

2021-22

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



School Name: Samuel L. Wolfson School for Advanced

School Number: #3224

Principal Name: Christopher Begley

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



TABLE OF CONTENTS

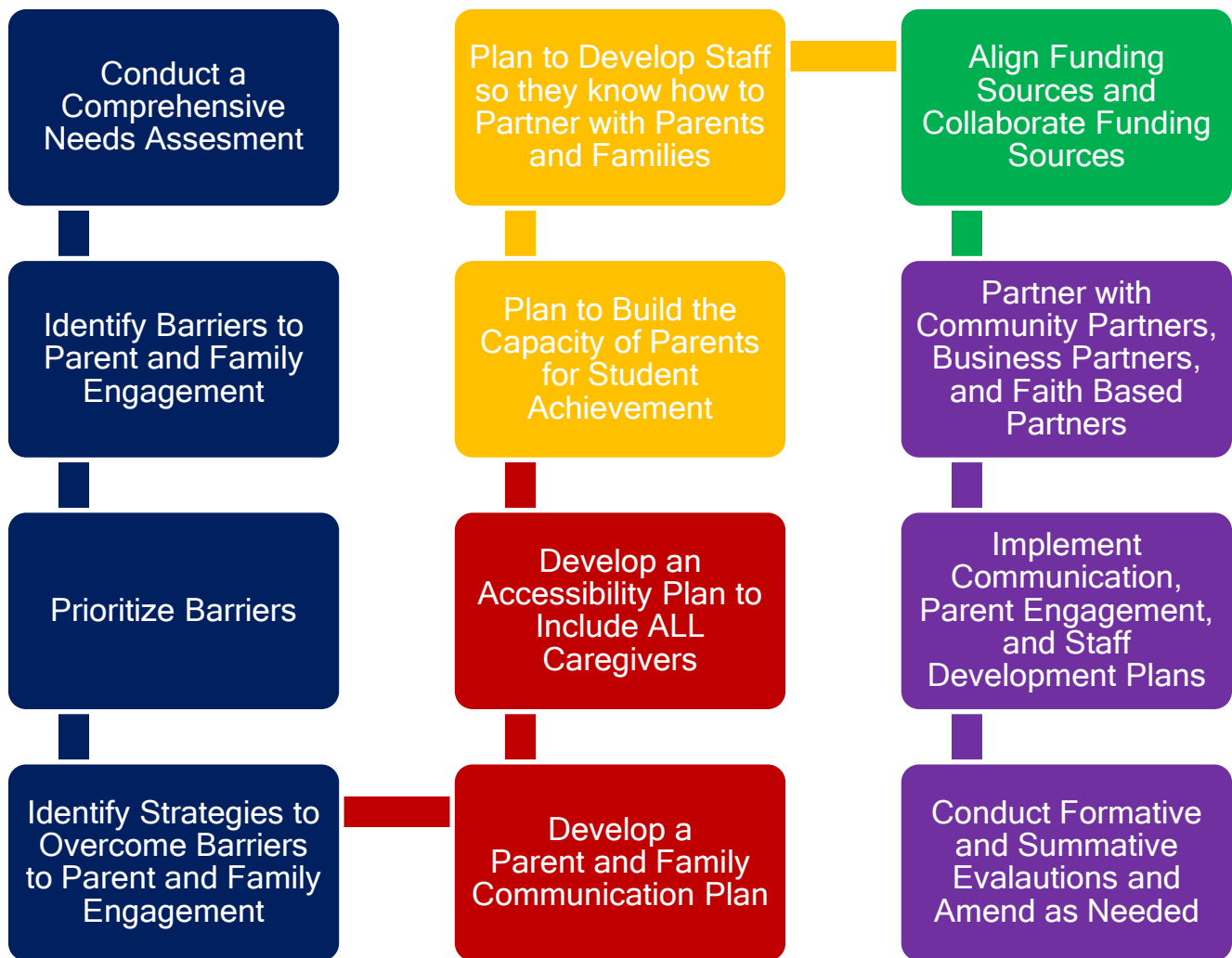
OVERVIEW _____	4
ASSURANCES _____	5
NEEDS ASSESSMENT _____	6
Previous Year Financial and Programmatic Outcomes _____	6
Fiscal Overview from the Previous Fiscal Year _____	6
Programmatic Overview from the Previous Fiscal Year _____	6
Barriers _____	7
Overarching Outcomes/Goals for the Current School Year _____	8
COMMUNICATION AND ACCESSIBILITY _____	9
FLEXIBLE PARENT AND FAMILY MEETINGS _____	12
INVOLVEMENT OF PARENTS and FAMILIES _____	12
FLEXIBLE FAMILY MEETINGS _____	13
REQUIRED ANNUAL MEETING _____	13
REQUIRED DEVELOPMENTAL MEETING _____	15
BUILDING CAPACITY _____	16
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	16
PARENT AND FAMILY ENGAGEMENT EVENTS _____	18
PARENT COMPACT _____	20
INSTRUCTIONAL STAFF _____	21
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	22
COLLABORATION OF FUNDS _____	24

