

2022-23

**Title I, Part A *Crystal Springs
Elementary School***

**Parent and Family
Engagement Plan**



School Name: Crystal Springs Elementary School #: 226

Principal Name: Todd Simpson

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



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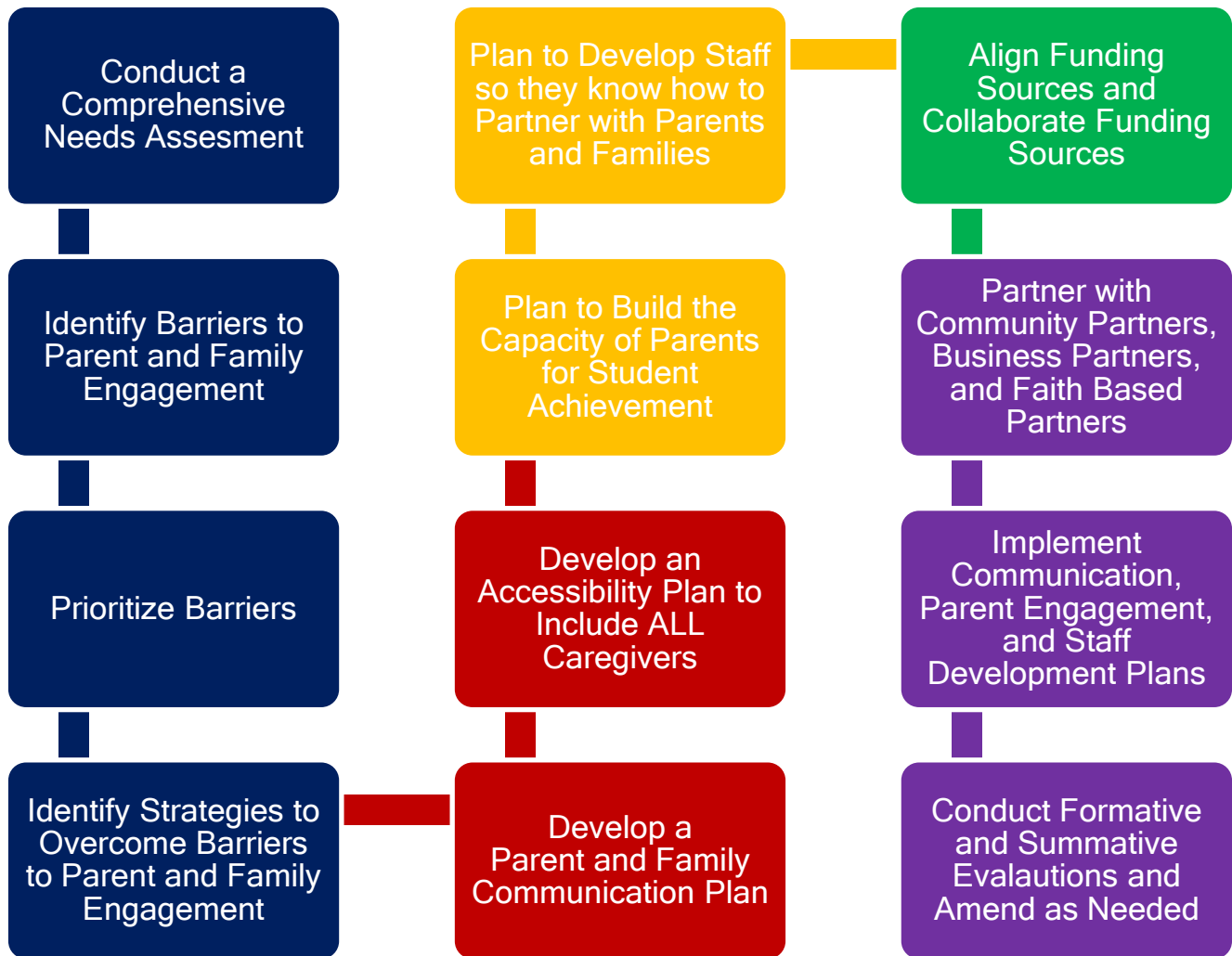
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OVERVIEW

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, Todd Simpson, 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

Signature of Principal/School Administrator

June 14, 2022

Date

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
\$3,349.00	\$3,348.80	\$.20
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		
\$.20 remains due to rounding. The school will continue to engage parents throughout the year to ensure spending.		

