

2021-22

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



School Name: Southside Middle

School #: 211

Principal Name: Jennifer Crady]

School Website: <https://dcps.duvalschools.org/southsideebs7-H-1>



TABLE OF CONTENTS

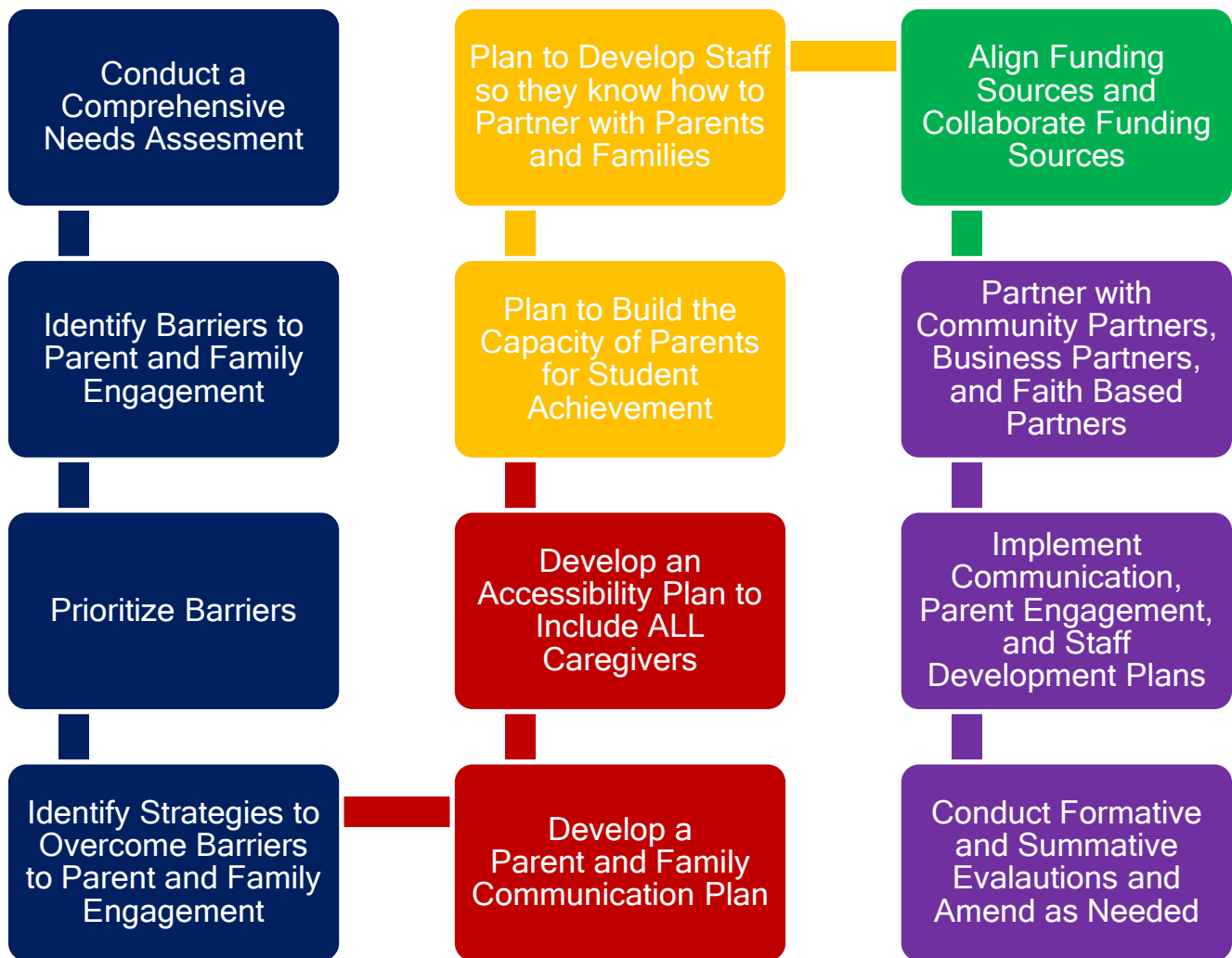
| | |
|--|----|
| OVERVIEW _____ | 3 |
| ASSURANCES _____ | 4 |
| NEEDS ASSESSMENT _____ | 5 |
| Previous Year Financial and Programmatic Outcomes _____ | 5 |
| Fiscal Overview from the Previous Fiscal Year _____ | 5 |
| Programmatic Overview from the Previous Fiscal Year _____ | 5 |
| Barriers _____ | 6 |
| Overarching Outcomes/Goals for the Current School Year _____ | 7 |
| COMMUNICATION AND ACCESSIBILITY _____ | 8 |
| FLEXIBLE PARENT AND FAMILY MEETINGS _____ | 11 |
| INVOLVEMENT OF PARENTS and FAMILIES _____ | 11 |
| FLEXIBLE FAMILY MEETINGS _____ | 12 |
| REQUIRED ANNUAL MEETING _____ | 12 |
| REQUIRED DEVELOPMENTAL MEETING _____ | 13 |
| BUILDING CAPACITY _____ | 15 |
| BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____ | 15 |
| PARENT AND FAMILY ENGAGEMENT EVENTS _____ | 16 |
| PARENT COMPACT _____ | 19 |
| INSTRUCTIONAL STAFF _____ | 20 |
| BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____ | 21 |
| COLLABORATION OF FUNDS _____ | 22 |

