

2023-24

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



School Name: Ribault High School

School #: 3096

Principal Name: Dr. Gregory Bostic

School Website: dcps.duvalschools.org/rhs



TABLE OF CONTENTS

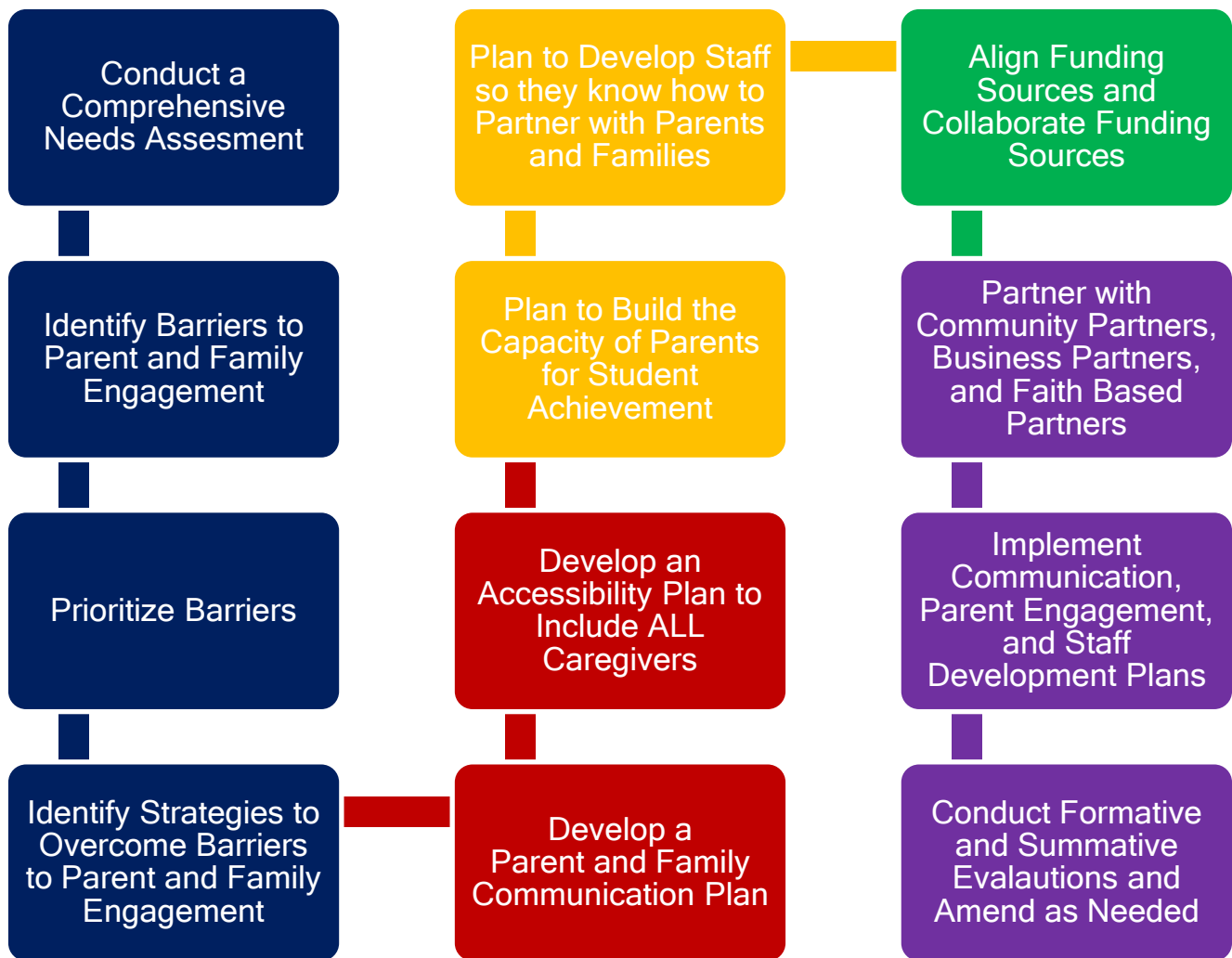
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	7
Overarching Outcomes/Goals for the Current School Year _____	7
COMMUNICATION AND ACCESSIBILITY _____	8
FLEXIBLE PARENT AND FAMILY MEETINGS _____	10
INVOLVEMENT OF PARENTS and FAMILIES _____	10
FLEXIBLE FAMILY MEETINGS _____	11
REQUIRED ANNUAL MEETING _____	11
REQUIRED DEVELOPMENTAL MEETING _____	13
BUILDING CAPACITY _____	14
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	14
PARENT AND FAMILY ENGAGEMENT EVENTS _____	15
PARENT COMPACT _____	18
INSTRUCTIONAL STAFF _____	19
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	20
COLLABORATION OF FUNDS _____	21

OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Dr. Gregory Bostic, 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.

