School Name: William M. Raines
Principal Name: Vincent Hall
School Website: https://dcps.duvalschools.org/wmrh

School #: 3165
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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

1. Vincent Hall, 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.

- 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;
- 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)];
- 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)];
- 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)];
- 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)];
- 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)];
- 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)];
- 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(c)(1)(B)(ii)]; and
- 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.

__________________________________________ 09/04/2020
Signature of Principal/School Administrator 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

<table>
<thead>
<tr>
<th>Total Parent and Family Allocation from the Previous Year</th>
<th>Total Funds Expended</th>
<th>Total Funds Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,400.00</td>
<td>$1,252.94</td>
<td>$2,147.06</td>
</tr>
</tbody>
</table>

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.

Funds were not fully spent in a timely manner, and due to COVID-19 events were cancelled.

Programmatic Overview from the Previous Fiscal Year

<table>
<thead>
<tr>
<th>Summative Overview of the Parent Resource Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)</td>
</tr>
<tr>
<td>238</td>
</tr>
</tbody>
</table>

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 in the resource room)

To inform parents at SAC meetings, parent conferences, parent aid (community in schools), PFEP meetings, teacher initiative, and front office.

Summary of Parent Engagement Events from the Previous Year

<table>
<thead>
<tr>
<th>Name of Activity (add all activities from the 2018-19 school year)</th>
<th>Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)</th>
<th>Results of Evidence of Effectiveness (how do you know the parents learned what the activity was intended to provide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Meeting (Beginning of Year)</td>
<td>103</td>
<td>Parents came together to develop the PFEP and assure events are directed to informing them about the progress of the students and provide resources for the parents and students to be 100%</td>
</tr>
<tr>
<td>Event</td>
<td>Time</td>
<td>Description</td>
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<tr>
<td>--------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Developmental Meeting (End of Year)</td>
<td>35</td>
<td>This meeting was received as informative and educational. The parents were able to provide feedback on the upcoming school year in areas of making sure we use all of the resources from the district for PFEP events. Parents also want to make sure the Amazing R.A.C.E. is funded by the PFEP.</td>
</tr>
<tr>
<td>Scholarships &amp; More</td>
<td>203</td>
<td>This was very informative and the parents were able to speak to colleges about scholarships, financial aid, and other resources their student qualified for. Parents were also able to find out some of the scholarships their student was eligible for, links to apply for scholarships, and what information was needed to apply for other scholarships.</td>
</tr>
<tr>
<td>Family Night</td>
<td>210</td>
<td>Parents felt this event was very informative about their students' data. Parents were able to see where their child was at this point and what resources were available to move their student to become graduation ready and college ready. For the undergraduate students the information given was informative to help their students become prepared for testing.</td>
</tr>
<tr>
<td>Amazing R.A.C.E.</td>
<td>Cancelled due to COVID 19</td>
<td>Incoming 9th - 12th grade students and parents were excited to be able to speak to teachers, staff, and administrators about expectations for the new school year. Raines clubs, athletic department, and other outside organizations were in attendance. Parents were able to purchase uniforms and those who had financial hardship was able to receive free uniforms which was donated by our uniform vendor. Parents was able to receive school supplies donated by Raines Alumni Classes in attendance. The parents and students enjoyed the free games, food, drinks, and prizes. They were able to sign up to become a volunteer, member of the S.A.C. committee, PTSA, Athletic Booster, and Band Booster. The parents felt the information given was informative, worth their time, and exceeded their expectations.</td>
</tr>
<tr>
<td>Coffee with the Principal</td>
<td>20</td>
<td>The parents welcomed the open door policy to speak to the administration team. Parents felt welcomed, received assistance on personal issues, became</td>
</tr>
</tbody>
</table>
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 during the previous year (not applicable to new Title I, Part A schools).**

Parent felt the Developmental meeting met their expectations and felt valued in being able to participate in the creating the events to encourage other parents to utilize the resources provide from Title 1. They made suggestions on types of material that may be purchased to help the parents assist their students at home with their homework and preparing for college or the workforce. Parents thought the meeting was helpful and effective to show how funds were spent and planned ways to involve more parents to volunteer and become more visible during events at the school. Parents also wanted some of the events to be on a Saturday to accommodate parents working late or multiple jobs.

