

**2023-24 Title I, Part A**  
***Ramona Boulevard Elementary***  
**Parent and Family**  
**Engagement Plan**



**School Name:** Ramona Boulevard

**School #: 3079**

Principal Name: Dr. DeVonne Lampkin

School Website: [www.duvalschools.org/ramona](http://www.duvalschools.org/ramona)



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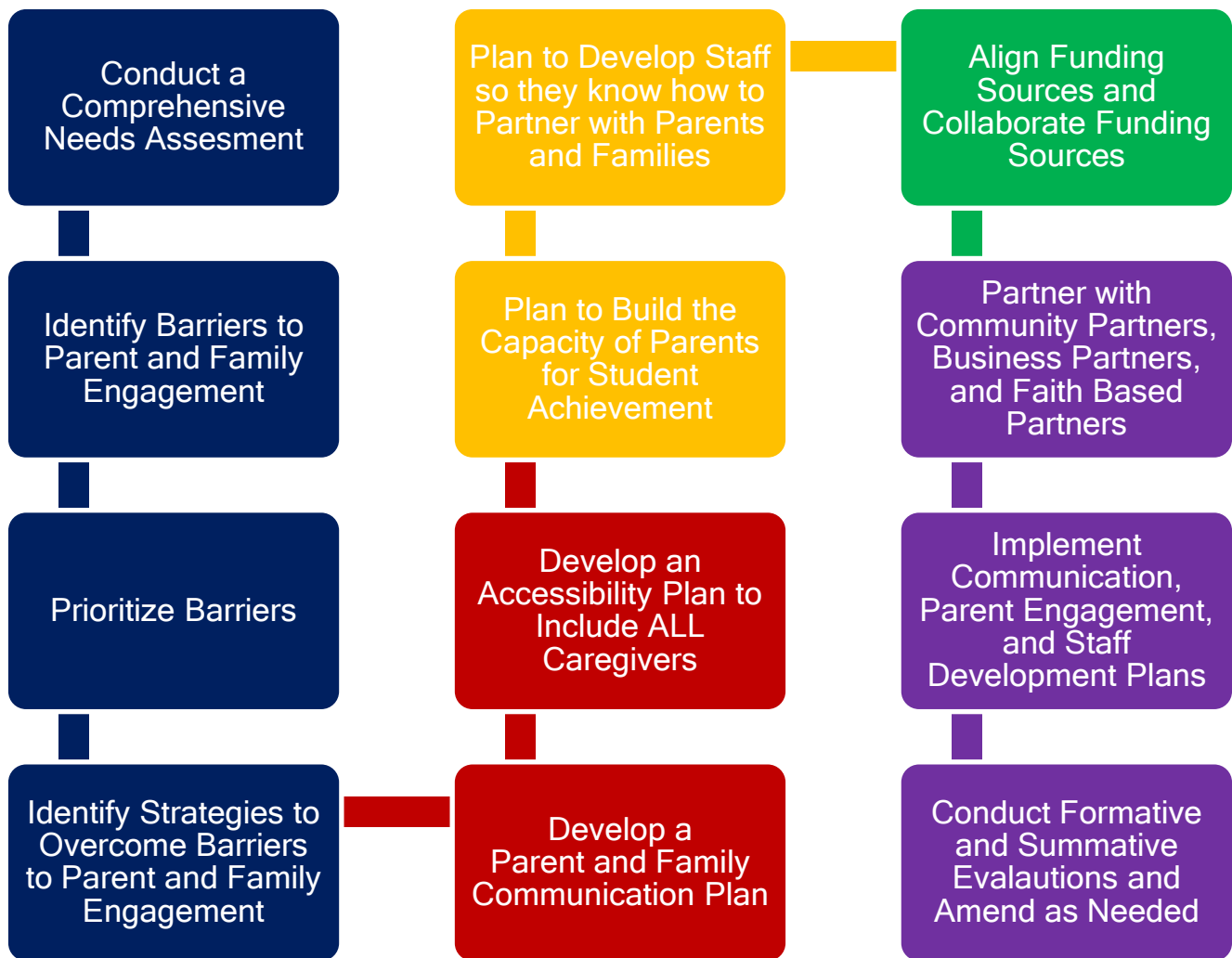
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# OVERVIEW