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, Bernard Ball Jr, 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.

Christopher Begley
Signature of Principal/School Administrator

May 31, 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
\$3,200	\$2679.14	\$520.86
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		
Some events were rescheduled to accommodate 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)
200	0	We use the college resource room to do virtual meetings with admissions reps from different universities.
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)	21	The evaluation feedback surveys revealed that parents were satisfied with the proposed engagement events.
Financial Aid Meeting	25	The evaluation feedback surveys revealed that parents were satisfied with the amount of info given on FAFSA and scholarships.
Advanced Placement Information Sessions	20	The evaluation feedback surveys revealed that parents were satisfied with the information given during the session. A demonstration of AP Classroom that is found within collegeboard was seemed to be the most helpful based on their feedback.

IB Film Festival	46	The evaluation feedback surveys revealed that not many parents were interested in attending the film festival. Next year we will come up with incentives to get parents interested in coming.
PSAT Parent Night	42	The evaluation feedback surveys revealed that many parents were unaware of how the PSAT was used. The meeting was informative and allowed them to prepare their children better for college planning.
IB Information Session for Parents	24	The evaluation feedback surveys revealed that parents were very pleased with the information given.
Literacy Week	100	The evaluation feedback was done mostly by students who attended. It consisted of several events throughout the week. They were very pleased with the information and events.
Developmental Meeting (End of Year)	23	The evaluation feedback revealed that parents were pleased with all of our events and more pleased with the leadership of Melissa Daniel. A new President and VP was chosen and will resume duties next school year.

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 evaluation feedback revealed that parents were pleased with all of our events and more pleased with the leadership of Melissa Daniel. A new President and VP was chosen and will resume duties next school year.

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
2. Barrier 2
3. Barrier 3
4. Barrier 4
5. Barrier 5

(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)	Technology	This coming year, we won't have covid restrictions. Virtual meetings will not be necessary.
2)	Language	We will translate the PFEP into several Southeast Asian Languages for more accessibility.
3)	Transporation	We are going to schedule events around public transportation.

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?

This coming school year, we will not have health restrictions. Virtual meetings will not be necessary. All meetings scheduled will have a google translate talk to text device for parents that speak languages other than English. We are going to schedule events around public transportation accessibility and schedules. We have two bus stops directly in front of our campus.

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?

DCPS has a Blackboard app that allows schools to communicate with parents about everything, from fire drills and natural disasters to coursework and behavioral concerns. We intend to use this free app for those who have cell phones and access to the app. For those who are without access to internet or cell phone communication, we will send out letters/postcards to parents by way of students and robocalls to their home telephone numbers. The robocalls and all other forms of communication will be sent out in English, Spanish, and Creole. There are several other languages spoken by our students but these three languages are the pre-dominant languages spoken by the parents of our students.

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?

DCPS has created a **Blackboard app** that allows schools to communicate with parents about everything from fire drills and natural disasters, to coursework and behavioral concerns. We intend to use this free app for those who have cell phones and access to the app. For those who are without access to internet or cell phone communication, we will send out **letters/postcards** to parents by way of students and **robocalls** to their home telephone numbers. The robocalls and all other forms of communication will be sent out in English, Spanish, and Creole. There are several other languages spoken by our students but these three languages are the pre-dominant languages spoken by the parents of our students. **FOCUS** will be used to share all academic updates.

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

Haitian-Creole	Kikuyu (Kenya)
Albanian	Serbian-Croatian
Chinese	Nepali
Spanish	Cambodian-Khmer
Tagalog	Burmese
Arabic	
Russian	
Vietnamese	
Portuguese	

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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) Handouts, explaining the details of Title 1 Part A PFEP and Budget will be distributed to parents via email and posted on our school website under the “parents section.”
- (2) Robocalls
- (3) Social media blasts
- (4) Marquee Announcements
- (5) DCPS Blackboard app
- (6) Parents will be notified at least two weeks in advance.

