

2021-22

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



School Name: Abess Park Elementary School #: 263

Principal Name: Kristin M. Shore

School Website: duvalschools.org/abesspark



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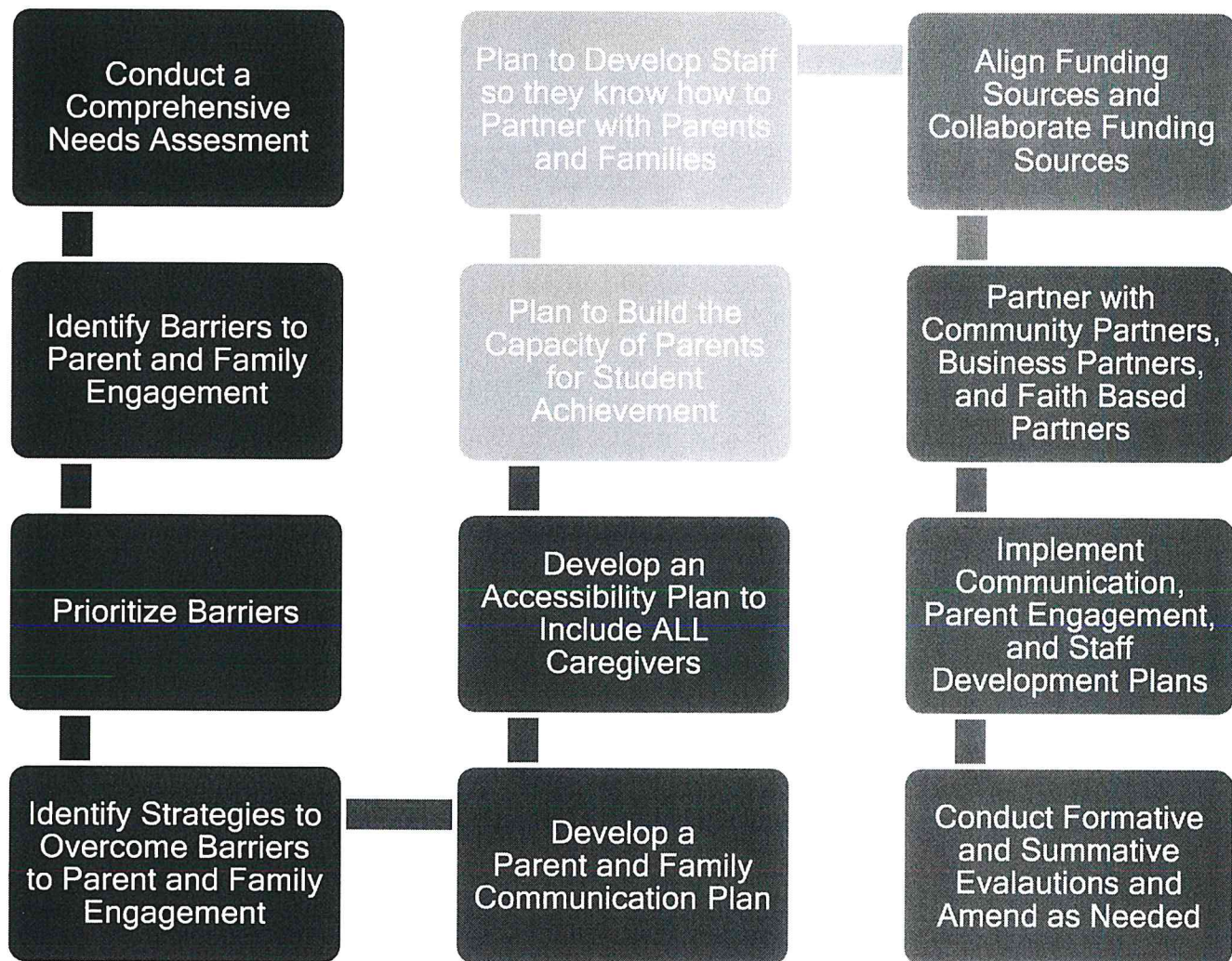
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OVERVIEW

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, Kristin M. Shore, 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.

Kristin M. Shore

Signature of Principal/School Administrator

5/28/2021

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
\$3,160.66	\$2,549.85	\$610.81
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		
Due to the Pandemic and visitors not being in the school building throughout the 20/21 school year, some funds were not needed to be expended. We will be using what we learned from this school year to continue to increase participation by offering various methods of engagement for our families, such as purchasing the GooseChase App.		