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

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

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



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



# ASSURANCES

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

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

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

\_\_\_\_\_  
Signature of Principal/School Administrator

\_\_\_\_\_  
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
\$5000.00	\$4636.05	\$363.95
<b>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</b>		
There were funds remaining due to items being purchased that were not allowed. We were told to return the items to the vendors therefore, we were left with a balance which we didn't have time to spend. It is always our goal to include parents in how we spend our PFEP funds. We consider their feedback and suggestions for particular events that they want to participate in. These ideas and suggestions help shape our parent involvement activities throughout the year.		

### 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)
3	0	Our resource room is stocked with educational resources that we will continue to share with parents. At every parent meeting there will be an announcement made regarding our parent resources room. Also, there is a monthly newsletter that goes home with students with this information in it as well. This year we will add announcements to our school ClassDojo page as well.
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)	31	Parents gained a deeper understanding of what the Title I designation means.

Developmental Meeting (End of Year)	6	Parents had an opportunity to provide feedback and evaluate parent involvement activities and structures for the 23-24 school year. Parents also made recommendations for upcoming school year.
Donuts with Dads	41	Our dads gained an understanding of their student data and how to track it throughout the year using our online parent portal. They also received information regarding the statistics of dads being involved in their children's education. There were several dads that expressed that they didn't realize the significance until we presented the information.
Literacy Night	35	Parents engaged in the activities with their students. It was evident that parents learned what their children were learning, being that it was an extension of the daily learning in the classroom. Parents shared their insight and thoughts about the reading curriculum and had eye opening experiences after the evening. This feedback came from conversations with the parents and surveys.
Candy Crush Math Night	24	Parents engaged in the activities with their students. It was evident that parents learned what their children were learning, being that it was an extension of the daily learning in the classroom. Parents shared their insight and thoughts about the math curriculum and had eye opening experiences after the evening. This feedback came from conversations with the parents and surveys.
Conference Night	23	Parents were able to discuss the academic success of their children. Teachers provided an overview of what students were doing and what is needed for improvements if needed. Parents learned overall how their children were progressing in each subject area. Parents along with the classroom teacher reviewed the school compact which outlines each stakeholder's role and responsibility.

**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.**

As a result of our End of Year Title I parent meeting, our parents are pleased with our parent engagement activities and continue to look forward to our annual events. I had a parent ask about having parent events off campus and I informed them that I would have to ask the district office. I also explained that most of our events are on campus due to availability, safety, and space. Mostly all parental involvement will take place on campus. Once I find out more information regarding off-campus events, I will then bring that information back to the parent body.

## 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 - Time
2. Barrier 2 - Childcare
3. Barrier 3 - Transportation

(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)	Time	We will continue to offer flexible scheduling and online virtual meetings where applicable. Creating opportunities for morning and afternoon parent meetings
2)	Child Care	In the past, there were issues with parents not being able to attend meetings due to childcare. Title I does allow child care if needed. If parent let us know ahead of time we can set up child care at the school utilizing staff to care for students during
3)	Transportation	We will check into getting bus passes for a limited number of parents to come to the school if needed. We will also strategize about conducting an offsite meeting in one of our main apartment complex community centers as well.

## 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?

Overall, the outcome of this current year's was quite rewarding good. There weren't really any barriers identified via the parents. It is the goal to have more parents becoming involved. We want parents to visit the resource room more frequently to utilize the materials and resources that are available to them. Through continuous communication with our parents and community stakeholders we would like to increase our parental involvement by 20% or more. We will continue the flexible scheduling and listening to the feedback of our parents and guardians to increase parent involvement.

