

2020-22

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



School Name: Jean Ribault High School School #: 3096

Principal Name: Dr. Gregory D. Bostic

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



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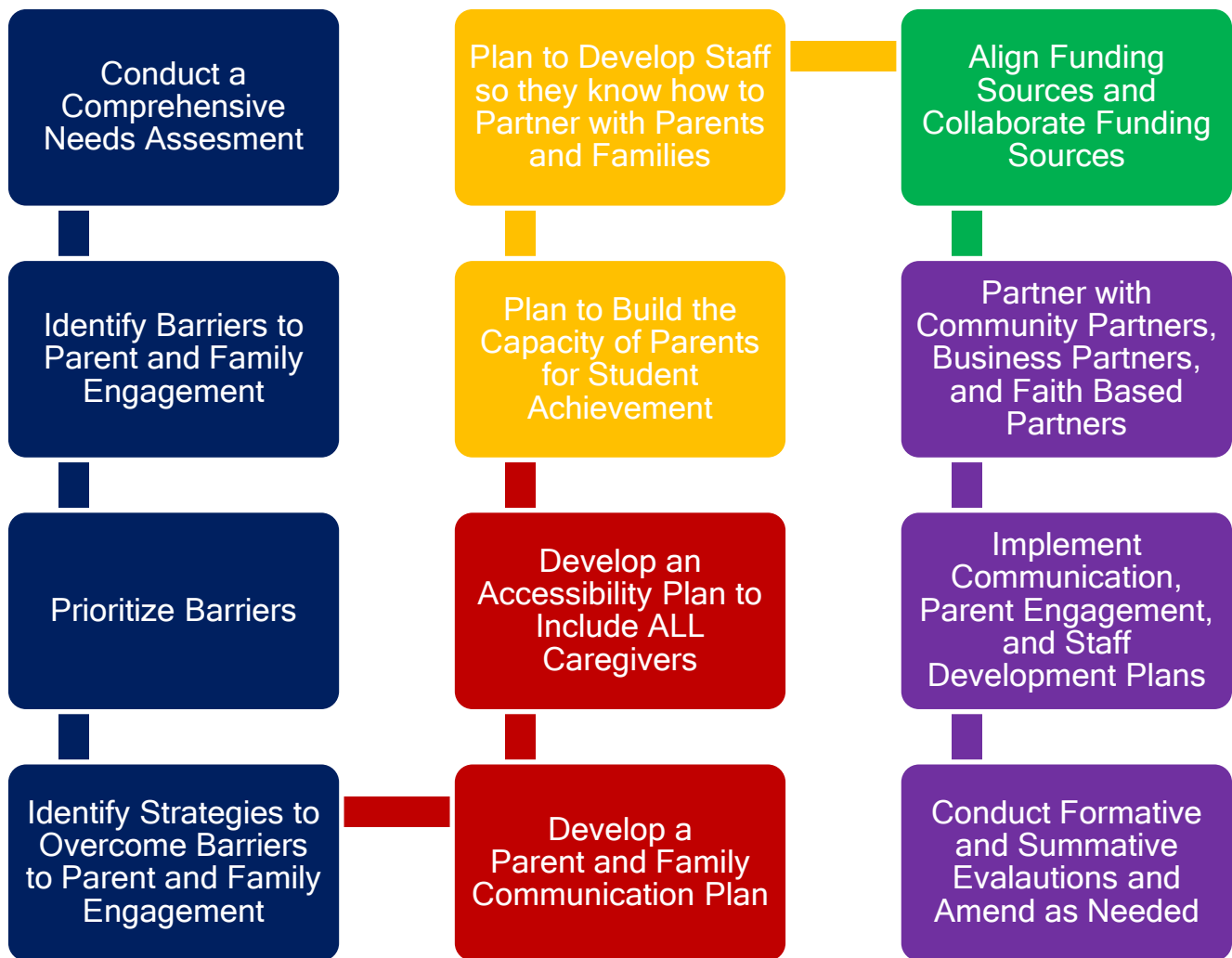
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OVERVIEW

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.

Gregory D. Bostic
Signature of Principal/School Administrator

10/08/2020
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
\$	\$	\$
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		
The funds were not fully expended due to the Pandemic.		

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)
223	7	Continue Parent Teacher Conferences by availability. Encourage parents to utilize resources during conferences.