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, [Click or tap here to enter text.](#), 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 |
|--|----------------------|-----------------------|
| \$3,200.00 | \$ \$2,509.72 | \$ \$690.28 |
| 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 | | |
| The restrictions of Covid reduced the meeting attendance. | | |

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) |
| Total Visits - 28 | Total check outs - 6 | Parents used the parent resource center to read the board for upcoming events and to utilize the computer and printer. |
| 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 | Attendance growth virtual options |
| Developmental Meeting (End of Year) | 7 | Preparing for upcoming year |

| | | |
|---|----|---|
| Knight School: Support from Home | 12 | Equipping Parents to assist their students at home |
| Knight School: Engage in Standards | 8 | Ensuring parents know how their students are being instructed |
| Knight School: Test Your Best | 17 | Parents are informed how they can assist their students in preparing for standardized testing |
| Knight School: Underperforming Student Meetings | 10 | Notifying parents of student needs to be promoted |
| Knight School: HS Transition | 22 | Providing information to upcoming students to high school |
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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.

The previous year's evaluation and parent feedback includes surveys where parents were given the opportunity to tell what they believed worked well, such as using technology, breakout rooms for high school options and COVID protocols.

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- Language barriers for ESOL parents and students
2. Barrier 2- Virtual meeting spaces
3. Barrier 3- Parents receiving meeting information
4. Barrier 4- Younger children child care
5. Barrier 5- Other obligations

(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) | Language barriers for ESOL parents and students | ESOL Paras will be present at Title 1 meetings and Family Engagement events. Written and verbal communication will be presented in different languages. |
| 2) | Virtual meeting spaces platform | Created app scans for cell phone usage Moved to platform that is more accessible |
| 3) | Parents receiving meeting information | The information will be provided in multiple languages. This will happen via flyers, call outs and website postings. |

Overarching Outcomes/Goals for the Current School Year

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

The overarching outcome/goals for the current school year for parents and family engagement is to:

- Equip parents with skills that improve student achievement.
- Empower families with knowledge of the school's current status, plans for improvement and their role in the school's academic growth.

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?

The school will provide full opportunities for participating in parent and family engagement activities for all parents and families by:

- Offering family nights through the guidance office and the Student Advisory Council.
- They will also provide flexible meeting times.

The barriers will be removed to ensure parents/guardians/family units are a part of their child's education by:

- Having flexible meeting times

Translation of the information to 1st language of students and parents.

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?