# 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?

Meetings will be scheduled to provide access to all students. Notification for events will be timely and reminders will be distributed. Information will be printed in a variety of languages to ensure access for all students and parents. Arrangements will be made for those parents who have special needs and are disabled. The school parent liaison can help to assess the needs of the family and how we can help them with their children as it relates to academic growth. The school social worker will also be available to work with any students whose families are migrant workers and administration will also be available to help with these families.

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?

We will ensure that all parents and stakeholders are given ample time to plan to participate in our family engagement nights and activities. The information about each activity will go out via flyer, telephone blast to all parents, notice on the school's marquee, and all of our social media platforms. If needed, we will also have information translated into the needed languages by our bilingual staff members and through the district.

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

English  
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) Communication for all parent events will be sent out at least 2 weeks prior to the date of event. This information will be sent via a flyer and school newsletter. The information will also be posted on our school social media platforms and a reminder will be sent out 72 hours prior to event.

(2) All information will be translated into the native language of the recipient needing that accommodation.

(3) Tools used for communication: Classroom Dojo, School Newsletter, Facebook page, Instagram page, Telephone Communication, School Marquee, and shared information through SAC, and other parent 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) During the annual Open House event, teachers will explain the current curriculum to parents and families. During this time, parent and families will have an opportunity to review the materials that students will utilize for learning. Parents will have additional opportunities to learn about the curriculum during parent and family events and activities and parent-teacher conferences. Additionally, grade level teams will develop communication to be sent home each week with students connected to current academic progress.

(2) Parents will learn about forms of assessment used to measure student progress during Open House, parent-teacher conferences and parent and family events designed specifically to discuss state assessments.

(3) Parents will be provided information regarding achievement levels students are expected to obtain during parent-teacher conferences, and FSA Parent Events.

(4) Parents of other languages will be provided with insight to student information through translation. At our school we have a high population of Spanish speakers as first language. We will utilize our Standard's Coach as an interpreter and the district ESOL department for other translations.

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

(1) Parents are invited to participate in the decision-making process during the Title I PFEP developmental meeting, the monthly School Advisory Committee Meetings, and the School Improvement Planning Meeting.

(2) Ramona Boulevard Elementary informs parents of opportunities to participate in decision making through monthly newsletters, Marquee, DCPS School Messenger and parent surveys

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]

Officials at the school may direct parents to communicate directly with the Title I Office. In addition, parents may also speak directly with a member of administration to discuss their concerns. Parents may also complete the School Climate Survey to inform of their concerns as well as the school-based survey used for parent input in the school-wide plan.

(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?

The Title I, Part A Parent and Family Engagement Plan will be uploaded to the school's website; the plan will also be available in the Parent Resource Room as well as in the front office at the Parent Kiosk. This information will be communicated to parents in the monthly newsletter, during parent events and activities and during the Annual Title I 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)].**

At the end of the school year, parents will be provided with surveys to provide their input on the programs implemented within the school. In the beginning of the school year, parents will be asked to sign up for the Parent Advisory Committee and the Parent Teacher Association. Through these avenues, parents will be able to work as a group for the benefit of the school community. This committee will meet jointly with the School Advisory Committee to discuss the goals of the school community and the best way to achieve the established goals. Parents will have the opportunity to provide input in the development of the school PFEP, including making recommendations for parent activities including how PFEP funds will be allocated. Parents will also provide input on the expectations of the school, the parents and the student in the school compact. The Parent and Family Engagement Plan will be uploaded to the schools' website and placed in the Parent Resource Room and Family Engagement Area upon district approval.

**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)]**

As stated above, these barriers were presented in the past and as a result we have implemented strategies to combat them. We will continue to provide flexible scheduling for parent involvement meetings were applicable. If parents need transportation to the meetings which has been very rare, we would seek other alternatives for them as well as determine if a bus pass can possible be purchased to help.

