

€×2023-24

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



**School Name: Frank H. Peterson Academies School #: 3280**

Principal Name: Jessica Mastromatto

School Website: [dcps.duvalschools.org/fhp](https://dcps.duvalschools.org/fhp)



# TABLE OF CONTENTS

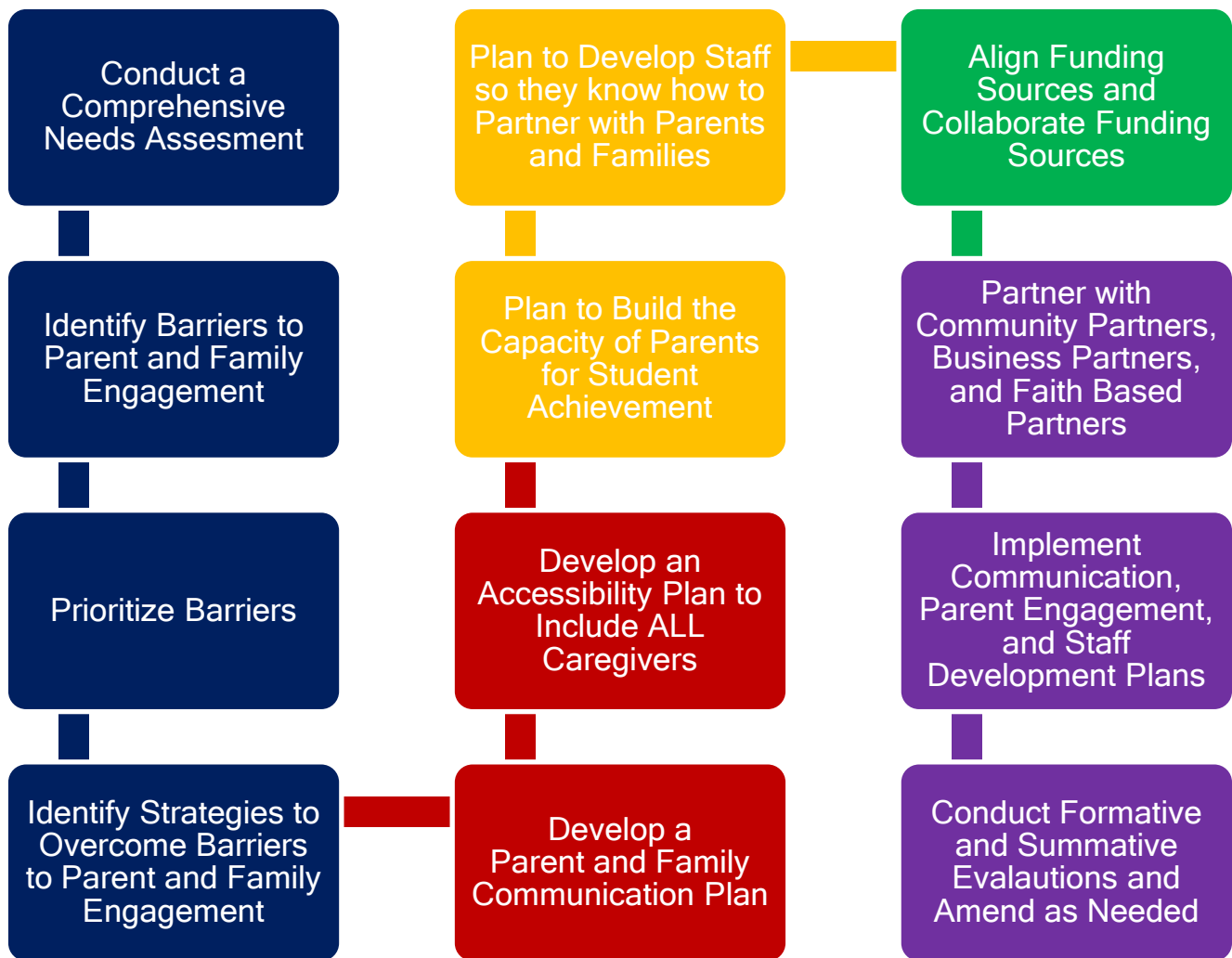
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	7
Overarching Outcomes/Goals for the Current School Year _____	8
COMMUNICATION AND ACCESSIBILITY _____	9
FLEXIBLE PARENT AND FAMILY MEETINGS _____	12
INVOLVEMENT OF PARENTS and FAMILIES _____	12
FLEXIBLE FAMILY MEETINGS _____	13
REQUIRED ANNUAL MEETING _____	13
REQUIRED DEVELOPMENTAL MEETING _____	14
BUILDING CAPACITY _____	16
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	16
PARENT AND FAMILY ENGAGEMENT EVENTS _____	17
PARENT COMPACT _____	23
INSTRUCTIONAL STAFF _____	24
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	25
COLLABORATION OF FUNDS _____	27