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) Our **curriculum guides** for honors courses are posted on our website. Our AP curriculum is posted within the AP Classroom within the **collegeboard** website. IB curriculum is posted within the **IB website** which is also on our website. During grade level orientations, we inform students and parents about the Diagnostic assessments (**PMAs**) at the beginning of the school year, our interim assessments (**PMAs and Achieve3000**), throughout the year, and our state mandated assessments (**FSA**) toward the end of each academic year.
- (2) Our counseling office provides an overview of graduation requirements with students each year and throughout the year. Credit recovery is managed through our guidance counselors. State assessment records are also kept in counselor’s files for conversations held with students and parents about their academic status and options for post-secondary training.
- (3) **FOCUS** is used to keep parents and student up to date with academic standings.
PTSA Meetings (Title 1 developmental and Mid-Year Stakeholders meetings)

(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) (1) We issue surveys to parents after each meeting to get an idea of what their thoughts are about the issues discussed during the meetings. The feedback given is used to decide what goals and decisions will be made in the future.
- (2) SAC meetings allow stakeholders and staff to discuss how
- (3) Mid-year stakeholders meeting gives parents an opportunity to express their thoughts on our goals set at the beginning of the year and progress made throughout the school year.
- (4) PTSA meetings provide a platform for parents to give their input on decisions that we make as a school.
- (5) Friends of Wolfson (FOW) allows parents to contribute their efforts to improve our school.
- (6) We will notify parents about upcoming events at least two weeks in advance.
- (7) To answer question two, we will notify parents via email, robocall, marquee board, social media parent pages, and flyer invitations in the form of postcards.

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]

Parents can schedule a meeting or send an email to the Assistant Principal, Bernard Ball, he will answer their questions or refer those questions to the Title 1 Specialist. Once the specialist answers those questions, asked by parents, Mr. Ball can forward those answers to parents. Mr. Ball serves as an intermediary between parents and the Title 1 office.

(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) A hard copy of the PFEP is available in the Parent Resource Room. During PTSA meetings the PFEP will be shared with parents and their feedback will be used to modify it according to their input. Email addresses will be written on the sign-in sheets. During grade level orientations, the PFEP will be shared with parents and students to allow their input. During Friends of Wolfson meetings, the PFEP will be shared with parents/stakeholders to allow them to provide input on how parents can be involved with the school. These are our only ways to communicate the PFEP without use of technology. The PFEP is always posted on our school website.
- (2) <https://dcps.duvalschools.org/domain/5675>

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)].

During the summer, grade level orientations were held at different times of the day and on different days, to ensure that parents who have multiple children at multiple schools are able to arrive at the orientations on time, even if they have to take public transportation. The Title 1 Part A is explained at each grade level orientation. This school year, we intend to do a better job of communicating messages in other languages used by the parents of our students.

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)]

- Childcare - We will allow children to remain with their parents during meetings. Childcare is not formally provided.
- Home Visits - As of now, we do not have an issue with truancy that warrants a budget. If we needed a home visit, the counselors, SRO, etc would be most likely to make that visit.
- Additional services to remove barriers to encourage event attendance - We will provide information translated in Spanish, Creole, etc, to make all parents feel welcome.

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)]

We gathered parent input from surveys and comments left on our social media accounts. During school events teachers and administrators talk to parents, informally to gather insight as to what they like, don't like, and what they would like to see implemented.

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

Our surveys give us a good indication as to what needs are being met and not being met. We use those surveys to shape decision making.

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 meetings will be held 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)]

1. Step 1: Send out invites to our Title 1 meeting (Marquee Board, Robocalls, Emails, DCPS Blackboard App)
2. Step 2: Host the meeting in our auditorium or media center (contingent upon turnout)
3. Step 3: Conduct meeting with an agenda and action items
4. Step 4: Leave meeting with many types of parental input for parental involvement
5. Step 5: Use that information to create a shared decision plan for parental involvement
6. Step 6: Create a budget to correlate with this plan.

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 come to Wolfson and watch the Powerpoint provided by the district which explains each component of Title 1 Part A PFEP. Sign- in sheets, agendas, and meeting minutes will be kept for compliance documentation.