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)
233	42	All inventory was returned. We plan to fully use the room by having designated hours and taking appointments to accommodate the parents.
Summary of Parent Engagement Events from the Previous Year		
Annual Meeting (Beginning of Year) Off Site at Rise Church 9/21/21	16 4 staff members	Surveys indicated that parents learned the basics of Title One; the presentation was well done and questions were answered for all who came out. One parent shared that they felt better prepared to help their student and was especially happy to see and give feedback about the compact. Another parent felt like they had a voice in school decisions at this meeting.
Developmental Meeting CSE on 9/16/21	18 4 staff members	Parents appreciated the outline and expectations that were given. Parents asked questions about tutoring plans that CSE would be implementing.

		Parents were excited to be able to use the Parent Resource room.
Developmental Meeting CSE 2/17/22	11 4 Staff Members	Parents gave input into plans for the 2022-2023 school year. The parents provided feedback concerning parent nights and how they could assist their children at home.
Science Fair Success Night (10/21/21)	58 15 Staff members	Parent Comments included: Very Good Presentation Keep it Up Very good student skills Very hands on Detailed instructions provided Viewing presentation boards Receiving a project board The afterschool workshops Our ultimate evidence of effectiveness was the student participation in the Science Fair and the quantity and quality of the projects turned in. The district judges said these were some of the best from our school.
Reading is "FUN"damental 1/20/2022	68 14 Staff Members	Teacher engagement of the event was noted by the parents. Ideas to make reading fun at home, including making a game of it was helpful. Parents would like more time to go through the reading ideas. The night was "Amazing" Learned economical ideas for making my child read more. Loved the interactive ideas and activities. Take Aways and Free Books
Pastries with Parents 1/18/2022	8 1 Staff Member	Helped parents understand more clearly information about the school and Title 1 Parents got some ideas and added to toolboxes for home learning.
Pastries with Parents 3/10/22	8 1 Staff member	Were pleased to see the amount of resources available for check out and use. Happy to have help with FOCUS More information for the Toolboxes was given.
Mid Year Stakeholders Meeting CSE on 2/17/2022	11 4 Staff Members	Parents fully understood the plan in place for ongoing improvements and student growth. Gave input into beginning a new PTA. And looked at all data CSE had available at the mid-year point, including some notes from our 4 Step process for improvement. .

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>Evaluation from the Developmental meetings show that parents appreciate the opportunity to be involved in the school. They would like to see more parent events that are hands on and interactive. The parents were especially excited about the ability to check out resources from the school to help with home learning. It is all about supporting them in the home setting to continually grow their children academically, socially, etc.</p>

Barriers

<p>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.</p>		
<ol style="list-style-type: none"> 1. Transportation 2. Language Barriers 3. Scheduling for all parents 4. Parental disinterest 		
<p>(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)).</p>		
	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Parental Disinterest	<p>CSE will continue to hold programs that benefit parents in helping students to become better learners. CSE will offer incentives to students who encourage their parents to take part in our events. Examples include: Dolphin Dollars, headphones, science project boards, and learning games.</p>

2)	Scheduling	CSE will schedule events at different times to accommodate our parents' work schedules and offer events in the mornings and evenings. CSE will also have all notes and handouts available to parents who can not attend meetings. CSE will continue to post important information and events on our Social Media sites to make sure all parents are informed in a timely manner so parents can attend events.
3)	Transportation	CSE will hold off site meetings, whenever it is possible to allow parents to come to alternative locations.
4)	Language Barrier	CSE will attempt to have interpreters at meetings and will encourage our bilingual teachers and paraprofessionals to support our endeavors. Our most prevalent language is Spanish, and we have several Spanish speaking staff members that will assist when possible.

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 goals for 2022 - 2023 are to garner parent involvement in the parent meetings and to provide more support for our parents using and checking out resources from the CSE Parent Involvement Resource room.

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 CSE are conducted in English; our goal is to have a Spanish Interpreter at most events available to help communicate with our largest ESOL population of students. We have purchased an electronic translator in the event an interpreter is not available. To address transportation needs, we have a church in the community that could open the doors for offsite meetings as needed, and we will pursue that avenue, if necessary. We will offer a combination of morning and evening meetings to meet the needs of our parents and community better. We also take appointments for meetings if needed to support more stakeholders.