# 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, Jessica Mastromatto, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

\*click to select each assurance, this page will require an original signature and submission to the District.



Signature of Principal

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
\$4,600	\$	\$
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		
The purchasing card was suspended at the time we attempted to purchase translators. Some parent engagements were canceled due to Parents will be asked for primary and secondary ideas and suggestions during the Developmental meeting to ensure all funds are spent.		

### 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)
10	25	Sending more flyers at home by encouraging them to visit the Parent Resource Room. Providing a designated person to take charge in opening the PRR whenever parents wanted to visit this anytime.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)

Annual Meeting (Beginning of Year)	10	The parents have more in-depth knowledge about the resources available to them at school.
Career Academy Parent Night	0	Canceled
Hispanic/Latin Parent Information Night	19	Parents learned promotion and graduation requirements. How to access student grades and monitor progress. There was increase in Hispanic parent meetings set up by ESOL Liaison and increase in student participation in school counselor led activities.
3 C Parent Night	3	Parents leaned how to assist their students in preparing, planning and encouraging their students for post secondary options.
Career Academy Night #2	43	Parents learned about the progression of Cosmetology, events, and ways to be involved with students success as they attempt to work towards their certification
Coffee with Counselors	0	Cancelled
Math Madness	0	Cancelled
3C Parent Night	27	Parents leaned how to assist their students in preparing, planning and encouraging their students for post secondary options.
Career Academy Info Session #3	62	Parents learned about the progression of all 8 academies throught the automotive car show, events, and ways to be involved with students success as they attempt to work towards their certification
Coffee with Counselors	0	Cancelled
Spring into Success		Cancelled
Developmental Meeting (End of Year)	3	Parents suggested more ways to better the parent involvement at the school. Teachers received more support from parents and one way is showing their full support during the teacher's appreciation. Parents were also informed about the awards students received from the Skills USA State Competition and for our goal to ensure 92% graduation rate, every senior who has not passed exams are registered for EVERY ACT/SAT until they pass.

*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 suggested having multiple volunteer information sessions to help other parents to become actively engaged in parent and school involvement partnership. One is having family literacy nights not only will this promote reading but also encourage families to spend quality time together. Having workshops on parenting skills that would encourage positive discipline techniques and stress management.

Lastly, they will participate and engage in different school activities as well as monitor their children's out of school activities.

## 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: Parental involvement due to forgetting or unaware of meeting
2. Barrier 2: Lack of time due to work and other responsibilities, especially single and parents working with two jobs. Some of the parent conferences were not successful for these parents
3. Barrier 3: Limited literacy and parents not involved with their child's academic success. Some of our parents were difficult to reach out for they are changing contact numbers and locations.

(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	Email, Phone Calls, Letters, and Social Media posts will be used to communicate meetings. Reminders will be sent in advance and on the day of meeting.

2)	Timing	Allow parents to attend events virtually if they are unable to physically and alternate meeting times to accommodate work schedules.
3)	Families with disabilities	Families with language barriers and other limitations shall be handled on a case-to-case basis. We will create list of social service resources and other advocacy organizations that those families can reach out. We will provide social support. Families will fill out a language survey at the beginning of the year. And using the information provided we will determine if there will be translations needed. All information will be currently printed in English language.

### 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?

Increase attendance to all parent family events by 25%.

Increase the number of parents and families that utilize the parent resource center by 200%



# 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 21<sup>st</sup> 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?

- 1) Send text reminder day of every meeting
- 2) Provide translators at every meeting
- 3) In communication, provide information about accessibility, ie ramps, elevators, translators
- 4) Face to face and virtual access to meetings
- 5) Meetings at various times (mornings, afternoons, and evenings)
- 6) Posting recordings to the website

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?