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) Assessment data of students will be shown using Powerpoint slides (colored graphs). State requirements for AYP will be explained in comparison to our student scores.

(2) School Choice will be explained using district provided Powerpoints and resources, along with the history of Wolfson changing from a traditional school to a fully dedicated magnet school.

Requirements for applicants, matriculation and post-secondary advantages for attending Wolfson's School for Advanced Studies.

(3) "Parent's Right To Know" will be explained using district approved Powerpoint slides and resources.

Purpose of meeting is to inform parents about our Title 1 status, purpose of Title 1 funding and the process by which we should spend the money with their input. Some topics discussed are:

Qualifying for Title One, Parent Involvement for Policy School/Parent Compact, Parents' Right to Know, School and Parents Title One Assessments, Title One Funds, Migrant Education, Homelessness, Academic Parent Trainings.

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?

Handouts will be sent home with students and distributed at Open House. Progress reports will be printed and sent home with students. Quarterly Robocalls are sent out to inform parents about upcoming events, news, and student progress updates. Our Marquee board that stands in front of the school is constantly updated with new information about events at Wolfson. Parent meetings such as open house, PTSA, and Title 1 meetings will be posted for those who may pass by. Parents can see the marquee board as they are dropping students off to school. For students who ride the bus, we will send home flyer invitations to parents, to let them know in a timely manner that we are hosting a parent event.

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.

- 1) We will send invitations to parents to let them know we want their feedback about our Title 1 plan and implementation.
- 2) The PFEP outcomes will be shared and evaluated to see if they have met the goals made at the initial developmental meeting.
- 3) We will provide a questionnaire for parents to answer and use their answers as a way to evaluate our implementation of the PFEP.
- 4) We will use their feedback to make our plan for the following school year's PFEP.
- 5) Sign-in sheets, agendas, and meeting minutes will be kept for documentation and compliance purposes.

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?

We will implement activities based on students and parents written/verbal feedback expressed during meetings. This is how we will implement the needs expressed by our parents. We will host parent nights focused on literacy, IB, Advanced Placement courses, transitioning to post-secondary options, financial aid nights, PSAT/Assessment prep, and graduation/promotion requirements. For students who are the first generation to embark on the AP journey, it is important for them to know how the test is administered and what content/skills will be assessed on the exam. There are multiple components of a typical AP test, multiple choice, document-based questions, and free response questions. Parents need to know these components of the AP exam so that they are able to help their children study for the class tests as well as the final AP exam, given by the Collegeboard. Parents and students who are new to IB, need to be made aware of what the admissions requirements are, in terms of the "cut off scores," and the six categories of courses required to receive an IB Diploma at the end of their high school career. First generation college students often need help completing the FAFSA forms. Parents who did not attend college themselves may need help understanding those forms, also. We intend to use the supplemental Title 1 money, as a way to inform students and parents about AP/IB curriculum, assessments, admissions, etc, to facilitate a higher pass rate upon the IB and AP exams.

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

We have developed a relationship with the divine nine organizations at Edward Waters College. We also have a college success course that is offered to our students by their faculty. Mentoring opportunities, 5000 Role Models, Pinky Promises, UNF SOAR partnerships, Friends of Wolfson.

(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) Important information and resources are available in the Parent Resource Room.
- (2) School Counselors share information with availability and information is communicated through parent/teacher conferences.
- (3) Teachers and office staff have not been trained on how to use the resource room but will be this fall.

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 use Title 1 funds to print college information for students and parents to have access to in our Parent Resource Room. We have lots of information for in-state as well as out of state colleges/universities. Our parent-liaison coordinates visits with admissions reps from different universities throughout the school year.