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.)
		Parents were engaged with a detailed summary of expenditures including shortcomings on current budget at the developmental meeting. Parents along with SAC and PTSA gave feedback on how funds can be fully expended with opportunity to email liaison if new ideas become available

Annual Meeting (Beginning of Year)	43	Parents were informed about Title I parent involvement and activities and rights under Title I. (Parents attended upcoming events and began utilizing Resource Room during conferences.
Developmental Meeting (End of Year)		Parents and stakeholders responded to survey and gave feedback to continue increasing attendance at all activities.
		Parents were made aware of Lexilles and how important they were in determining testing outcomes. (Increase in literacy and graduation rate)
Taste of Ribault (1)	15	Parents were made aware of requirements needed for promotion and graduation as well behaviors to look for in their students. (Increase in FSA Reading and graduation rate)
Taste of Ribault (2)	13	Parents were informed about strategies to improve child's reading and math through online and physical resources available. (Increase in Geometry EOC and graduation rate)
Taste of Ribault (3)	20	Parents were informed of last minute strategies that can be implemented to improve outcomes on tests. (Increase in FSA Data and graduation rate)
Taste of Ribault (4)	12	Parents were informed about healthy options and continued strategies to improve math and reading skills.
SAC meetings	10	Included student leaders to increase attendance and understanding.
PTSA meetings	7	Informed about all requirements and fees associated with graduation. (Increase in graduation rate)
Senior Meetings	27 +	Parents and students were given information about graduation requirements and scholarship opportunities,

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.
Parents want more ways to communicate upcoming meetings.

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 Timely Notification to Events across different media sources
2. Barrier 2 Parent Transportation
3. Barrier 3 Viewing Data and Information after Event(s)
4. Barrier 4 Teacher initiated Information and Free Classroom Incentives
5. Barrier 5 Inability to meet in person/Social Distancing

(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)	Timely Notification	Announce events during all athletic events due to more turnout.
2)	Inability to meet in person/social distancing	Create Hybrid Events for both in-person/virtual events. (Via Students)
3)	Information for those unable to attend	Record in-person events and presentations; stream virtual events and post on school website after event is held. Increase amount teacher presentations

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?

- To increase parent participation in Title I activities and events.
- To create more dynamic information for parents to use immediately after the activity.
- Increase teacher participation at events.
- Create more opportunities for parents to receive information from events if they were unable to attend.

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?

At least 2 weeks prior to Title 1 activities, information will be placed on the school's calendar (website and OneView), flyers will be distributed to students and weekly email blast from Principal to families. Information on the event will be announced to students during the morning or afternoon announcements. The week and night before the event, a Robo/Automated call home will be made by the principal.

Information on the Title 1 program and activities will also be discussed in PTSA and SAC meetings, where all parents are invited to attend.

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 provide information to all parents, including parents with limited English proficiency, disabilities, and migratory children about the services and accommodations available for them. Accommodations will include, but are not limited to, translation of documents into their native language to ease the process of becoming involved in their child's school, flexible hours for the resource center to provide all families the opportunity to participate; we will provide curbside access and wheelchair access to the center for disabled parents.

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

Haitian Creole
Spanish

COMMUNICATION

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

(1) At least 2 weeks prior to Title 1 Parent Involvement activities, information will be placed on the school's calendar, auto calls, flyers, daily announcements, community partner phone blasts and on the website.
(2) During Professional Learning Communities (Teachers will be informed of events and participation encouraged, increase classroom incentives for attendance)
(3) Teachers will receive email notifications

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) Information will be given to parents during Annual Meeting and throughout the year during all activities. Teachers will receive information during Early release trainings and PLC's. Teachers will inform students throughout school year via classroom strategies.
(2) Poster of Achieve 3000/FSA levels will be posted through the school and in every English Class. Teachers will present assessment information throughout the school year in all classes.
(3) Teachers will have individual data chats with every student during work period in all classes while social distancing

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

(1) Parents feedback is welcomed anytime during the school year via feedback forms. During all activities parents will have an opportunity to take survey.
(2) During Annual Title I meeting and every activity throughout the school year followed by the developmental meeting while social distancing

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]

Title I Liaison will remain in contact with Title I Specialist throughout school year and relay any parent concerns to office in a timely manner. Follow up if needed.

Good Compliance Upload Platform

(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) School Website will have electronic copy of PFEP for parents to access at any time.
- (2) Copy of Plan will be available in Main Office, Guidance, and Parent Involvement Resource Room at any time for parents.
- (3) Robo Calls before events and review of Plan at every activity with Q & A session

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

Parents will take surveys after each event beginning with Annual Meeting

Survey/Feedback forms will be available in Parent Resource Room throughout school year.