**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 Dissemination of Notices.
2. Barrier 2 Transportation
3. Barrier 3 Time of events
4. Barrier 4 Hand Outs
5. Barrier 5 Type of Events (Add an incentive)

(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).

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Steps or strategies that will be implemented to eliminate or reduce the barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Dissemination of Notices</td>
<td>Send the first notice out one week in advance by first period class, put notice on school website, marque, and scoreboard.</td>
</tr>
<tr>
<td>2) Type of Event</td>
<td>Include an incentive to spark an interest to parents, ie. Extra ticket for graduation.</td>
</tr>
<tr>
<td>3) Time of Events</td>
<td>To plan a Saturday event.</td>
</tr>
</tbody>
</table>

What are the overarching outcomes/goals for the current school year for parent and family engagement?

- To have more parent participation across all grade levels.
- To add incentives to influence more parents to attend.
- To also inform parents of meetings by website, marque, scoreboard (during games), social media, and Robo call.
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. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?

William M. Raines High School will provide notification to parents regarding PFEP activities at Open House, Registration, during parent conferences, as well as on campus. For each event, transportation, child care, translation, and light refreshments will be provided. Events will be offered at different times, am/pm. We will schedule the Amazing R.A.C.E. on a Saturday.

Parents will receive printed information in their respective languages (if needed). The front office assistant and guidance department will inform parents of the resource room for any needed material to assist their students at home.

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?

Raines High School will inform parents by flyers, website, marque, social media, Robo call, school wide email, and a 2nd notice via students.

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

English is the only language spoken by our parents.
### 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. Raines will send the first notice home and a reminder notice to parents through various forms of communications. We will also advertise the upcoming programs and events in a monthly calendar.
   2. 100% of Raines’ parents speak English as a primary language.
   3. Raines will advertise events via flyer, website, marquee, robocall, social media, and email.

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 Orientation and student handbook
   2. During the Annual meeting, information will be providing to the parents.
   3. At parent meeting and Senior night, the Guidance Counselors will provide information
   4. 100% of Raines’ parents speak English as the primary language.

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

   1. PFEP Annual and Developmental Meetings and SAC Meeting.
   2. Parent-teacher conferences, Orientation, invitation to PFEP meetings, and announcements.

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]

   The school will have a meeting with parents and School Advisory Council to discuss the next steps. This information will be provide in the SAC minutes and forwarded to the appropriate department at the district office.

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).
The LEA will in the PFEP Log, posted in the PFEP resource rom, and on the school/district website.
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)].

William M. Raines High School will provide a PFEP Title I meeting to provide parents an opportunity to review the previous year’s plan, and solicits input for the upcoming plan to be approved. The approved Parent Engagement Plan will be presented to School Advisory Council. Our parents are made aware of the Title I activities via the school marquee, school messenger system, flyers, parent conferences, school website, School Advisory Council and PTA.

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 - daily bus tickets
- Childcare - provided at meetings
- Home Visits - Scheduled with the Guidance Department
- Additional Services to remove barriers to encourage event attendance - Scheduling a meeting with the principal by the principal secretary or at the scheduled Chat with the Principal.

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)]

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

Transportation and childcare will be provided to any parent that needs assistance. Parents will be advised of the childcare and transportation services via the school messenger and flyer sent home to parents regarding any Title 1 activity at the school. The principal's bookkeeper is designated to handle all childcare and transportation needs. Passes will be given to the parent upon request via mail or the student the day prior to the event. Home visits will be handled by the guidance counselors or administration team.

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
- AM & PM Sessions (Same content to appeal to more parents)
- Other Saturday

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 school's Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Step 1: Flyer will be sent home
2. Step 2: School marquee notice
3. Step 3: Website
4. Step 4: Social Media
5. Step 5: Reminder flyer
6. Step 6: School messenger
7. Step 7: Announcement - reminder for students
8. And so on as needed....

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.

William M. Raines High School will inform parents of curriculum, assessments, students' progress and the Title 1 Program requirements at Orientation meeting and individual conferences. Parents will be informed of the information by email, signature on parent compact forms, and parent conferences. Parent Compact form.