## 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 received a general survey requesting their input on a variety of topics ranging from scheduling of events to types of events they would like to participate in.

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

- Parents surveys
- Meeting Notes from parent meetings/events
- General communication and debriefs with parents

**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 as needed\_\_\_\_\_

## 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)]**

- Step 1: - Determine a date to host the Annual Meeting
- Step 2: - Principal will develop the PowerPoint Presentation including necessary school-based information
- Step 3: - Parent Communication will be distributed via School Marquee, School Website, Tuesday communication folders, monthly newsletter, School Messenger and Flyers
- Step 4: - Prepare parent sign-in sheets and visual presentation
- Step 5: - Parent Evaluation Sheets will be prepared
- Step 6: - Reminders will be sent home, communicated via technology
- Step 7: - Meeting location will be set up to accommodate participants

**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.**

Parents will be informed of how the Title I, Part A program supports school-based initiatives to increase student academic performance and achievement levels. Parents will also be informed of the resources and support available to them through the program.

**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) Parents will view a PowerPoint presentation outlining the status of the school in regard to overall student academic performance, and the performance of each subgroup in the school.
- (2) Parents will then be informed of school choice programs and options they may have under the current grade designation.
- (3) Finally, parents will receive information regarding their rights as a parent of a student that attends a Title I, Part A school

**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 will communicate information regarding dates and times of events on the school's marquee. Information will also be sent home with students in their home language and included in the school's monthly newsletter and School Communication folders

## 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: At the developmental meeting, parents were given the opportunity to provide input regarding programs through school-based surveys.

Step 2: Additionally, a parent planning meeting is held with parents to discuss program implementation with parents and begin planning activities and events for the upcoming school year

Step 3: Meeting discussions that allow parents to discuss what they would like to see in the upcoming year.

Step 4: Notes and feedback will be captured to draft PFEP.

Step 5: Drafting of the PFEP for the upcoming school year will be drafted with current information from parents.

# 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?**

Based on parent feedback, we will continue to implement our annual events that they would like to continue attending at Ramona. Parents were very favorable and found the annual events to be beneficial and meaningful to them and their children. Our events have equipped parents and guardians with the tools to be successful.

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

Our community and faith-based partners will continue to serve our school through volunteering, providing resources at our parent engagement activities. Our partners will be invited to all SAC meetings, parent engagement meetings and asked for ways they can help our parent build their capacity.

**(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) Throughout the year, parents will be able to visit the Parent resource room to check out educational items to work with their kids at home. This will also be a place where parents can meet with the liaison and or teachers to share ideas to better support the learning environment.  
 (2) The ways in which we will advertise our Parent Resource room is through Classroom Dojo announcements, school newsletters and announcements, our school website, and  
 (3) During our initial early return pre-planning, teachers are briefed on the who, what, when, where, and how of the Parent Resource room. Teachers are given the opportunity to tour the Parent Resource Room to see what there is to offer and how the resources help support at home learning. Administration will explain the process of checking out material.

**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?**

We will use Title I funds to purchase additional items for the parent resource room, including general supplies, printer toner, and personal hygiene kits. We have a high homeless population and the families always need educational and physical assistance with basic needs. Additional funds will be used to purchase postage for parent/family mailouts, supplies and materials for parent/family events, and light refreshments.

## 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)	Administration, Parent Liaison, Interventionists	To engage parents and families in the development of the upcoming PFEP by discussing: Flexible Meeting Times, Building Capacity, Staff Training, Parent- School Communication, School-Parent Compact Form	September 2023	Activity Sign-In Sheet Parent Evaluations
Title I Developmental Meeting (required)	Administration, Parent Liaison, Interventionists	Provides parents and guardians the opportunity to evaluate the overall PFEP and involvement activities. Parents also provide feedback and suggestions for the upcoming year.	May 2024	Sign In Sheets, Evaluations, agendas, and handouts
Donuts with Dads	Administration, Parent Liaison, Interventionists	To engage parents in meaningful discussion/and collaboration around student progress and parent involvement. Parents will learn the most effective ways to help their children at home through meaningful. resources used daily in the home.	October 2023	Activity Sign-In Sheet Parent Evaluations Evaluate the engagement of physical activities presented with their students. This will incorporate the B3 movements for brain works. Admin staff will ask and answer question regarding the effectiveness of the event. What worked, what didn't? Through data chats with parents, they