Budget with fund Expenditure will be provided at SAC/Developmental Meeting with survey on how funds can be utilized more efficiently

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Transportation -Bus passes for events will be given out in guidance prior to event/ none for virtual events.
- Childcare - City Year Core members will be utilized for children to be monitored/ none for virtual events.
- Home Visits - Parents who are unable to attend if requested will get home visits while practicing social distancing/ none for virtual events.
- Additional Services to remove barriers to encourage event attendance -
- Parent Involvement Activities will be recorded/streamed and posted on school website in order to be view at parents'/guardians leisure if event is missed

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)]

Parent feedback sheets were handed out at every event in order to gain information for future events in order to accommodate parent concerns and barriers.
Attendance data for events will be monitored for best times.

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

Parent Involvement Activities Attendance Sign-In Sheets/Virtual Sign Ins
Parent Involvement Feedback Surveys/Electronic Survey

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 _Steaming/Recording Session_____

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: It will be posted on school website
2. Step 2: Announcement for Annual Meeting/Open House will be announced every morning, in cafeteria during lunch and all sporting events leading up to.
3. Step 3: Automated Calls will go home to every parent
4. Step 4: Physical Flyers will be posted around school campus
5. Step 5: Teacher will give classroom incentives to students for attendance
6. Step 6: Annual Meeting will be presented during open house
7. Step 7: Presentation and questions will be addressed prior to dismissal

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.

PowerPoint Presentation on all resources available under Title I and other Federal Programs

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) 2 Slides in PowerPoint Presentation on adequate yearly progress (AYP)
- (2) 1 Slide on School Choice and Parent Rights
- (3) PowerPoint Presentation on Federal Programs

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?

Announcement for Annual Meeting/Open House will be announced every morning, in cafeteria during lunch and all sporting events leading up to Annual Meeting. Automated Calls will go home to every parent. Physical Flyers will be posted around school campus (Parent Resource Room). Teacher will call home to inform parents and give classroom incentives to students for attending event. Annual Meeting will be presented during open house to increase effectiveness and questions will be addressed prior to dismissal.

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: All Parent Involvement Documents that are compiled throughout the year (Event Dates, Sign-Ins, Feedback Forms, Budget and Expenditures) will be brought.

Step 2: Information will be presented followed by a Q&A about what Title I funds can be used for

Step 3: A blank budget and event sheet will be distributed and collected to identify other purposed events and budget items that are needed for student success.

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?

The school will explain the structure of the tests, the types of technology-enhanced question types, the meanings of the different levels and the importance of the Blended Learning platforms in each content area to increasing achievement on the tests. The school will also explain what forms of assessments and data points are used along the way to track student progress. Speakers will be brought in to speak on different topics based on speaker's area of specialty.

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

The school will host multiple Parent Nights on state-tested core content areas (Math, Literacy, Science and Social Studies) to describe the Florida Standards, Florida Standards Assessments and EOCs and how they impact student scheduling the next year, final grades in the courses and in some cases, graduation requirements
Addressing Social issues as well, such as internet safety, budgeting and investment workshops and any other areas parents want information based on feedback.

(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) Resource Room will be used for all parent conferences during school day and school personnel will promote Resource Room and use informational resources with parents during conferences.
(2) Resource Room will be advertised during all activities beginning with Annual Meeting. Posters around campus will inform students/parents of all aspects and activities associated with Title I funding.
(3) Staff are trained to use Resource Room for all conferences with parents and what information/check out materials can be used for parents during and after conferences.

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?

Main Office Advertisement explaining all aspect of Title I Parental Involvement Resources

Parents will be given resources during all Parent Involvement activities. In-depth trainings will be provided when asked or need arises.

Material check-out procedures will be located in the main office an guidance (guidance counselors) to inform parents of additional resources

SNOWSites.com

PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>		<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>How to complete the parent portions of FASFA</i> <i>How to research college websites for what their child need for admission</i> <i>How to use OneDrive and Focus to keep up on graduation indicators</i> <i>About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2021, February 2021-22</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting	Quen Sams	<ol style="list-style-type: none"> Parent will learn all Federal programs offered and parent rights for Title I and Parent Resource room Instruction 	October 2021	Sign-In Feedback Surveys Increase in Attendance at Parent Involvement Activities and usage of Resource Room