The school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand by:

- Translating information into 1st language of students and families
- Guidance Parent Nights
- SAC Family Nights

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

There are a total of 32 languages spoken by our students and families. The primary languages spoken Spanish, Arabic and of course English.

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. Timely Communication will be provided by:
 - Call outs in multiple languages
 - Student delivered flyers
 - Marques postings
 - Postings at front desk and in the parent area
 - Website updates
2. How will communication take place for parents with the different languages by:
 - Varied language paras for translations
 - Varied language phone blast
 - Varied School created flyers for students to take home and have in the front office space
3. Tools and resources used to communicate include:
 - Security will update marque
 - Webmaster will update the site
 - Paras will create varied language flyers and translations

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 uses the following curriculum:
 - Duval County School Curriculum as posted to Blackboard
2. The forms of assessment to measure student progress include:
 - Teacher made assessments (grades, test, quizzes, exit tickets)
 - District monthly assessments (baseline, nine weeks, mid-year, MOCK)
 - I-Ready
 - FSA
3. The achievement levels students are expected to obtain are provided by:
 - Data Chats
 - Professional Learning Communities - Data Analysis & Progress Monitoring
 - Small Learning Communities - Data Discussions & Progress Monitoring

(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 have decision making opportunities at the school site through participation in SAC. They may also meet individually with administration.

(2) The school will communicate these opportunities through personal invitations to SAC, school marquee, flyers, school website and phone call outs.

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

The school will submit parents' and families' comments to the LEA if the school-wide plan is not satisfactory to them by offering opportunities to give varying opinions, ideas and viewpoints through SAC, parent drop off box and ability to discuss matters with administration.

(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. The school will publish and communicate this Title I, Part A Parent and Family Engagement Plan to Parents and families by:

- Parent Room Display
- School Advisory Council Meetings
- Website
- Guidance Parent Nights

2. This plan will be communicated in all language that apply by:

- Translating information into 1st language of students and parents

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)].

The school involves the 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 funds for how Title I will be used by:

- Inviting to monthly School Advisory Council meeting
- Posting of information of the school website, social media accounts

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)]

The school provide, with Title 1 funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers removed so parents can participate in engagement events by providing:

- Translation - ESOL Paras for translations
- Additional Services to remove barriers to encourage event attendance - communication through various outlets including Parent Link and social media

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 were surveyed and during the developmental meeting gave input.

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

The documentations used by the school for meeting times, transportation needs, childcare, and home visits for family engagement were assessed by surveys and during School Advisory Council meetings.

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)]

The specific steps our school will take to conduct the Beginning of the Year Annual Meeting to inform parents and families of participating students about the schools Title 1 program and parent and family engagement activities are:

- Posting meeting dates and times of the school board
- Posting meeting dates and times of the school website
- Using a phone call out of meeting dates and times
- Sending flyers in multiple languages home by students

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 nature of the Title 1 program is shared with parent's school wide in the following manners:

- The parent board in the main office details the program.
- Information is listed on the school website.
- Students receive flyers in multiple languages to take home
- All parents are invited to the School Advisory Council Meetings where information is shared.

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) During the SAC meeting the principal began the process by providing data to explain and support the AYP. This will be ongoing.

(2) During the SAC meeting the principal will include information on school choice.

(3) Parent rights were explained and discussed and parents and students had the opportunity to share crafting the student/parent/teacher compact. A survey was also taken of the direction that the SAC will take for the year and this included the components of Title 1.

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 ensure that parents without access to technology will receive notification of meetings and events by student delivered flyers, school phone call outs and marquee updates.

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.

The strategy used to implement to conduct the End of the Year Developmental meeting included:

- Informing stakeholders of the meeting
- PowerPoint presentation
- Question and Answer period after presentation
- Parent surveys given

:

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?