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?
				understand what their students are doing and how they can help improve their learning.
Muffins with Mom (A Sip & Paint)	Administration, Parent Liaison, Interventionists	To engage parents in meaningful discussion/and collaboration around student progress and parent involvement. Parents will learn the most effective ways to help their children at home. They will also gain knowledge of the different testing resources, data review, and more.	November 2023	Activity Sign-In Sheet Parent Evaluations Parents will also receive quarterly data points such as data reports and EWI reports. Evaluate the if parents understand how to read and understand student reports. Answer any questions /concerns they may have. What worked, what didn't? Through data chats with parents, they understand what their students are doing and how they can help improve their learning.
Conference Day	Administration, parent liaison, All Classroom teachers	Parents will have to opportunity to meet with their child's teacher to discuss the roles and responsibilities of all stakeholders outlined in the School Compact. Compacts will be signed by all parties.	November 2023	Conference schedule, Sign-in sheets, conference notes, signed compacts
Literacy Night	Administration, parent liaison, Interventionists, Grade 3-5 teachers	Parents receive information on how to help their child be successful on the FAST assessments in reading. They will get a better understanding of what the test items will look like and what students will be able to do.	January 2024	Sign In Sheets, Evaluations, agendas, and handouts whereas parents respond to questions similar to what their students will see on assessments.

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?
Math Night (Candy Crush)	Administration, Interventionists	Parents receive information on how to help their child be successful on the FAST assessments in the area of mathematics. They will get a better understanding of what the test items will look like and what students will be able to do.	March 2023	Sign In Sheets, Evaluations, agendas, and completion of math passport that identifies completion of activities.

*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)**

The evidence that I will provide that connects parent and school jointly developed the school-compact will be that of the minutes from the developmental meeting. The evidence of meetings held with parents and teacher will be that of the conference logs sheet, teacher documentation of conference, and conference schedule along with sign in sheets.

**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 ensure that there is time allotted throughout the year for parent teacher conferences to take place. Examples of specific days would consist of:  
Teachers directly communicating with parents letting them know in advance that we will be having a parent teacher conference day, by which parent can sign up for a specific time to meet and discuss student progress with classroom teachers. It is during these times that parents, and teachers will discuss the student compact. We will have a minimum of 1 conference day per nine weeks. Teachers are also encouraged to schedule conferences throughout the year.

# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

**As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.**

(1) At this time, all our teachers are required to be highly qualified. Being that we are A Bottom 300 school, all of our teachers must be highly qualified. (2) We do not have any teachers out of field or inexperienced.

## 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
Customer Service for Schools Matter	Dr. Lampkin and Mr. Sapp	Improved ability for staff to work with parents and families	Aug 2023	Sign-in sheets, evaluation sheets, follow up with teachers
Engaging Parents Effectively	Dr. Lampkin and Mr. Sapp	Improved ability for staff to work with parents and families	Oct. 2023	Sign-in sheets, evaluation sheets, follow up with teachers
Building Trust in Schools	Dr. Lampkin and Mr. Sapp	Improved ability for staff to work with parents and families	Jan. 2024	Sign-in sheets, evaluation sheets, follow up with teachers

# 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	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<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.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	This fund supports districts and school leaders in providing professional development to educators and school leaders. The professional development is designed to enhance development of pedagogy, acquisition of best practices and resources to enhance instructional delivery and student achievement.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	This federal program provides supplemental funding to help provide students with a well-rounded education, improve school conditions and improve the use of technology.

*Schools may add lines as needed.*