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?

Our school sends a monthly newsletter at the beginning of each month that lists the events for the upcoming month. There is a bulletin board in the main office that lists events and contains flyers and meeting times. We use the parent link that is tied into our Focus account to make call outs for all events and meetings beginning 2 weeks from the event until the day of the event. Our school maintains a website, Facebook, and Twitter page, with flyers posted on a regular basis. CSE has a parent resource center and room that is open for any parent that needs the resources it provides. The room includes: educational games, books, and other education tools for family use at home. There is a parent information guide, Title 1 family engagement workshops, calendars, families in transition help and information, bullying awareness and prevention, sports screenings and physical information school choice information.

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

English, Spanish, Tagalog, Vietnamese, Cambodian, Khmer, Haitian-Creole, Chinese and Arabic. This year we are getting a new student from Myanmar.

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) Flyer on the front counter also in Spanish, sent out at least 2 weeks prior to the event
- (2) Marquee Sign out front
- (3) Monthly Newsletters to Parents / Translate to Spanish
- (4) Parent Call Outs/Email
- (5) Facebook Page/Twitter/ and Instagram

All of the above are avenues we use to notify parents of Title 1, Part A programs and various activities throughout the year. The above-mentioned platforms also allow viewers to select their preferred language.

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 Fall Open House, classroom teachers will update parents on the curriculum and achievement levels students are expected to obtain, the assessments used to measure student progress.
- (2) Duval County Public Schools website has curriculum resources available on the website for parents.
- (3) Crystal Springs school goals and achievement levels on state assessments will be presented at the annual meetings, teacher conferences and parent nights throughout the year.
- (4) We will use transact.com or google translate to translate all applicable languages upon request.

(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) SAC meetings have multiple opportunities for parents to make decisions at Crystal Springs Elementary.
- (2) We are trying to form a "NEW" PTA for parents to participate and to help make school decisions as well.
- (3) This year, we are trying to institute Homeroom Parents to aid in communicating with all families in the classroom as well.

Additionally, we ask for parent input at every Title 1, SAC, Parent Conference, and school event. All Title 1 events end with a survey that asks parents for feedback on the event and for future 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]

Crystal Springs employs a part time parent liaison who is responsible for coordinating with the district any concerns that arise from parents during Title 1 events. The liaison and school administrative team review all surveys and use the data to determine next steps needed for school improvement. If the plan is not adopted by the parents, a revised plan will be submitted to the Title 1 Office, along with the parent comments.

(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) The Title 1, Part A Parent and Family Engagement Plan is posted on the school website as well a printed and posted in the front office for parents to view. We will make this available in multiple languages upon request.

(2) Title 1 resource board is housed in the Parent Resource Room.

(3) The Parent and Family Engagement Plan will also be posted at our Faith Based Partner sites to allow all stakeholders access to the plan.

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)].

Crystal Springs Elementary will ensure parent involvement in an organized, ongoing, and timely manner by using the following methods:

- Home to School and School to Home communication in English and other languages.
- Through Student planners and Flyers
- Newsletters • Remind App • School website • Email • Parent Link

At Crystal Springs Elementary, 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 by:

- Attending School Advisory Council (SAC) meetings • Title 1 Developmental meeting • Annual Title 1 meeting • Participating in Parent/Teacher Association (PTA) activities • 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 is an ongoing issue, and we would hold meetings off site if needed to further meet the needs of the parents.
- Childcare - CSE will hold Title 1 meeting and workshops in the evening and will have children's activities available for children attending the workshops with parents.
- Home Visits - CSE Guidance Counselors and some teachers make home visits or TEAM/Skype online visits for parents who cannot come into the school for conferences and meetings as needed.
- Additional Services to remove barriers to encourage event attendance -
- Offering children's activities, translations software or interpreters and alternate meeting times will help to eliminate barriers.

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)]

Every event we hold has an exit survey to ascertain the parent and community needs. Alternate times are part of the survey, and we respond accordingly to all request whenever possible to meet the needs of our community.

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 schools conduct 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.