Weekly emails and phone calls go out to all families Sunday evenings with information and upcoming events. These will be sent in Spanish and English. SAC meetings will be held fourth Thursday of the month at 1:00 PM.

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

English and 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) Weekly email and phone call in Spanish
- (2) Signs posted at entrances and car loop day of meetings
- (3) Text reminder day of meeting
- (4) Marquee posts two weeks out from meeting
- (5) Calendar of meetings at beginning of the year with all dates, locations, times of meetings

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) FSA/EOC Parent Night provides curriculum, scores needed, strategies, and resources parents can utilize
- (2) ACT/SAT Financial Aid Night includes information about the curriculum used to build skills needed to score on these exams for readiness and college acceptances
- (3) Score reports are mailed directly to parents upon receipt at the school
- (4) Translators are at parent events
- (5) Monthly SAC meetings review all available data

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

- (1) SAC meetings are held monthly and the meetings are communicated via phone, email, text, marquee,
- (2) Annual and Developmental meetings at the beginning and end of the school year
- (3) PTSA meetings

All meetings are communicated by phone call/email/text, school marquee, day of signs

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 1 Liaison at the school will communicate the concerns with the Title 1 liaison for the district.

(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) Website

(2) Available for parents at Open House

(3) Available for parents at Annual Meeting

# 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 invited to the annual and developmental Title 1 meetings to provide input into both the development into the plans and /or adjustments that need to be made to the plans to best serve our families. Parents are also invited to attend monthly SAC meetings, which provides another decision-making forum.

**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)]

This was not identified as a barrier for this school.

## 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)]**

surveys

**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 survey results and minutes from the developmental meeting for times of meetings. We do not have documentation for transportation needs, childcare, or home visits.

**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: call-out when date is established
2. Step 2: send postcard when date is established
3. Step 3: put flyer with date with schedules for pick up at orientation
4. Step 4: make copy of the PFEP to distribute at the meeting
5. Step 5: create agenda
6. Step 6: create sign-in sheet
7. Step 7: designate person to take minutes
8. Step 8: create and make copies of parent survey to solicit feedback
9. Step 9: hold meeting

10. Step 10: assess results from survey and take appropriate action

**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.**

Will be a meeting to inform parents of all dates through the year, data, goals for the year.

**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) Data will be presented in a PowerPoint that displays this year's data to previous year by subgroup

(2) School choice policy and parent options will be shared in PowerPoint

(3) Parents' rights will be presented in PowerPoint

(4) Each of these will also be provided in handout form

We use the PowerPoint on the Federal Programs site to inform our presentation.

**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?**

Flyers sent home, postcards sent home, phone calls home, school marquee

## 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.**

Flyers will be sent home a week in advance and meeting dates and times will be posted on the marquee at least one week in advance. Signs leading to car rider loop will be posted the day prior and the day of meetings. Permanent signs in high traffic area of hallways will have a place where meeting dates and times can be posted. School regulated Social Media will share dates and times of meetings. Dates and times of meetings throughout the year will be shared at Open House. Phone calls and texts will be made regarding meetings 2 weeks prior, 1 night prior, and the night prior to the meeting

- The meeting will be conducted in person and available to attend virtually as well

# 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?**

Frank H. Peterson Academies of Technology will implement activities that build relationship with the community to improve student achievement by hosting events that focuses on activities that stress as the importance of our academies and strategies for parents. The school will include activities to participate in some of these events that help focus on the whole child and are contacts for the parents. Examples shall include career fairs, Automotive Car Show, Hair Show, Pet Grooming, Air show and more which are all connected to our academic programs.

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

The school will be organizing events such as open houses, parent-teacher conferences, and volunteer programs. These events provide an opportunity for parents and community members to interact with teachers and students, understand their needs, and offer support.

Another effective strategy is to involve local businesses in school activities. This can be achieved through sponsorships or partnerships that benefit both parties. For example, a local restaurant will sponsor our event in exchange for advertising opportunities.

Lastly, FHP will use social media platforms to connect with the community. Posting updates about school events or achievements on social media can help keep parents and community members informed about what's happening at the school.

