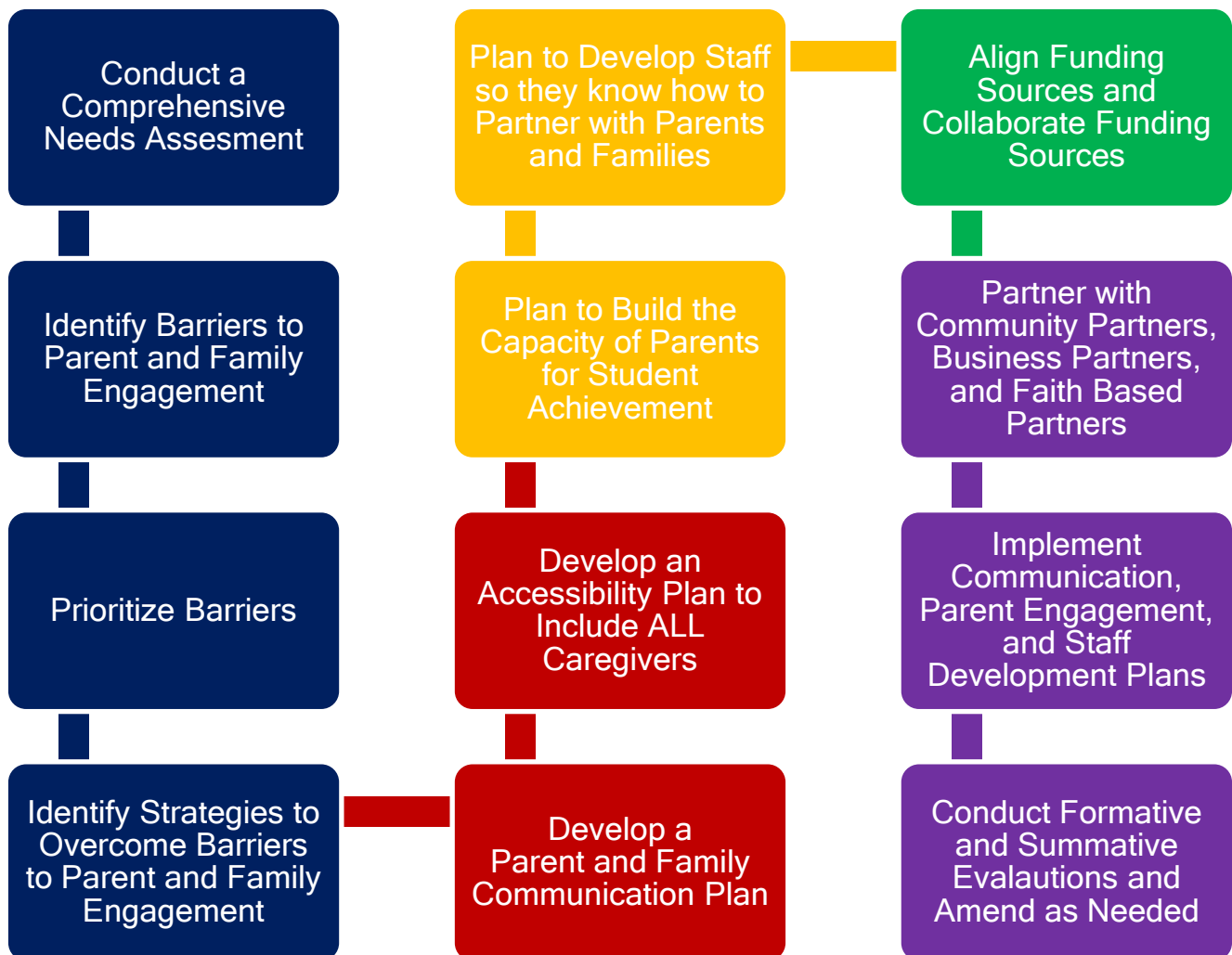
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OVERVIEW

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, [Click or tap here to enter text.](#), 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.