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: The Title 1 Parent Liaison and Administrators will present a PowerPoint that incorporates:
2. Step 2: Parents Right to Know
3. Step 3: Curriculum and Assessment information
4. Step 4: Opportunities for parents to be involved
5. Step 5: School Choice, and the qualifications of their child's teacher or paraprofessional
6. Step 6: Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field
7. Step 7: The meeting will take place in September 2022, in which all parents will be invited.
8. Step 8: A flyer will be sent to all parents; notifications will be sent the Parent Link as well as posted on the school marquee.
9. Step 9: The school-wide school-parent compact will be reviewed and discussed at parent teacher conferences.

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 parent liaison 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. Opportunities for parents to be involved
5. School choice and the qualifications of their child's teacher or paraprofessional.
6. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.

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 PowerPoint 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 PowerPoint presentation will review the 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 Parent Liaison 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 CSE 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.

- Surveys will be provided at the end of the year developmental meeting to evaluate parents input, concerns & suggestions for Parent and Family Engagement.
- These surveys will be reviewed by administration and results will be used to determine next steps for the following year's Title 1 plan.

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?

CSE has on staff a parent liaison. The parent resource will have regular hours and will also take appointments for more sensitive issues. Evening hours will be available monthly as well. 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?

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

CSE will invite parents to Science Fair nights to explain the Science Fair Process to Parents. Another night will be for parents to help develop readers by making reading fun and will showcase ideas for fun reading at home.

(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 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. Parent liaison will hold meetings with parents each month to encourage and support parents.

2. Each parent will receive a calendar of events, which will provide important dates for parent involvement throughout the year. Parents and families will be encouraged to visit the school's parent resource center. The principal is responsible for ensuring that each of these activities is complete and effective. Our school will hold Back to School Orientation Day August 12, 2022. This will increase parent awareness of the school, the teacher's goals, and expectations, as well to introduce the parents to the resource room. We will discuss the parent resource room during our annual meeting at Open House.
3. School Staff are trained on the location, hours, and options of Title 1 programs, coffee talks on parent engagement and other offerings.

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 are provided to adequately prepare parents to use the resources and materials at home with their children. Those resources are:

- 1) We will purchase additional supplies and resources for our parents to utilize in the parent resource room.
- 2) We are also purchasing self-help brochures for family use from Channing Bete. These brochures are informative and help the parents with a multitude of issues facing our students today.
- 3) Spanish resources will be purchased from Scholastic to assist parents with their students at home and provide resources the parents can use at home
- 4) Additional games and materials for the parent resource room will be ordered from Lakeshore to provide parents with resources to use at home.
- 5) Printer and toner - a printer and toner will be ordered for the parent resource room. This will allow the parents to utilize the printer for things such as Focus, printing recipes for cooking with their student, printing homework helps
- 6) Science Boards - Teachers will review the expectations of the Science Fair. They will provide guidelines for the Science Fair and possible ideas for students to explore and show examples of Science Fair displays to help facilitate the process. Parents will then be given a science fair project board to plan for an experiment at home and to encourage their child to complete the required project
- 7) Toolkits will be made for each family as they receive resources for homework help

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)	<i>Principal Todd Simpson, Assistant Principal Jill Bunker, Parent Liaison Kendra Melendez</i>	<i>1. Explain Title 1 and how it impacts student learning at Crystal Springs Elementary</i>	<i>August 2022</i>	<i>Sign In Sheets Agenda Exit Paperwork /Survey</i>
Title I Developmental Meeting (required)	<i>Principal Todd Simpson, Assistant Principal Jill Bunker, Parent Liaison Kendra Melendez</i>	Solicit parent feedback regarding programs to support and grow parent involvement. Parent perspective on beneficial teacher professional development. Family feedback on student programs to increase academic success. Best forms of communication from school. Solicit parent feedback regarding how our school make sure all families have opportunity to participate.	August 2022	Revised Parent Compacts Agenda Sign In sheets Exit Survey