**(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) The school can use the resource room to provide parents with access a computer, printer, educational materials and resources (ACT/SAT prep material, postsecondary planning literature, and scholarship material) that will help them support their children's academic, personal and career goals.
- 2) The center location will be mentioned at every meeting, location will be posted in every office and printed on every meeting notice. Also, utilizing room for meetings will familiarize parents and staff of room and its purpose.
- 3) Teachers are informed at the opening of school and reminded at every PD and faculty meeting of ways to use the room with parents.



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?

<i>Scientific Calculator</i>	<i>The school will use this purchase for our students in Algebra and Geometry classes to help improve our FSA scores.</i>
<i>Multiview Scientific</i>	<i>The school will use this purchase for our students in Algebra and Geometry classes to help improve our FSA scores.</i>
<i>Bretford Cube Cart 8USB C Power</i>	<i>The school will use this purchase for all our academic classes to support our students who are using their District laptops which are essential for learning.</i>
<i>Lenovo ThinkPad</i>	<i>The school will use this purchase to have additional computers for our students in all levels.</i>
<i>Bretford Cube Cart</i>	<i>The school will use this purchase to keep our students' computers charged and ready to go across all areas of the classroom.</i>
<i>All in One</i>	<i>The school will use this purchase to provide our students immersive learning experiences for in-classroom teaching.</i>
<i>Dry erase lap boards</i>	<i>The school will use this purchase for our students and teachers in their classroom to express their ideas quickly and removes fear of having a mistake.</i>
<i>Workbook</i>	<i>The school will use this purchase to share the transition to college workbook.</i>
<i>Math Manipulatives</i>	<i>The school will use this purchase for our students in Algebra and Geometry classes to help improve our FSA scores.</i>
<i>Storeroom Supplies</i>	<i>The school will use this purchase for our school supplies needed by our students and teachers for effective and efficient learnings.</i>

## PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
<i>Open House</i>	<i>Principal Jessica A. Mastromatto Assistant Principal Devin D. Mcfarland</i>	<i>Parents will learn: 1. Schedule 2. Classroom expectations 3. Review of Syllabus 4. Grading Systems 5. Other classroom expectations</i>	<i>August 2023</i>	<i>Sign-in; Evaluation/ Feedback; Agenda</i>
<p>Title I Annual Meeting</p> <p><b>Reach Higher Parent Night</b> (required)</p>	Principal Jessica A. Mastromatto	<p>1. Current state of our school</p> <p>2. Understand the student data and the ways on how to increase our achievement scores</p> <p>3. Assessment of last year's school PFEP and getting suggestions for the planning purposes of this year's PFEP. Provide information to parents about their school's participation in Title 1 and about their rights to be involved. As well as their feedback regarding the implementation of</p>	Aug/Sept 2023	Sign-in sheets, Evaluation sheets, Follow up with parent

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?
		the Title 1 program and how it should be implemented for the upcoming year.		
<i>Title 1 Cosmetology Academy Parent Night</i>	<i>A. McCall A. Rowell</i>	Parents will learn: <ul style="list-style-type: none"> <li>• Expectations of academies</li> <li>• Upcoming events</li> <li>• Career exploration in area of academy</li> </ul> Model and Practice Effective Communication while working on a team	<i>October/November</i>	

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
<i>Title 1 Cosmetology Academy Parent Night</i>	<i>Cosmetology Lead Advisor Adina Mccall</i>	<i>Parents will learn:</i> <i>1. Expectations of Academy</i> <i>2. Senior Show Case Fashion/Make Up Show</i>	<i>December 2023</i>	<i>Sign-in Sheets</i> <i>Agenda</i> <i>Evaluation</i> <i>Feedback</i>
<i>Title 1 Latin Parent Information</i>	<i>Assistant Principal Devin D Mcfarland</i>	<i>Parents will learn:</i> <i>1. Promotion Requirements</i> <i>2. Graduation Requirements</i> <i>3. Setting up Parent Portal</i> <i>4. Other questions related to our ESOL students</i>	<i>November 2022</i>	<i>Sign-in Sheets</i> <i>Agenda</i> <i>Parent Portal</i> <i>Evaluation/</i> <i>Feedback</i>