Dr. Gregory D. Bostic
Signature of Principal

5/15/2023
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
\$5,000.00	\$3,654.10	\$1,345.90
If funds remained at the end of the year, (1) explain why funds weren't fully expended (2) and how parents will be engaged to plan for funds to be fully expended during the current plan year		
<p>Unfortunately, we had to cancel an event because at the time the event was scheduled, the plan wasn't approved. We were unable to postpone the event due to timing. The storeroom order was not placed because we were able to use the supplies we had from previous store orders. To prevent that from happening in the upcoming year, we will plan events a little later to ensure the event aligns with the approval of the PFEP. Another factor was some printing issues. In the upcoming year's budget, we reduced the amount allocated for printing.</p>		

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)
6	19	Plans are to make the parent resource room more inviting. We will make an extra effort to inform all parents/guardians about the Parent Resource Room.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness (How do you know the parents learned what

	(this number should equal the number of participants listed on sign in sheets in Digital Compliance)	the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	162	During this meeting, we used this time to cover quite a few things. Per the survey, the parents noted that the meeting provided a lot of information about Parent Involvement and how the school offers several events throughout the year to provide additional support.
Developmental Meeting (End of Year)	12	During this meeting we reviewed the previous year's PIP, school compact, budget, and Title I Audit Box Compliance Checklist. We also discussed coordination and integration with other programs, how to engage parents. The attendance was not as large as we'd like.
Taste of Ribault	14	Parents were engaged and really enjoyed learning the expectations about testing. They learned about different test prep strategies. Parents received a hardcopy of the upcoming test schedule.
Taste of Ribault	21	This event was all about how to finance college. The parents were very pleased with the information that was shared. They learned how and when to apply for FAFSA.
Taste of Ribault	17	This event was about Health and Wellness. Most of the parents requested a follow-up meeting.
Taste of Ribault	43	According to the surveys, parents enjoyed and appreciated this workshop. It was full of college application and scholarship information.

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.
<p>The parents are excited and also concerned about the upcoming year. The concern is because we will be moving to the middle school until the new building is complete. They want to ensure parent and family events will continue.</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. Work schedules---Many parents work and have a difficult time attending events during the weeknight.
2. Lack of transportation---Many parents have transportations issues, which prevent them from attending events.
3. Communication---Some parents are saying that they do not find out about events until it's too late.

(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)	Communication	The school will increase robo-calls, keep the website updated and investigate possibly sending updates via text.
2)	Lack of transportation	We are discussing partnering with JTA to offer free bus passes for parents to attend meetings.
3)	Work Schedules	We plan to offer virtual options as well as face-to-face meetings.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

The overarching outcome is to get the parents involved more. Getting them involved is beneficial to the students. We will continue to promote students' academics and other events held at the school. Our goal is to increase communication and increase parent involvement. Using the strategies listed above we believe we will reach our goal. The goal is to increase participation with our 9th grade parents by 40%. By starting them off at the 9th grade level, our desire is to increase parent participation throughout the students' high school years.

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?

Offer Hybrid options for some events (on campus & virtual)
 Provide Bus vouchers for parents without transportation.
 Offer events that also have dates on Saturday for parents that work during the week

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?

Principal Weekly Trojan Informational Email
 · Social Media
 · School's Website
 · School's Team pages via Microsoft 360
 Newsletter

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

English, Spanish, Haitian-Creole, Russian

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) Social Media, School Website, Principal's weekly email, and print flyers.
- (2) School counselors will provide translated information to the students and parents.
- (3) Social Media. School Website, Principal's weekly email, and print flyers.

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) Utilizing PFEP events, Summer Orientation, Open House, Title 1 Annual meeting etc.
- (2) Title 1 Annual meeting in September.
- (3) Summer Orientation, Magnet Showcase, PFEP Events.
- (4) School counselors will provide translated information to the students and families.

(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) PTSA, SAC
- (2) We will utilize social media, school website, school calendar, newsletter, Principal's weekly email, and print flyers.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

We will provide the contact information for the Title 1 office and ask them to submit concerns if the plan is not satisfactory to them.

(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) PFEP events, Community partners, school's website, Title 1 Annual meeting, Open House
- (2) School counselors will provide translated information to students and families.