The school will implement activities that will build the capacity for meaningful parent and family engagement by:

- Surveying families to identify needs and then providing resources to meet those needs
- Understanding the time is a resource and that transportation is limited therefore combining meeting times from multiple groups.
- Including community partners so that families can build outside of school support systems
- Linking all activities to academic improvement
- Providing attractive and functional seating in the Parent Resource Area to encourage parents to stay for extended times to take advantage of resources
- Provide engagement events that support academic success, assist with the middle school transition, testing strategies, and maximizing academic performance

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

The school will implement the activities below to build relationship with the community to improve student achievement:

- Increase faith based partnerships to provide mentorship and character development
- Partnership with tutorial service that provides instructional interventions
- Increase community partnership that provide extended learning through fieldtrips

(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) The Parent Resource Room supports engagement by providing information on Title 1 information and upcoming events. This information is provided in varying languages. Those without technology will also have computer access.

(2) The Parent and Family Engagement Room is referenced in school tours. It is clearly marked and identified.

(3) Staff is trained in the opening of school plan.

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?

Additional ways resources are provided for parents through the use of Title I, Part A funds, included materials for disbursement of information, parenting books in different languages and materials to instruct and engage families to improve.

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> <ol style="list-style-type: none"> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need 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) | | | | |

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|---|---------------------------|---|---------------|--------------------------------|
| Title I Developmental Meeting (required) | Jennifer Crady | The school will utilize funds to provide a math coach and reading interventions to assist struggling students with academic assistance | May 2021 | Feedback Form |
| Knight School: Support from Home | Guidance Academic Coaches | Parents will learn: <ol style="list-style-type: none"> 1. How to access FOCUS and the DCPS app to support students 2. How parents can play an active role in supporting their students academically | October 2021 | Mid-Year Scores Feedback Forms |
| Knight School: Engage in Standards | Guidance Academic Coaches | Parents will learn: <ol style="list-style-type: none"> 1. The details about grade level standards taught in core academic areas 2. How those standards are tested | November 2021 | Report Cards Feedback Forms |
| Knight School: MS Transition | Guidance | Parents will learn: <ol style="list-style-type: none"> 1. Options for their children for high school placement | December 2021 | Feedback Forms |
| Knight School: Test Your Best | Academic Coaches | Parents will learn: <ol style="list-style-type: none"> 1. Effective test-taking strategies that they can reinforce at home for practice 2. The recommendations for improving student | February 2022 | FSA scores Feedback Forms |
| Knight School: Underperforming Student Meetings | Guidance | Parents will learn: <ol style="list-style-type: none"> 1. How to support grade recovery and student progression and promotion 2. Requirements for progression and promotion across grades | March 2022 | Report Cards Feedback Forms |
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Schools may add or remove rows as needed.

PARENT COMPACT

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

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

A jointly development of a school-parent compact and that conferences were held with parents describing the compact will be evident in the development of a new compact of the year, meeting notes and display of usage of the compact

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

The information will be presented through SAC meeting. Teacher will be trained in usage during faculty meeting and the paperwork will be included in the conference package.

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) Evidence of 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 will be provided in letter to the parents
- (2) Evidence 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 will be provided in letter to the parents.

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> |
| Opportunity Myth | Jennifer Crady | Renewed understanding of need for standards based instruction | Sept 2022 | |
| Understanding Standards | Jennifer Crady | In depth standard knowledge will create accurate and aligned assessments and task | October 2022 | |
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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 | Staff and personnel are included at family functions and meeting to ensure that all students are considered in plans. Workshops include guidance in how to aid student achievement when there are needs because of a disability. |
| <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. | Guidance will provide training on steps to take in teachers encounter a student who is possible in this situation. |
| <input checked="" type="checkbox"/> | Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | Guidance will professional develop teachers on homeless student's rights. The information will be posted in parent resource room. |
| <input checked="" type="checkbox"/> | SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | The school will utilize funds to provide a math coach and reading interventions to assist struggling students with academic assistance |
| <input type="checkbox"/> | Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers. | |
| <input type="checkbox"/> | Title III, Part A - Helping English Language Learners achieve English proficiency | |

Schools may add lines as needed.