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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	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Title 1 Meeting	Libby Ryan & Bernard Ball	Informs parents about Title 1 Part A and how it helps children improve their academic performance.	September 2021	Sign-in sheets, evaluation feedback sheets and follow up with parents.
Financial Aid Information Session	Libby Ryan & Jane Courtney Davis	Informs students about the financial aid process required to go to college.	October 2021	Sign-in sheets, evaluation feedback sheets and follow up with parents.
AP Information Session	Libby Ryan & Brandi Benga	Informs parents and students about the details of how to study and perform on AP exams.	November 2021	Sign-in sheets, evaluation feedback sheets and follow up with parents.
IB Pinning Night	Libby Ryan & Brandi Benga	This event informs pare	January 2022	Sign-in sheets, evaluation feedback sheets and follow up with parents.
PSAT Parent Night	Libby Ryan & Cindy Talley	This information allows students to learn how to study for the PSAT and how the data is used for admissions, scholarships and cohort placement.	February 2022	Sign-in sheets, evaluation feedback sheets and follow up with parents.
Innovations Academy	Jessica Fessenden	This information allows students to better understand the course sequence and curriculum requirements for IB courses taken during 11 th and 12 th grade.	March 2022	Sign-in sheets, evaluation feedback sheets and follow up with parents.
Extended Essay Café	Jessica Fessenden		March 2022	Sign-in sheets, evaluation feedback sheets and follow up with parents.
Title 1- End of Year Meeting	Bernard Ball and Libby Ryan	This meeting will allow us to know how well the PFEP was implemented.	May 2022	Agenda, Sign-in sheets, evaluation feedback.

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?

Our school-parent compact was developed collaboratively with our SAC committee. It was drafted as a group and voted on by the committee. As evidence of this collaboration, we have an invitation for parents to attend a meeting about the compact, an agenda that was distributed to parents, meeting minutes summarizing the content of the meeting, and sign-in sheets to show who attended. We also have a finished product compact and an evaluation of how parents felt about the meeting and product that was collaboratively produced.

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

Parents contact the school to request a conference. Teachers can also contact the parents to request a conference. The guidance department uses a form to collect the information. The guidance secretary will then send a calendar invite notification to the parents and faculty members involved. When that meeting takes place, an agenda will be presented, sign in sheets will be completed and meeting minutes will be taken to summarize what the meeting was about. During the meeting, the compact will be distributed to the parent as a basis for the responsibilities that we have as a school for them and their responsibilities as a stakeholder in their child's education.

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.

FOUR WEEK NOTICE

"In order to comply with the ESSA 2015, Wolfson sends out a notification to all parents, if there are students that have been taught by a teacher, for more than four weeks, that is not certified in the subject they are responsible for teaching. This also includes substitute teachers as well as teachers that are on our staff but out of field for the subject they are temporarily put in charge of. The letter is sent home to parents by way of students, it is also posted on our website."

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	Evidence of Effectiveness
Reading in the content area	Libby Ryan & Bernard Ball	Informs teachers about how to teach reading across curriculum to improve their academic performance.	September 2021	Sign-in sheets, evaluation feedback forms and follow up with teachers. Achieve 3000, Common Lit, PMAs.
MTSS and RTI	Saundra Moore & Stephanie Devoe	Informs teachers on how to conduct multi-tiered systems of behavioral and academic support..	October 2021	Sign-in sheets, evaluation feedback forms and follow up with discipline and academic data (performance matters)
Book Study: Teach like a Champ	Libby Ryan and Bernard Ball	Gives teachers important strategies to engage learners at the highest levels.	November 2021	Sign-in sheets, evaluation feedback forms and follow up with teachers.
IB Conference	Brandi Benga	This event allows teachers and administrators to learn everything about IB for several days in St. Petersburg, Florida.	December 2021	Certificate of completion
Formative Assessment	Bernard Ball	This training will be reserved for teachers who need additional coaching as well as for new teachers. It will demonstrate use of formative assessment throughout the lesson.	January 2022	Sign-in sheets, evaluation feedback forms and follow up with walkthroughs, CAST Evaluations, post-conference observations.
Exceptional Student Education	Stephanie Devoe	The session will inform teachers about the details of exceptional student education, lack of adequate progress meetings, and accommodations.	February 2022	Sign-in sheets, evaluation feedback forms and follow up with parents.
Mental Health and Wellness Training	Jana Jolly Dawn Pittman	In collaboration with Wellness Wednesdays, teachers will be given an overview of mental health awareness.	March 2022	Sign-in sheets, evaluation feedback sheets and follow up with parents.

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	We have purchased a wheelchair for those in need of one. We also have wheelchair accessible facilities.
<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.	We have a brochure full of resources available to students who have been abused, neglected or delinquent.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	We have a manual full of resources available to students who are homeless.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	We use those funds to hire intensive reading and math teachers every year.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	We use these funds to send our teachers to trainings in other locations, for example the IB Conference in St. Petersburg.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	We use these funds to purchase dictionaries in different languages to help our students with testing.

Schools may add lines as needed.