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
3 C Parent Night	College and Career R-E-D Facilitators	Parents will be inspired to empower their students to do their best during state testing season through engaging communication activities and exercises. Parents and students will experience a positive environment in which each family will gain preventative and responsive strategies that will help them become stronger cheerleaders, counselors, and coaches for their children. Parents will actively engage in small and whole-group activities with their children that demonstrate the 3C Parent Model.	November/December 2023	Sign-in, survey
Career Academy Night #3	Academy Teachers	Parents will learn: <ul style="list-style-type: none"> <li>• Expectations of academies</li> <li>• Upcoming events</li> </ul> Career exploration in area of academy	February/March 2023	Sign-in, survey

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
3C Parent Night	College and Career R-E-D facilitator	Parents will be inspired to empower their students to do their best during state testing season through engaging communication activities and exercises. Parents and students will experience a positive environment in which each family will gain preventative and responsive strategies that will help them become stronger cheerleaders, counselors, and coaches for their children. Parents will actively engage in small and whole-group activities with their children that demonstrate the 3C Parent Model.	February/March 2023	Sign-in, survey

*Schools may add or remove rows as needed.*

# PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

**As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)**

Minutes from the developmental meeting in the spring

Sample compacts

**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?**

Calendar of parent conferences; copies of signed compacts

# 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.**

Send home letters to all parents with a list of the teachers who are out of field, ineffective the first month of school or within a month of hiring a 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...				
<ol style="list-style-type: none"> <li>1. The assistance of parents and families and in the value of their contributions.</li> <li>2. How to reach out to, communicate with, and with parent and families as equal partners.</li> <li>3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.</li> </ol>				
Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Compact/Title 1 Annual Meeting Training</i>	<i>Mr. Devin D. McFarland Assistant Principal</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>
ESE Accommodations Communication and Documentation	Mrs. Prince	Faculty and staff will be shown strategies for communicating parents of students with IEPs	August 2023	Sign in sheets, evaluations
Guide for Difficult Student Situations	Channell Jones	Faculty and staff are often the first point of contact for many student issues. Departments are encouraged to develop standards on ways to handle these situations. Use this guide as a springboard to begin communication about difficult student situations.	Oct 2023	Sign in sheets, evaluations



# 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"/>	<b>IDEA - The Individuals with Disabilities Education Improvement Act</b>	All parent events are designed with our students with disabilities in mind. Strategies, resources and materials are used to help support families with students with disabilities. We have 6 ESE and 2 ESE paraprofessionals funded
<input type="checkbox"/>	<b>VPK - Voluntary Pre-Kindergarten</b>	
<input checked="" type="checkbox"/>	<b>Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.</b>	All parent events are designed with our students who may be neglected, delinquent, or at risk in mind. Strategies, resources, and materials are used to help support families with such students so they can be successful. Administrators, faculty and staff work with Communities in Schools Site Coordinator to ensure our students have what they need to be successful; we also work with school counselors to use social workers and truancy officers when needed.
<input checked="" type="checkbox"/>	<b>Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.</b>	All parent events are designed with our students who may be homeless in mind. Strategies, resources, and materials are used to help support families with such students so they can be successful. Administrators, faculty and staff work with Communities in Schools Site Coordinator to ensure our students have what they need to be successful; we also work with school counselors to use social workers and truancy officers when needed.
<input checked="" type="checkbox"/>	<b>SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.</b>	Teachers provide extra time and instruction to students in specific academic areas before and after school hours to help accommodate all students. These teachers work with students to develop study skills that will be useful in helping them achieve success. We share the same strategies and study skills to the parents, so they know how to help their student in specific content areas. Transportation is provided every evening to all areas of the city for these students. Teachers recommend students to attend tutoring sessions for specific skills.
<input checked="" type="checkbox"/>	<b>Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.</b>	PD is planned for pre-planning week, weekly in PLCs, monthly in instructional capacity for increasing learning among a diverse population of students, especially those at risk. We have a reading position funded here.

☒	<b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency	All teachers stay current in ESOL PD; 1 ESOL paraprofessional attends all PD offered for ESOL, and teachers utilize the strategies they learn with students to maximize both their acquisition of English and of the content of the course.
☐	<b>Title IV, Part A</b> - Providing Supplemental Support and Academic Enrichment for students.	

*Schools may add lines as needed.*