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 1 Meeting - Off Site	Assistant Principal Jill Bunker Parent Liaison Kendra Melendez	Learn about Title 1 and the programs we will have in the 2022-2023 school year.	Sept 2022	Sign-in Agenda Feedback via survey
Pastries with Parents	Kendra Melendez	Parents will receive information, resources and make and takes to encourage academic success at both home and school.	Monthly, 2 nd Thursday of each month beginning in October.	Sign in sheets Agendas Flyer. Increase in the number of visits to the parent resource room.
Setting Up for Science Fair Success	Science Team Teachers, Assistant Principal Jill Bunker, Parent Liaison Kendra Melendez	Teachers will review the expectations of the Science Fair Will provide guidelines for the Science Fair and possible ideas for students to explore Will show examples of Science Fair displays to help facilitate the process Attendees will be provided a Blank Science Fair Board to use for their projects.	October 2022	Sign In Sheets Agenda Exit Survey
Reading is "FUN"damental	Literacy Team Teachers, Assistant Principal Jill Bunker, Parent Liaison Kendra Melendez	Provide "FUN" reading ideas to engage families in reading. Highlight opportunities to	January 2023	Sign In Sheets Agenda Exit Survey

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?
		<p>infuse literacy into daily life.</p> <p>Create a love of reading in students who participate.</p> <p>Stations for literacy exploration.</p>		
Title I Developmental Meeting	<i>Principal Todd Simpson, Assistant Principal Jill Bunker, Parent Liaison Kendra Melendez</i>	<p>Solicit parent feedback regarding programs to support and grow parent involvement.</p> <p>Parent perspective on beneficial teacher professional development.</p> <p>Family feedback on student programs to increase academic success.</p> <p>Best forms of communication from school.</p> <p>Solicit parent feedback regarding how our school makes sure all families have opportunity to participate.</p> <p>Begin planning ideas for the 2023-2024 Title 1 plan and ways we can improve our school.</p>	March 2023	Sign In sheets Exit Survey

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)

At our developmental meetings the CSE School and Parent Compact will be reviewed and revised with parents and staff to meet the current needs.

At Open House, all families will be provided a copy of the compact to sign and return to the teachers. These will be revisited during teacher conferences with parents and students.

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 with the parent liaison 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?

At the back-to-school teacher meeting, the principal will request that Parent Compacts be explained and sent home during the Open House and with the first monthly newsletter. Teachers will be provided copies of the forms and asked to use them as part of parent conferences. Copies of the forms will be submitted to the office and kept on file.

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.

According to state guidelines and district policy, parents are notified in writing. They are sent a Four Week Notice informing them that the instructor is not certified.

The school will maintain a list of ineffective, out of field, and inexperienced teachers in Title I Documentation.

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
Conducting Effective Parent Conferences	Administration	Effectively Conducting Parent-Student Conferences (Academic Improvement) Introducing the Parent compact and expectations of reviewing with all parents.	Sept 2022(E.D. Mtng)	<i>Sign-in sheets, evaluatic sheets, follow up with teachers</i>
Effective Parent Communication	Administration	Training on effective communication with parents, various platforms to utilize to communicate, conducting conferences, etc. for teachers and staff. Effectively communicating with parents/families will lead to increased student achievement.	August 2022 (Pre-planning)	<i>Sign-in sheets, evaluatic sheets, follow up with teachers</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)]
☒	IDEA - The Individuals with Disabilities Education Improvement Act	Crystal Springs 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.
☒	VPK - Voluntary Pre-Kindergarten	Enrollment into the VPK program is based on a lottery system conducted by the district. Notices will be sent out to parents concerning the enrollment date. Transition to kindergarten programs will be offered during the month of May to orient parents to the expectations of the Florida State standards for Kindergarten students.
☒	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.
☒	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	CSE 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.
☒	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	CSE will utilize SAI funds to offer supplemental instruction to our student before and after school for remediation.
☒	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Training will be given to teachers in how to use social media to engage families. Strategies and tools to implement technology into school. Parent communication. Teachers will be provided training on how to reach out to, communicate with, and work with parents/families as equal partners, how to value and utilize contributions of parents/families, how to implement and coordinate parent/family programs, and how to build ties between families/parents and the school.

☒	Title III, Part A - Helping English Language Learners achieve English proficiency	CSE 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.
☒	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	CSE will provide additional tutoring and resources to enrich academic success of all students. Computer Lab hours will be provided before school to allow blended learning to be accessible for all students.

Schools may add lines as needed.