

2021-22

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



School Name: Bridge to Success Academy

School #: 29

Principal Name: [Dr. Latoya Council / Vincent Foster]

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

<https://dcps.duvalschools.org/btsh>



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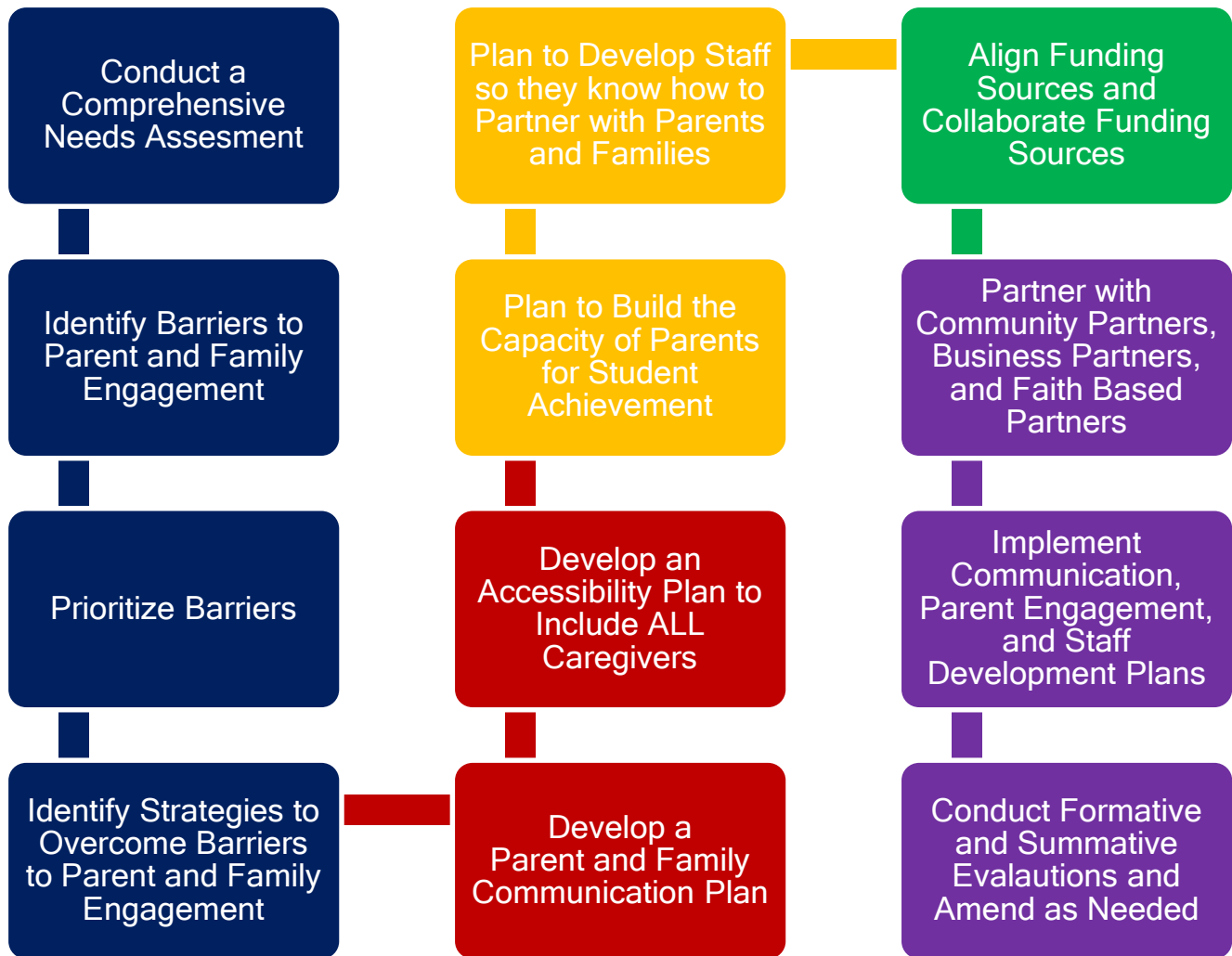
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OVERVIEW

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, Vincent Foster, 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.

Vincent Foster
Signature of Principal/School Administrator

11/09/2021
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
\$3,400.00	\$0	\$3400.00
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 remained because the activities listed in the budget were not allowable due to COVID and CDC Guidelines. This year we will make needed modifications to events that maybe restricted (for example zoom, teams, pre-registration for social distancing etc.) Also, if required or deemed necessary we will revise our plan or reschedule cancelled events to engage our parents.		