Mychelle Grover
Signature of Principal/School Administrator

7/7/2021
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
\$3,349	\$1,770.24	\$2,038.24
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		
Personnel changes have affected the management of funds. We engage parents throughout the year through our Annual Meeting, Developmental Meeting and anytime there is a change in the plan. The plan is also discussed at our SAC meetings & parents also give input.		

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

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
0	0	Parents were not allowed on campus until the final month of the school year. We are currently moving our Parent Resource Room to a new room. There will be a computer for parents to sign up for volunteer status, focus accounts, etc. There will be items for checkout.
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)	78	The meeting was virtual. We have screen shots of parents' attendance. A PowerPoint

		presentation outlined the expectations for students and parents for the school year. We also discussed our school goals and the main components of Title I funds. Parents asked questions and teachers/admin provided clarity when needed.
Developmental Meeting (End of Year)	7	Parents and community members gave input for next school year regarding tutoring, parent and family events, principal's newsletter, orientation, and invitations to community stakeholders.

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>Parents expressed the effective outcomes of tutoring and would like to start tutoring in September. To gain more parental involvement, we have decided to alternate between morning and afternoon meeting times for SAC. The parents really enjoyed "Breakfast with a Book" and STEM night and would like to have these events for the upcoming year. Parents also suggest personally inviting more parents to SAC meetings at our Back-to-School Orientation and asking them to commit to attending at least 1 SAC meeting each year.</p>

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
2. Barrier 2
3. Barrier 3
4. Barrier 4
5. Barrier 5

(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)	Educating Parents	We will use each parent engagement night to provide tips for helping students at home in math, reading, and/or science. We will also proactively use class DOJO to offer tips for parents helping students at home.
2)	Language	We have a growing ESOL community of Spanish speakers. We will send flyers home in Spanish to advertise family engagement events and tips for educational growth in math, reading, and science.
3)	Meeting Times	We will provide events in the morning and evening to meet the needs of working parents.

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 present quality events to attract more parental involvement. Each event will include an educational component that includes giving parents ideas of how to help their students at home. We will increase parental involvement of ESOL students by sending individualized invitations in their native language.

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?

Meetings and workshops at Andrew Robison are conducted in English. Flyers and other mailings are translated in Spanish whenever needed, with interpretation always available. Spanish translators and ASL interpreters for meetings, parent conferences, and workshops are available upon request. If another language is required, DCPS has a list of translators that can be requested as well.

ARE is a disability-friendly school, having ramps and an elevator to accommodate all visitors and guests. The campus contains no physical barriers that discourage parent attendance at functions and/or meetings. Information concerning school events will be posted on the school's website, Facebook, through flyers sent home with students, and Class DOJO. Our communication platforms allow parents to translate information to their chosen languages.

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?

The school will communicate by:

- Contacting families through various forms of communication such as weekly classroom newsletters, school marquee updates, social media, school website, and via phone through Connect Duval Messaging System.
- As needed for ELL students and parents, school information will be shared using several different platforms to allow parents to read announcements in their chosen languages.

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

Spanish
English

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) Meetings involving parents will be regularly scheduled, notice given at least 2 weeks in advance and agendas will be provided. The annual meeting will take place no later than the second month of the school year. At the parent annual meeting the parents will be informed how they may be involved through the 2022-2023 school year.

(2) Communication will be posted on Class DOJO, social media, and via phone. Information will be sent home in parents' chosen language.

(3) The school marquee will also be utilized to encourage participation in addition to flyers, Class DOJO, social media, and the school website.

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) Curriculum and assessment information will be presented at our parent nights as well as during Open House.

(2) Students are assessed regularly to determine whether they are making adequate progress. Forms of assessments (baselines, iReady, Achieve, Freckle, etc.) as well as proficiency levels will be discussed with parents. It will also be discussed ongoing through our school website, teacher's newsletters, parent/teacher conferences, SAC meetings, and family educational nights.

(3) ARE's school goals as well as student achievement levels on state required academic assessments will be displayed at our Title I Annual Meeting as well as during the year through teacher conferences and at parent nights in all applicable language.