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 are asked to participate in monthly meetings for PTSA and SAC, we also have quarterly meetings with our Magnet academies. All these school-related organizations allow parents to plan, review, and improve the Title 1 program here at Jean Ribault High School.

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 - No allocation for transportation on the PFEP budget.
- Childcare - No allocation for transportation on the PFEP budget.
- Home Visits -Through a combined effort by Administrators, School Leadership Team, School Counselors, SRO, and CIS liaison
- Additional Services to remove barriers to encourage event attendance - parent newsletter software, additions to the parent resource library, desktop computer available in the Resource Room

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Parents provided this information at the Title 1 developmental meeting and the Monthly SAC meetings.

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

We have notes/minutes from the Title 1 developmental meeting, along with the needs assessment. We also have information from our PTSA and SAC meetings and notes from counselors.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other Virtual

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

- 1.Step 1: Establish a meeting date and time, use the school's website, flyers and robo call
- 2.Step 2: Provide and Agenda via social media and an email blast to students and parents
- 3.Step 3: Provide information about the meeting in advance so parents can have some background about the meeting.
- 4.Step 4: Facilitate the meeting
- 5.Step 5: Provide PPT of the meeting to parents who were not able to make it.
- 6.Step 6: Promote feedback using social media, survey

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.

We will discuss:

- Overview of Title 1
- School wide Title 1 programs
- PFEP and School-Parent Compact
- Parent Right to know.
- Academic Assessments

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) We will provide data from the prior school year, as well as current students. The data will be disaggregated by subgroups and made available in the presentation.

(2) We will provide comparative data between AJHS and other High schools as a lead into parent options for school choice. We will also review the school choice process.

(3) We will review parents' rights during the Annual Meeting, including the right to receive timely information about their student's level of achievement.

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?

We will give at least two weeks' notice before the Annual Meeting, We will begin to promote the date and time at the summer orientation. We will utilize the parent messenger system (phone calls and emails), as well as print flyers. Throughout the school year, We will also leverage our teachers to provide print information to their students in class to promote the Annual meeting.

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: SWOT analysis /activity about PFEP (prev Year)

Step 2: Discuss necessary components of PFEP

- How will Title 1 events integrate with other programs on campus?
- What are the best ways to host Title 1 activities/events?
- What activities/events are parents interested in having this year?
- What areas would parents like to see teachers/staff improve on?
- How will we best communicate this year?
- What are some barriers to parent engagement?
- What are workable solutions to overcome barriers?

Step 3: School-Parent Compact revision/update

Step 4: Finalize PFEP budget allocation

Step 5: Evaluate PFEP (EOY)

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?

Ensure that we communicate more effectively using different methods. The communication will be done in ample time so parents can plan better. The avenues we will use are the school's website, TEAMS, social media, posters, and school announcements. To help build our parents capacity we will be engaging them in various activities throughout the year. We will have a series of events called "Taste of Ribault". We will focus on various topics for our parents to help them and encourage them to work at home with their students.

We will have a FASFA night for the parents and provide them with the opportunity to learn more about it and to start the application process.

We will have a Test Prep evening and help the parents learn strategies to use at home to help prepare their students for testing.

Our mindfulness event will work with the parents to help manage stress and learning how to manage our emotions. In learning to do that as a parent they can then help their students learn how to manage stress and their emotions.

Our last event will focus on Healthy Living and how their family can benefit from proper nutrition to overall healthy living habits.

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

We will utilize business partners to provide additional volunteers, tutors, and mentors. We will continue our partnership with our faith-based partners, college and career organizations, and other non-profit organizations to provide opportunities for our students.

(1) How will the school utilize 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) How will the school utilize the Title I Parent Resource Room to support Parent and Family Engagement?

Answer: We will provide information to parents and students about the Parent Resource Room. We will let them know about the benefits that are available.

(2) Explain how the Parent and Family Engagement Room is advertised to parents.

Answer: During summer orientation, we will take the parents on a tour of the Parent Resource Room to let them know what is available to them. We will send reminders to parents about the room and what it offers.

(3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

Answer: The teachers and staff are trained during the opening of school on how to utilize the room.

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?

Printing	Printing will be used to print fliers for the parents for our engagement events.
ACT/SAT Resources	Parents are able to check out items and use to help their students prepare for the test
SnoSites.com	This web-based newsletter will include parent resources on how parents can assist students. It will also keep the parents updated on upcoming events like, Parent Nights, Taste of Ribault, etc.
The Parent Institute	The pamphlets will be made available to all parents. They will describe ways families can help support student learning.
storeroom order	The storeroom order will provide tools needed so parents and students can participate in activities (i.e., Vision Boards.)
Debt Free Degree book	This resource is a great learning tool for parents to help students reduce or prevent college debt.
Emtec ink cartridges	The ink cartridge is needed so parents can use the printer in the Parent Involvement Room.
Emtect desktop	The desktop located in the Parent Involvement Room is for parents to use as a resource.