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)
At this time, we do not have a Parent Resource Room due to lack of available space	0	Space will be reserved in the office where parent involvement materials and brochures are accessible. Plans include, but are not limited to: <ul style="list-style-type: none"> • Instructions for parent portal and FOCUS. • Parent Academy Course Guide. • Educational games for parent and student event night. • Parent brochures and Information Flyers.
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)	103	Parents received new information and completed the new year survey.
Developmental Meeting (End of Year)	15	Parents reviewed past years information and completed end of year survey.

SAC (School Advisory Council) Meetings	85	Virtual until Spring
I Am A Star Parent Night	483	Virtual Meetings

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 indicated verbally that they benefitted from the workshops/events held throughout the school year and would like to see more of the same.

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.

Barrier 1 Location of Parent Meetings and Transportation. Given that we do not have one central location (students attend several different site locations throughout the county) for many parents' transportation is the primary barrier that we face in having parents participate in after school activities. The is consistent across all grades 4-12.

Barrier 2 Role of the parent: There is some confusion surrounding parent's differing views of the role they should play in their child's education. This viewpoint directly affects the level and type of participation the parents that are engaged when it comes to their child's education. Many parents disregarded the information sent through multiple means.

Barrier 3 Lack of participation with virtual activities and face 2 face due to concerns surrounded by COVID. Parents did not feel comfortable coming into the building.

(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)	Location of Parent Meetings and Transportation.	The school will hold parent meetings in different sites strategically located to multiple areas of town. We will also make available assistance to public transportation across all sites. Virtual meetings will also take place.
2)	Role of the parent:	Educators will work with parents to identify and develop strategies based on specific cases and incidents to increase the parental role. The school will coordinate with <i>Communities in Schools</i> and <i>I'm A Star Foundation</i> to engage parents in the meetings.

		The school will also create a Parental Involvement Point system that will allow parents to get involved in the process of academic success for the students.
3)	Lack of participation	The school will investigate the possibility of hosting parent events within their community to invite the community to participate.

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?

Foster positive attitudes and actions of students to influence the involvement of the parents resulting in positive academic achievement.

Foster positive relationships with parents and empower families to serve as an additional resource for knowledge and education in connection with the school. Facilitate successful transition of students from middle school to high school.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Flexible number of meetings. Also, meetings may take place at varying times of day such as mornings or evenings. Additionally, there may be provisions, with Title I funds, for transportation, childcare, or home visits, as such services relate to parent and family engagement.

For our identified ESOL (English for Speakers of Other Languages) student, every effort will be made to translate all correspondence into the family's native language. We will also work closely with the ESOL department to better meet the family's needs.

School will provide bus passes to families with transportation challenges. In addition, a staff member will be designated to provide babysitting services during the meetings.

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?

Information will be shared using the following methods:

- Posting on the school Website and Social Media Platforms
- Flyers sent home to families in English and Spanish.
- School Marquee and Bulletin Board for Announcements
- Messaging through Class Dojo and Remind
- School Connect phone call.

E-mails sent to the e-mail address on file using our distribution list.

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) Parents will be encouraged to attend and provide input at monthly SAC meetings. This allows all parents to have a voice in goals, school improvement initiatives, and concerns.
- (2) Parents also will be given a copy of the student's test scores through reports that will go home with their student. The school will provide parents and explanation of the intervention's teachers are using to assist the child in reaching achievement goals. Parents will be provided an explanation of grading procedures. The school will ask parents to complete a parent survey to get information from parents concerning the activities of the school they feel are most beneficial to support their child academically. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. Parent will be asked to engage in discussion of how they can support these efforts.
- (3) Parents will also be involved in updating the School Parent and Family Engagement Plan, the School Improvement Plan, in addition, the school-Parent Compact. (2)

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) The school will provide parents timely information about the Title I program, the school's curriculum, academic assessments, proficiency levels student are expected to attain and other necessary information that parents need by having Open House where the curriculum is explained to parents by course.
- (2) Teachers will provide course syllabus which explains the grading methods and what is expected for each quarter.
- (3) Parents will be provided with copies of sample student score reports and taught how to read the student scores. In addition, the SARS report for the school will be shared to show how the school is performing over time.