(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) At the annual meeting, 2022-2023 calendar of events will be presented. At that time, parents will be introduced to SAC and be given a clear understanding of how to participate in decision-making opportunities at ARE. The Title I Developmental meeting is also a decision-making opportunity for parents to provide input on events, scheduling events, and how funds are spent. Feedback from events is also an opportunity for parents to impact decisions.

(2) At each SAC meeting, all upcoming parent engagement events will be discussed to ensure all stakeholders have an opportunity to partake in the planning and implementation process.

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]

ARE employs a part-time parent liaison who is responsible for providing the coordination, technical assistance and other support to the school. The parent liaison and school administration are responsible for collecting and reviewing surveys completed by the parents to determine the next steps for school improvements. If the plan is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan to the Title 1 office. Parent concern forms are available to all parents to send comments to the district Title I office if there are any concerns. We also have an open-door policy and welcome all feedback from all stakeholders.

(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?

The Title 1, Part A parent and family engagement plan to parents and families will be posted on the schools' website as well as copies in the front office and Parent Resource Room. The plan will be discussed during SAC meetings. Parents will be given a copy upon request. The copy requested will be in their chosen language.

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)].

Andrew Robinson Elementary will ensure the organized, ongoing, and timely manner of involving parents using the following methods:

- Home to school and school to home communication in English and/or other languages.
- Flyers
- Classroom Newsletters
- School website & social media
- Email
- School Messenger
- School Marquee

At ARE, parents and families are involved in the planning, review, and improvement of Title 1 programs, including involvement in the decision making of how funds for Title 1 funds will be used be:

- Attending School Advisory Council (SAC) meetings
- Annual Title 1 meeting
- Parent Feedback Forms
- Reviewing academic data for funding decision making
- Previous school year parent and family engagement plan

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 for families is provided on a need basis. JTA passes will be given when needed.
- Childcare - ARE will hold Title 1 parent workshops and meetings in the evening and will offer limited childcare or children's activities while parents attend a workshop.
- Home Visits - Our guidance counselors and social worker make home visits to conference with parents who cannot attend a school conference.
- Additional Services to remove barriers to encourage event attendance - Our schools address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests ARE will hold Title 1 parent workshops and

meetings in the evening and will offer limited childcare or children's activities while parents attend a workshop. Resources and materials discussed during parent events will be made accessible on the school's website.

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)]

Designated school employees surveyed parents to determine next steps for school improvements to increase parental support. The results of the survey were shared with SAC and made available to parents.

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

DCPS Title 1 program requires that all Title 1 school hold a parent meeting to develop or write/revise their parent and family engagement plan. Schools are required to provide evidence that documents; how parents were invited, an agenda for the meeting, sign in sheets, and minutes and/or specific input given by parents. The Title 1 program coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring system. We maintain hard copies of all meeting agendas and meeting minutes so all stakeholders will have access to our family engagement activities.

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)]

1. Step 1: Prepare presentation and agenda for meeting
2. Step 2: Send out meeting notices two weeks prior to the meeting being held
3. Step 3: Conduct meeting and record meeting minutes
4. Step 4: Provide opportunity for feedback
5. Step 5: Complete all documentation required for digital compliance
6. Step 6: Submit required documentation to the Digital Compliance Portal
7. Step 7: Virtual Meetings will be held when necessary

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.

The Title 1 designee and school will present a power point presentation that incorporates information on:

1. The Title 1 program
2. Parents right to know
3. Curriculum and assessment
4. Ways parents can be involved
5. School Improvement Plan
6. Services associated with Title I
7. Parent-School Compact
8. School choice and the qualifications of their child's teacher or paraprofessional
9. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field
10. Feedback and Evaluation (Surveys)

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) A part of the power point presentation will cover the collection of data on the achievement and assessment results of students disaggregated by gender, ethnic/racial group, English proficiency, migrancy, disabilities, and economic status.
- (2) The power point presentation will review DCPS school choice website. The site is designed to give families an overview of the many types of school choice options that are available for school-age children in Jacksonville. In it, you will find information about specific programs including magnet programs, career academies, high school acceleration programs, choice programs and charter schools.
- (3) The PowerPoint will also include the parents right to know information:
 - Parents have the right to request and receive timely information regarding the professional qualifications of their child's teachers and paraprofessionals.
 - Parents must be notified if their child is assigned to or taught for four or more consecutive weeks by a teacher who is not highly qualified.
 - Parents should be provided information regarding the level of achievement of their child on state required academic assessments.
 - To the extent that is feasible, information must be in a language the parents can understand.