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) PowerPoint that explains the AMO, School Choice and rights of parents.
(2) The principal and teaching staff will be available to answer any question.
(3) The presentation will consist of how parents, teachers, and students will work together to make sure all our students reach grade-level standards.
How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

The school marquee, school messenger, flyer sent home to parents, conferences, and on our website.

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 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.

The End of the Year Developmental Meeting will be at conducted once the Title 1 compliance folder has been approved. Flyers will go out to parents and a copy of the reports will be accessible for review and prepare for activities and funding for the upcoming year.
BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

During the Developmental Meeting, parents, other family members, and/or guardians will complete surveys to give input into what types of activities/events they would like to see offered and that would build parent and family engagement. Based on their recommendations, the school will organize the events accordingly.

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

The school will partner with Communities in Schools, Mentors, Alumni's, and Business Partners.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

(1) Parents may check out materials, use the computer to check grades, and visit educational websites in the William M. Raines School Parent Center

(2) Parents will be notified of the Parent Center during Orientation, Annual Meetings and parent conferences.

(3) The PFEP Designee will train teachers and Office Staff in completing the resources.
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?

William M. Raines High School principal will offer Chat with the Principal meetings with parents to discuss any concerns of the parents. All staff will encourage parents to become volunteers during the day, as well as chaperone field trips. The school will provide opportunities for parents to support the instructional program through Career Day. The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteers during parent meetings.

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.

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Person Responsible</th>
<th>What parents learn that will have a measurable, Anticipated impact on student achievement</th>
<th>Month Activity will take Place</th>
<th>Evidence of Effectiveness</th>
<th>Itemized Budget (if applicable) EVERY BUDGET LINE MUST BE ON THE BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: FASFA and Scholarship Night</td>
<td>Principal Brad Pitt</td>
<td>Parents will learn: 1. How to complete the FASFA with their child 2. Storytelling techniques so their child will learn how to write a college essay for scholarships 3. How to find scholarships for their child</td>
<td>October 2020, February 2021</td>
<td>Sign-in; Evaluation/ Feedback; Parent involvement increase; Parent screen shot of completed FASFA parent page; Student essay.</td>
<td>3 hours of childcare ($9.93), transportation ($50.00); light refreshments ($100.00); 10 Scholarship books for parents @ $50; 10 ACT books for parent resource room @50; Total: $1179.79</td>
</tr>
<tr>
<td>Title I Annual Meeting (required)</td>
<td>Principal</td>
<td>To provide parents with information regarding the Title 1 program</td>
<td>8/2020</td>
<td>Parents will know what resources are available and</td>
<td>$0</td>
</tr>
<tr>
<td>Event</td>
<td>Organizer</td>
<td>Description</td>
<td>Date</td>
<td>Notes</td>
<td></td>
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<td>--------------------------------------------</td>
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<tr>
<td>Title I Developmental Meeting (required)</td>
<td>Principal</td>
<td>Parents will provide input about the times that best meet their need for parent involvement meetings and activities</td>
<td>5/2021</td>
<td>Parents will see how funds were spent and how effective the plan was for the current year via PowerPoint Presentation. Feedback survey completed at the end of the meeting. $0</td>
<td></td>
</tr>
<tr>
<td>Principal Hour of Chat</td>
<td>Principal</td>
<td>Parents will be able to share concerns with their student’s data, safety, testing requirements, curriculum, etc. Data Chat is to discuss progress monitoring assessment data, test strategies, test dates, Saturday school.</td>
<td>10/2020</td>
<td>Parents will receive and discuss insight on academic and social activities. Principal will collect data based on topics discussed &amp; develop next steps with leadership team. ($86.00); light refreshments ($100.00); Total: $186.00</td>
<td></td>
</tr>
<tr>
<td>Data Night (ELA)</td>
<td>Principal Guidance ELA Department</td>
<td>Parents and students will be informed of testing requirements and dates, data, and resources. Data Night (ELA) is an opportunity for parents to maintain a pulse on their student's academic achievement. These nights consist of academic games, scavenger hunts related to the programs offered at the school, to discuss grades and how it impacts grade point averages, graduation, college and career ready requirements</td>
<td>10/2020</td>
<td>Parents will be able to prepare students for ELA Requirements. Completed scavenger hunts will be reviewed &amp; survey. 2 hours of childcare ($33.84), transportation ($35.00); light refreshments ($125.00); Total: $193.84</td>
<td></td>
</tr>
<tr>
<td>Family Night (FSA/EOC)</td>
<td>Testing Coordinator/ Guidance</td>
<td>Parents and students will be informed of testing</td>
<td>2/2021</td>
<td>Parents will be able to prepare 2 hours of childcare ($33.84),</td>
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<tr>
<td>Data Night Testing</td>
<td>Principal Testing Coordinator Guidance</td>
<td>Data Chat is to discuss Progress monitoring assessment data, test strategies, test dates. Parents and students will be informed of testing requirements and dates.</td>
<td>3/2021</td>
<td>Parents will be able to prepare students for testing. Parents will be informed of the need for students to be present and prepared for testing. Completed scavenger hunts will be reviewed &amp; survey.</td>
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<tr>
<td>Data Night (Math)</td>
<td>Principal Guidance Math Department</td>
<td>Parents and students will be informed of testing requirements and dates, data, and resources. Data Night (Math) is an opportunity for parents to maintain a pulse on their student’s academic achievement. These nights consist of academic games, scavenger hunts related to the programs offered at the school, to discuss grades and how it impacts grade point averages, graduation, college and career ready requirements.</td>
<td>12/2020</td>
<td>Parents will be able to prepare students for Math Requirements. Completed scavenger hunts will be reviewed &amp; survey.</td>
<td></td>
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</tbody>
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2 hours of childcare ($33.84), transportation ($35.00); light refreshments ($125.00); Total: $193.84