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)	Mrs. Sams/Dr. Bostic	1. Parental involvement 2. College and Career Readiness 3. Intro of Title I	Sept/Oct 2023	Parent sign in Feedback forms
Title I Developmental Meeting (required)	Mrs. Sams	1. Review of previous year PIP 2. School compact 3. Budget	April 2024	Parent Sign In Feedback forms, Plan Development Worksheets
Taste of Ribault #1	Mrs. Harris and the counseling department	Parents will learn: 1. FAFSA information and be given assistance to start	Oct/Nov 2023	Sign in Feedback Forms In the past we have seen an

		<p>their FAFSA application</p> <p>2. Scholarship opportunities will be shared with parents and they will learn how to look for scholarship opportunities with their students and learn how to fill them out for maximum success</p>		<p>increase in parent participation in this event. It has been proven that this type of workshop is needed and appreciated. We would like to increase this participation by 50% to include parents in grades 9th and 10th.</p>
Taste of Ribault #2	<p>Jacksonville Test Prep—</p> <p>Dr. Lawrence</p>	<p>Test Prep Presentation and how parents can help their students. Parents will be given strategies to use for prior to and during testing and they can work on them at home.</p>	Dec 2023/Jan 2024	<p>Sign-In Feedback Forms</p> <p>The goal is to get at least 25% participation of parents per grade level. This presentation will equip parents to assist students with test preparation.</p>
Taste of Ribault #3 Mindfulness Event	Mrs. Sams	<p>1. Stress management - parents will learn to manage stress and learning how to manage emotions. In learning to do that as a parent they can then help their students learn how to manage stress and their emotions.</p> <p>2. Healthy Habits - parents will be provided with ways to create healthy habits and how to make a positive difference in the life of their family</p>	January/February	<p>Sign In Feedback form</p> <p>This event is for parents and students. It will provide ways both parents and students can manage stress. We'd like to see at least 10% of parents and students in attendance.</p>

Taste of Ribault #4 Healthy Living	Ms. Scurry	Parents will learn how to start to help changing behaviors to develop healthy habits and to provide their families with a healthier way to live. Parents will learn about providing nutritious meals and avoiding those foods that are not good for their bodies. Parents will learn to identify obstacles and learn how to overcome those obstacles to make changes in their families lives.	February/March	Sign in Feedback Form The goal is for parents to learn different ways to provide a healthy lifestyle for students. The goal is to have 10% of the parents to attend.
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Schools may add or remove rows as needed.

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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)

A copy of the parent Compact will be developed and uploaded with this document. The Parent Compact was developed and adopted at the Title 1 Developmental Meeting held in May 2022.

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?

The principal will leverage technology, school messenger and flyers to engage parents in conferences concerning the Parent Compact. We will also follow up with School Counselors to ensure that the Parent Compact is being used with each Parent Teacher Conference.

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.

Notification concerning out-of-field teachers will be sent home two times during the school year corresponding with FTE Survey 2 and 3.

· Parents will be provided with information on teachers who were ineffective, out-of-field or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

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 2023</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Assisting Parents to support students with ELA and Math Curriculum	Leadership Team	Ensure parents can assist their students with the district's expectations. Teachers will be given strategies to help them engage the parents when discussing expectations and information with the parents	August 2023	Sign in, teacher feedback
CSIP Academic Goal: Standards Aligned Tasks.	Leadership Team	Ensure that parents are aware of activities that align with standards so that students are engaged in tasks and are on grade level and aligned to the standard.	ER Meetings	Sign in Teacher Feedback

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	Some funds will be used to ensure that all children with disabilities have available free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for college and career readiness
<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.	School and mental health counselors are committed to the emotional, behavioral, and overall mental wellness of our students.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Activities Director, Mrs. Sams have items to donate to our homeless student population. She is supported by our CIS liaison Mrs. Osborne and by our Full Service.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	SAI funds will be utilized to provide supplemental materials in the Parent Resource Center. They will also be utilized to provide tutoring to our students that need additional support.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Professional Development will be administered through PLC's and Early Release Training.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Funds will be utilized to provide targeted PD for teachers supporting ELLs.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Funds will be utilized to purchase supplemental materials for Academic Enrichment for students.

Schools may add lines as needed.