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 Title 1 designee will send home flyers at least 2 weeks in advance as well as a monthly calendar/newsletter. Our school events and parent engagement activities will also be posted on the school marquee. The Title 1, Part A parent and family engagement plan to parents and families will be posted in the front office, Title 1 resource display, and in the parent resource room.

REQUIRED DEVELOPMENTAL MEETING

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

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

Step 1: Prepare presentation and agenda

Step 2: Send out meeting notice two weeks prior to the meeting date

Step 3: Conduct meeting and record minutes

Step 4: Provide opportunity for attendees to provide feedback

Step 5: Finalize and submit Title I digital compliance documents & maintain a hard copy in-house for documentation purposes.

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?

ARE has on staff a parent liaison. We will increase parent/family knowledge of curriculum, assessment, available resources, and educational strategies positively impacting the ability of parents and families to support the academic achievement of students. We will provide parents/families and classroom teachers access to educational materials and resources to be used at home as a supplement to school resources. We will increase parent/family ability to support learning at home. We will continue to provide interpreters for our parents as needed.

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

Provide information for parents about standards and curriculum and how to help students at home. Provide information on where to find and use the Florida standards and curriculum. Provide test taking strategies for parents to cover with their child at home and provide information to parents about the state assessments their child will be expected to take this year. Information on test taking tips/strategies. Provide websites that provide test taking practice. Provide sample test questions during parent nights. Educate parents about the use of parent portal and how to navigate thru the system to stay a brisk of their child's grades. Provide parents with strategies to help them read with their child at home. Provide informational packets on engaging students in reading and writing at home. Provide resources and services to families beyond school. We will continue to collaborate with our faith-based partners as well as continue to seek additional business partners.

(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 is designed to involve, connect and empower parents to help children reach academic success and serve as a hub for training and resources. The resource room offers support and assistance, a lending library, a parent newsletter, parent training workshops, and serves as an information and referral source for families and staff members. The Title I Designee will coordinate dates and times to access to the resources needed for their child's success.
- (2) Expectations for use and procedures for checkout will be available at the front desk and via digital platform(s).
- (3) The school staff will be trained on the location, hours, operation of workshops offered, Title 1 programs, and other offerings. They will also be knowledgeable of all available resources and be reminded throughout the year to remind parents using their newsletters, TEAMs and Class DOJO.

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?

We currently share information presented by the district via DCPS Parent Academy.

<https://dcps.duvalschools.org/PARENTACADEMY>

PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn: 1. How to complete the parent portions of FASFA 2. How to research college websites for what their child need for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2022, February 2023</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>

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?
Saturday Back to School Event	Principal Assistant Principal Teachers	Increase parent awareness and participation; SAC meeting invitations	August 2022	Flyer, Agenda, Sign-in Sheet, Survey, Handouts
Title I Annual Meeting (required)	Assistant Principal	Inform parents about school Spring data, parent engagement events, and Title 1 programs.	September 2022	Flyer, Agenda, Virtual Sign-in pics, Presentation
Goal Setting and Blended Learning Night	Assistant Principal Leadership Team	Parents will learn the effectiveness of goal setting, our school-wide goals, and their child's individual goals. Parents will also access the blended learning platform their child(ren) use daily and learn how to effectively navigate the programs. Parent will receive student's current data including reading level and where their child should be the end of the year. (Data chats)	October 2022	Sign in sheets, surveys, student achievement scores, agendas and flyers.
Pastries with Parents	Assistant Principal	Parents will receive information & resources to encourage academic success at both home and school and to increase academic performance in state and district assessments.	December 2022	Sign in sheets, surveys, agendas and flyers.
Literacy Event (Breakfast & A Book)	Leadership Team Teachers	Parents will read to their child and be provided with a grade specific overview outlining	January 2023	Flyer, Agenda, Sign-in Sheet, Survey, Handouts