light refreshments ($35.00); Total: $193.84
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<tr>
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<th>and career ready requirements</th>
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*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?

Parent meeting, sign-in sheet, and minutes.
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.

A letter will be sent home to the parents listing classes taught by out of field teachers or for four or more weeks by a substitute teacher.
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.

Items in red are examples

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Person Responsible</th>
<th>Correlation to Student Achievement</th>
<th>Month Activity will take Place</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Study on Poverty</td>
<td>Ms. Smith</td>
<td>Improved relationships between teachers and students and families</td>
<td>Aug-Dec 2019</td>
<td>Sign-in sheet, Completed book review form, teacher discussions, evaluation</td>
</tr>
<tr>
<td>Poverty Simulation with the Title I team</td>
<td>Mr. Black</td>
<td>Improved ability for staff to work with parents and families</td>
<td>Dec 2019</td>
<td>Sign-in sheets, evaluation sheets, follow up with teachers</td>
</tr>
<tr>
<td>Analyzing the Standard and aligning it to the work</td>
<td>Each Administrator</td>
<td>Ensuring the standard is aligned to the task and the state item specs</td>
<td>Aug-Dec 2020</td>
<td>PLC sign-in sheets, Standards Walkthrough, Observations</td>
</tr>
<tr>
<td>Writing Test Questions and the State tested Tests Types</td>
<td>Each Administrator</td>
<td>Ensuring students understand how to read the question, eliminate the obvious incorrect answers and how to choose the correct answer</td>
<td>Aug-April 20 - 21</td>
<td>Lesson plans, observations, teacher made assessments, and PMAs</td>
</tr>
<tr>
<td>The Engagement Strategies</td>
<td>Each Administrator</td>
<td>Students learn more active engagement</td>
<td>Aug-Dec 20</td>
<td>PLC sign-in sheets, Standards Walkthrough,</td>
</tr>
<tr>
<td>Observations, Teacher Video Sharing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## COLLABORATION OF FUNDS

<table>
<thead>
<tr>
<th>Choose all that apply</th>
<th>Grant Project, Funding Source, or Program</th>
<th>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)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>IDEA - The Individuals with Disabilities Education Improvement Act</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>VPK - Voluntary Pre-Kindergarten</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.</td>
<td></td>
</tr>
<tr>
<td>☒</td>
<td>SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.</td>
<td>The school will provide tutoring for students on Saturday’s, AM and PM tutoring.</td>
</tr>
<tr>
<td>☐</td>
<td>Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>Title III, Part A - Helping English Language Learners achieve English proficiency</td>
<td></td>
</tr>
</tbody>
</table>

Schools may add lines as needed.