(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) Via participation in the School Advisory Council, parents have an opportunity to promote a positive, welcoming, and safe school environment for all students, parents, and community members.
- (2) Maintaining open communication with parents through devices listed in this plan (electronic, phone, print and in-person formal and informal interactions will allow the school to regularly communicate opportunities for parent to participate in the decision-making process

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]

Parent feedback will be shared with the school district's Executive Director and Regional Superintendent by the school principal following regular meetings and school visits. In addition we will collaborate with Title I office to brainstorm areas that parents have identified as problem areas.

(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?

- A hard copy will be on display in the parent resource area.
- Information will be posted on the school website.
- Letters will be sent home advising parents how to access the information.
- Printed copies will be provided to families upon request

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)].

There will be a high degree of flexibility with respect to meetings. This includes, but isn't limited to meetings taking place virtually, meetings taking place at varying times of day, and potentially making use of Title I funds for transportation, childcare, or home visits, as such services relate to parent and family engagement.

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

- Transportation - Bus passes will be provided to families in need upon request.
- Childcare - School will provide paid childcare for parent meetings using a staff member.
- Home Visits - *Communities-In-School's* coordinator will conduct home visits as needed to provide information and services.
- Additional Services to remove barriers to encourage event attendance - *Communities-In-Schools* Coordinator will conduct weekly attendance calls and home visits for student absent from school. Also, recognition will take place for students who have improved their attendance or maintained exceptional attendance

FLEXIBLE FAMILY MEETINGS

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

Parent Surveys, Virtual Meetings, Phone Calls, and Face to Face Parent Meetings

A virtual SAC/parent meeting was held on June 2, 2021, at 9:00 a.m. Part of the meeting was devoted to soliciting parent input regarding meeting times and activities and how they may be different due to the on-going pandemic. Feedback was solicited and gained from parents for recommendations for how to better meet their needs throughout the rest of the school year and in the upcoming school year.

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

BTS has done a forms survey to ask parents key questions about various barriers that would prevent them for attending parent meetings and ultimately being more engaged. This forms survey asked about needs for transportation, and childcare. Home visit information is collected by communities and schools and has been communicated to the school's administration for consideration when creating events.

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 _____

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) Set date, time, and location (if not only virtual) for parent meeting will be provided to families using school website, marquee, bulletin board, social media platforms, flyers, and phone calls.
- (2) The school will hold an Annual Title I Parent Meeting in the Fall each school year.
- (3) School Principal or Designee will present a PowerPoint presentation with handouts.
- (4) Q & A session will be conducted following the presentation.
- (5) Parent Feedback survey will be administered at the conclusion of the meeting.

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.

The following topics will be discussed during the Parent Nights:

- Promotion (and double promotion)/Retention/Graduation Criteria
- Analysis of student data in Reading and Math
- Parent Compact
- Transition to the new school
- Transition to High School

Parents will be provided an opportunity for a question and answers session with the school counselor and administrator.

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 presentation will be shared with the families by the school principal or design outlining all required information to include, prior year academic performance on State and District Exams, Discipline data and promotion and retention data for which school and by subgroups.
- (2) School counselors will be available to address school choice options.
- (3) While conducting these meetings we will address the Parents Rights and Responsibilities.

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?

- Phone calls to parents about student academic progress
- Parent letters home regarding student progress
- Flyers home advertising meeting dates and times
- Home visits as needed to share information with families.
- Postings on school marquee and bulletin board accessible to parents

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.

During the End of the Year Parent meeting, a PowerPoint slide show will be presented to families of the year's events. At the conclusion, a survey will be distributed to solicit parent feedback and soliciting suggestions for changes. The survey will also be made available online for families unable to attend the meeting. We will reopen to have this meeting in person as the meeting held last year was virtual.