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?
		and identifying the Florida standards and strategies they can use to help their child at home. K-2 parents will be provided information on curriculum and how it to help their student acquire word recognition. 3 rd -5 th grade parents will learn about language comprehension and will also receive information on district/state testing mandates and different study techniques they can practice at home to enhance proficiency on the test.		
Math/Science (STEM) Night	Leadership Team Teachers	Teachers will provide parents with activities they can do to reinforce science with everyday items in their homes. Teachers and students will conduct data chats with parents about their child's current science performance and where their child should be by the end of the year.	March 2023	Sign in sheets, surveys, agendas and flyers.
Title I Developmental Meeting (required)	Assistant Principal	Solicit parent feedback regarding programs to support and grow parent involvement. Parent perspective on beneficial teacher	May 2023	Flyer, Agenda, Sign-in Sheet, Survey, Handouts, Input on future events

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?
		professional development. Family feedback on student programs to increase academic success. Best forms of communication from school. Help parents understand their role in supporting their children and teachers in all areas		

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)

Teachers will be required to conference with parents regarding the agreement and development of the school-parent compact at which time the signed compact will serve as evidence. All signed compacts will be housed in the parent resource room.

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?

All signed compacts will be housed in the parent resource room. Teachers will keep a log of the number of conferences they held virtually and submit to administration. Administration will upload a Parent School Compact in Title I Digital Compliance.

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. Letters will be sent home to parents providing notification that their child was assigned or taught for four or more consecutive weeks by a teacher who is out of field. The letter will be on file with the Title I Designee.
2. Letters will be sent home to parents providing notification that their child was assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified. The letter will be on file with the Title I Designee.

***A list of teachers that are out of field, ineffective and in experienced will be uploaded to compliance and maintained in the school's Title I records for the year.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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

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

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2022</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Use of Technology (Class DOJO) to reach parents	Assistant Principal Classroom Teachers	Increase	Aug. 2022	<i>Sign-in sheets, evaluation sheets, monitoring Class Dojo usage</i>
Learning by Doing	Assistant Principal	Teachers will learn new strategies, tools, and tips for building high-performing professional learning communities. Use the PLC process to establish effective teaching methods, curriculum development, and assessment strategies specific to our	Sept. 2022	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>

		school and district.		
Goal Setting and Blended Learning Night	Assistant Principal Leadership Team	Parents will learn the effectiveness of goal setting, our school-wide goals, and their child's individual goals. Parents will also access the blended learning platform their child(ren) use daily and learn how to effectively navigate the programs. Parent will receive student's current data including reading level and where their child should be the end of the year. (Data chats)	Oct. 2022	<i>Sign-in sheets, evaluation sheets, data chats</i>

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	Andrew Robinson's parent engagement program will be available to advise parents of students with disabilities of their rights in their child's education. They will be encouraged to be involved in planning, problem solving, decision making, and I.E.P. input during parent/teacher conferences and meetings.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The prevention and intervention programs for children and youth who are neglected, delinquent or at risk. Title 1 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 1 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.	ARE will let parent/guardians aware of DCPS's families in transition homeless education program upon enrollment of a family who is living in a shelter or sharing the housing of others due to loss of housing. Resources and training is provided through this program on how to help parents and their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	ARE will utilize SAI funds to offer supplemental instruction to our student before and after school for remediation.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Administrators and teachers will take advantage of professional development that is designed to improve student achievement and assist families. The trainings will include, but is not limited to: Benchmark Advance, FLKRS, Freckle, DCF Training, Mental Health Awareness, Title IX, etc.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	ARE will post free parent academy courses that are offered in schools, libraries, community centers and faith-based institutions, in our parent liaison's office as well as on our resource board. We will also hand out flyers and calendars during our family engagement meetings.

<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	ARE will utilize SAI funds to offer supplemental instruction to our student before and after school for remediation.
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Schools may add lines as needed.