		and procedures		
Title I Developmental Meeting/SAC Meeting	Quen Sams	Parents will Review Evaluate Plan and Budget Expenditures to plan for next school year	May 2022	Sign In Surveys and Feedback forms completed by parents
Senior Nights	Guidance Harris	Parents Senior expectations credit checks and fees	October, December 2021, February, April 2022	Acceptance Letters FAFSA forms completed and brought to meetings.
Taste of Ribault (1) Literacy Edition	Quen Sams	Parent will create vision board. Informed on Behavioral Data Achieve 3000 Lexille Bands, Online Resources FOCUS Software Information Parent Resource Room Training	October 2021	Decrease in undesirable behaviors Increase in Achieve 3000 monthly reports Increase use of Resource Room Increase in parent progress monitoring
Taste of Ribault (2) Don't wait on Report Cards: How to monitor your student's progress throughout the year.	Quen Sams	Parent will receive information on Behavioral Data Using FOCUS Math XL Information Online Resources Achieve 3000 Lexille Bands Graduation and Promotion Requirements Reflect and update vision boards	December 2021	Increase in usage of online resources Increase in Achieve 3000 usage and data. Increase in College Ready Students
Taste of Ribault (3) Online Resources to crush any exam	Quen Sams	Parents will learn: Testing strategies to improve outcomes on FSA and EOC exams. Online Resources available Promotion and Testing Requirements Reflect and update vision boards	January 2022	Increase in usage of online resources Increase in Achieve 3000 usage and data. Increase in College Ready Students
Taste of Ribault (4) Testing Season: Last Minute Strategies	Quen Sams	Parents will be informed on last minute testing strategies to improve outcomes on FSA	March 2022	Increase in testing attendance Increase in usage of online resources

Biology Resources		and Biology EOC exams. Reflect on vision completion for school year		Increase in Achieve 3000 usage and data. Increase in College Ready Students

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?

All signed parent compacts will be kept in folder and housed in building. School Parent Compact template will be available in resource room for viewing. Parents will be advised/encouraged to School Parent Compact after all conferences. Electronic Compacts will be available for online submission.

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

. Parents will be informed at all conferences and advised/encouraged to School Parent Compact after all conferences. Electronic Compacts will be available for online submission.

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. Letter and automated call home to parents to make them aware with an invitation to meet to answer any remaining questions.
2. Letter that includes list and automated call home to parents to make them aware with an invitation to meet to answer any remaining questions

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 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Ruby Payne: Framework of Understanding Poverty Book Study	Quen Sams	Improved relationships between teachers and students and families	Aug-Dec 2021	Sign-in sheet Completed book review form, teacher discussions, evaluation
Building Interest from parents for your classroom	Quen Sams	How to engage parents and leverage parent feedback to foster support	Sept. 2021 Jan 2022	Sign In Agenda Increase in Parental Support around classroom activities.
Classroom Management in Secondary Classroom	Dean Griffin	Improved classroom management and maximize instruction	Aug-Oct 2021	Decrease in classroom infractions and increased time on task and student achievement.
Technology in the Classroom	Mr. McNair	Using Technology to increase student engagement	Aug 2021	Increased student engagement during lesson and work time. Student initiated technology and feedback
Leverage Students to reach parents: Using classroom incentive in order to tie parents to school.	Quen Sams	Students are the best ally to increase parent's connection to school to increase support and success	Oct. 2021 Feb 2022	Sign In Agenda Increase in parent volunteers Increase in overall student health via Wolfson's on Campus Health Center

4 Pillars of Excellent Instruction	Dr. Bostic and Ms. Hunter	Increase effective instruction and rigorous content	Aug 2021	Increase in data in Domain 2 and 3 in teacher evaluation
Focus on Note Taking	Gear Up District Specialist	Increase effective note taking and student information retention	Aug 2021	Sign In Sheet, Completed activity form
Positive Behavior Intervention Systems Meetings	Dean Griffin	Improve behavior on campus and create/improve existing School-wide/Classroom systems	Aug-May 2021-22	Sign In Sheet, Meeting Agenda and Notes
Do's and Don'ts in Parent Communication	Dean Griffin	Using a customer service protocol when reaching out to parents	Early Release Aug 2021 Feb 2022	Sign In Agenda and Notes Increase of positive phone calls to parents
Code of Student Conduct Classroom Interventions and Restorative Justice	Dean Brown and Griffin	Increase time spent in class and minimize loss of instruction due to	Aug 2021	Increased RJ interventions and decrease of Classroom level referrals

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	Information contacts in Parent Involvement Resource Room to link parents to resource needed.
<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.	Information and contacts in Parent Involvement Resource Room to link parents to resource needed.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Information and contacts in Parent Involvement Resource Room to link parents to resource needed.
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Information and contacts in Parent Involvement Resource Room to link parents to resource needed.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.