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

<p>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?</p> <p>During the Annual Open House for BTS @ West Jax and BTS @ APR, school administration will review the Title 1 Program, assessment data and explain standards, double promotion, and graduation requirements. Parents will follow student's daily class schedule for an orientation to class requirements/standards and discussion with each teacher.</p> <p>SAC Meetings will provide an opportunity to share instructional practices. Sac parents who attend have an opportunity to ask questions. The meetings are publicly advertised and open to everyone. Minutes are posted online so that parents and community members who are unable to attend can have access to this information.</p>
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p> <p>Through a collaborative partnership with <i>Communities-In-Schools</i> and the <i>I'm A Star Foundation</i>, we will utilize mentors and local business professionals to provide externships for students. Mentors will meet at meet monthly with students to encourage regular school attendance and provide motivation support.</p> <p>Quarterly Report Card nights will also be held for quarters 1-3 to discuss academic progress with families.</p> <p>The student recognition/Parent Form Nights, hosted by the I'm A Star Foundation serve as another opportunity to engage our stakeholder community. These events take place three times a year. The events are anticipated for the 21-22 school year. All the Parent Forums were Virtual for 20-21.</p>
<p>(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.</p> <p>(1) Access to technology will be provided in the Parent Resource area for parents to access school videos on several topics. (2) Information will be printed on parent communications inviting them to visit the area. (3) Teachers and staff will be trained on Parent Involvement and the Resource room during Early Release Professional Development in addition to being encouraged to provide materials for the content area to support families</p>
<p>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?</p> <p>The resources provided to parents to be used in parent meetings and workshops. Parents will be equipped with the necessary skills that would assist their students with their home learning assignments.</p>

PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child needs for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2021, February 2022</i>	<i>Sign-in; Evaluation/ Feedback. Parent screen shot of completed FASFA parent page. Evidence of one completed scholarship application after 3 weeks. Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Lyles and Crowden	Parents will learn what Title I is and about Parent and Family Engagement opportunities	September 2021	Parent Survey, Pre/Post learning tool, Exit Slips
Family Engagement Night Semester 1	Lyles and Crowden & Coaches	Engage parents with Core Content Curriculum and help parents understand what resources are available to help their students with FSA (Florida State Assessment) and district and state assessments.	December 2021	Parent Survey, Pre/Post learning tool, Exit Slips
Academic Parent Night	Lyles and Crowden /Instructional Support personnel.	Engage parents with ELA and Social Studies and help parents understand what resources are available to help their students with FSA and district and state assessments	January 2022	Parent Survey, Pre/Post learning tool, Exit Slips

Family Engagement Semester 2	Lyles and Crowden, Guidance and Instructional Support personnel.	Mid-Year Promotion and Requirements for Graduation	February 2022	Parent Survey, Pre/Post learning tool, Exit Slips
Transition to High School Night	School Counselors, Communities in Schools, Lyles and Crowden,	Streamline process and information for students transitioning to high school. Promotion criteria, credit acquisition,	March 2022	Parent Survey, Pre/Post learning tool, Exit Slips
Title I Developmental Meeting (required)	Admin Lyles and Crowden/SAC Chair.	Prepare for the 2021-2022 School year with a selection of topics and ideas to work with parents.	March 2022	Parent Survey, Pre/Post learning tool, Exit Slips Parent 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?

We will have the sign in sheets and have a group of our parent engagement and our SAC and work on the document together we will come together to decide what parents are responsible for, what the school responsibilities are to the students and parents and define what the students are responsible for.

This will take place in our Annual Meeting held in the beginning of the school year. Mini meetings will take place through our newly designed small group orientations where we will also go through the compact and get feedback from parents.

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

The principal will ensure required conferences are implemented with all parents by implementing a multifaceted advertising initiative aimed at getting all of our parents to participate.

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.

We will provide the parents of students whose teachers are teaching out-of-field or are not highly qualified teachers in their subject area a letter outlining what subject their teacher is out-of-field for and/or what they are missing and explain in detail that the teacher is in the process of additional training and or tests to become highly qualified.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2021</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
PLC (Professional Learning Community) Learning Arc Training	Int. Staff and Coaches	Teachers, Students, and parents will be more proficient in analyzing their data and understand how to set data goals for the students, parents will understand where their student is in terms of data	August 21 - May 22	Sign-In Sheets, Minutes and Surveys
Parent Academy Trainings				
Culturally Responsive Training	ESE (Exceptional Student Education) Liaison	Teachers will learn the most effective ways to respond to specific concerns and needs. Paying attention to the development of the whole child.	Summer 21 Fall TBA	Develop Culturally Responsive Plan

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 seek 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.	Seeks to provide intervention programs for children and youth who are neglected, delinquent or at risk. Title I seek 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.	Legislation related to the education of children and youth experiencing homelessness.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Fund created to assist districts in providing supplemental instruction to students in kindergarten through grades 12. Title I seek 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 targeted to administrators and teachers.	Increasing the number of highly qualified teachers within the classroom, highly qualified principals, and assistant principals in schools. Provide the tools and education necessary to families so they can work together with the highly qualified school staff to help their children be successful academically and behaviorally in school
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.