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)
Visitors not permitted in school buildings during the Pandemic.	None	Add items/materials to support our School Choice option - The Academy of Science and Music; provide additional opportunities for families to visit the room and ask questions regarding check-out items to increase usage and comfortability. Create a Parent Resource Room Brochure with a list of materials available for check-out. Incorporate a Scavenger Hunt at family events that includes the Parent Resource Room and a flyer for the upcoming event(s). Note new arrivals to the Parent Resource Room or positive feedback from a family who used the room in our monthly newsletter.
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)	32	Q&A with clarifying questions and answers.
Developmental Meeting (End of Year)	15	Open discussion throughout the meeting
Literacy Night	98	Provided families with take-home reading activities and grade specific book lists for students. Parents responded positively to the event.
Science Night	35	Increased number of on-site live science inquiries with student leadership
Math Night	40	Grade-level problems to solve and hands-on materials/games that parents can duplicate at home with household items.
FSA Information Night	21	Questions from students as well as families with immediate responses and follow-up practice materials provided
Dudes Do Read	19	Varied participation using virtual presentation
Autism Acceptance/Awareness	10	Presented materials sent home with participating families for usage
Writing/Poetry/Singing Night	31	Increased Book Log Usage with written responses and highlighted books gifted to students throughout the school year (Read USA, United Way)

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.
<ul style="list-style-type: none"> Consider including 'alumni' middle and high schoolers at family events to help 'sell' the school to the community and help current students see what is possible in the future. Try to use a multitude of ways to communicate school information without frustrating families. Parent resource room suggestions (add science and music materials to support School Choice)

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: Not enough communication regarding events/Parent Resource Room
2. Barrier 2: Lack of enthusiasm from staff members regarding events
3. Barrier 3: Low attendance at events
4. Barrier 4: Purposeful information for families
5. Barrier 5: Limited student leadership at events

(1) Prioritize the **TOP THREE** the barriers (it may be possible to combine some)

(2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Communication /Staff Enthusiasm	Create a Parent Resource Room Brochure with a list of materials available for check-out; Incorporate a Scavenger Hunt at family events that includes the Parent Resource Room and a flyer for the upcoming event(s); note new arrivals to the Parent Resource Room or positive feedback from a family whom used the room in our monthly newsletter; communicate 'save the dates' for upcoming events in a more timely manner (month before, 2-weeks before, 1 week before) in multiple methods as shared by family preference; sharing Parent Resource Room Brochure during Parent Teacher Conferences, Open House, etc. Since visitors were not permitted into the parent resource room, this will be continued this year.
2)	Low Attendance	Continue to increase student leadership in events with whole grade levels participating as well as select students from each grade level; highlight various extra-curricular clubs at events to connect learning to real-world application. Incorporate virtual meeting options, as able. Target additional activities to our parents with younger students and CSS parents to improve participation and involvement at a younger age of the students.

3)	Purposeful Information	Schedule Parent Academies, etc. per parent survey interest; continue to increase student leadership in events with whole grade levels participating as well as select students from each grade level.
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Overarching Outcomes/Goals for the Current School Year

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

- Increase participation in Family Evening Events
- Increase usage of Parent Resource Room
- Increase partnership with Families in Mental Health/Wellness and Behavioral support/resources.
- Align staff Professional Development with parent/student survey weaknesses, including staff spotlights at the end of the school year and over the summer for families to get to know their new teachers prior to the beginning of the school year

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?

- ESOL para-professional and Office Staff
- Providing food to families who attend events.
- More frequent and timely communication regarding events, including Social Media sites
- Linking information/presenters from the event to our website for those families that could not attend.
- Offer multiple meeting times, when available
- Offer virtual meeting option, as able, with possible recording for later accessibility.
- Activities for students and siblings to participate in with their families.
- Provide information to families in their chosen language

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?

- Blackboard Communicator (email, text, phone)
- School website
- Social Media Sites
- Peachjar
- Monthly Newsletter (paper, text, email, phone, Social Media Sites, Website)
- Flyers (multiple- 1, 2 and 4 weeks in advance)

*Information provided to families in their chosen language

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

- Spanish
- Tagalong
- Portuguese
- Pashto
- Arabic
- Albanian
- Japanese (Nihongo)
- Ukranian
- Chinese (Zongwen)

- Vietnamese
- Turkish
- Russian
- Cambodian (Khmer)
- French

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) Blackboard Communicator (email, text, phone) provided weekly for upcoming events
- (2) School website (with monthly calendar)
- (3) Social Media Sites
- (4) Peachjar
- (5) Monthly Newsletter (paper, text, email, phone, Social Media Sites, Website)
- (6) Flyers (multiple- 1, 2 and 4 weeks in advance)
- (7) Title 1 Annual Meeting

*Information provided to families in their chosen language

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?

During SAC Meetings and Family Events (including Title 1 Events):

- (1) Parent nights for Math, Science and ELA will serve as an opportunity for the school to share the curriculum of our District/school and answer questions for families. Open Houses will provide an overview. Preliminary information for BEST standards for K-2 and appropriate reading lists provided over the 2021 summer to families.
- (2) FSA Information parent night will serve to inform families of the requirements of state testing. Open House and teacher conferences will also provide measured progress information.
- (3) Achievement Level expectations will be shared during Open House, SAC Meetings and Parent Meetings
- (4) School-Parent Compact forms and conferences with teachers
- (5) Title 1 Annual Meeting

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

- (1) SAC Meetings
- (2) SAC Communication (Brochure, marquee, email, Blackboard Communicator, Monthly Newsletter)
- (3) Annual Meeting- prior to first Open House
- (4) Developmental Meeting- combine with a school event
- (5) The school will communicate the above-mentioned decision-making opportunities via all methods described previously

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]

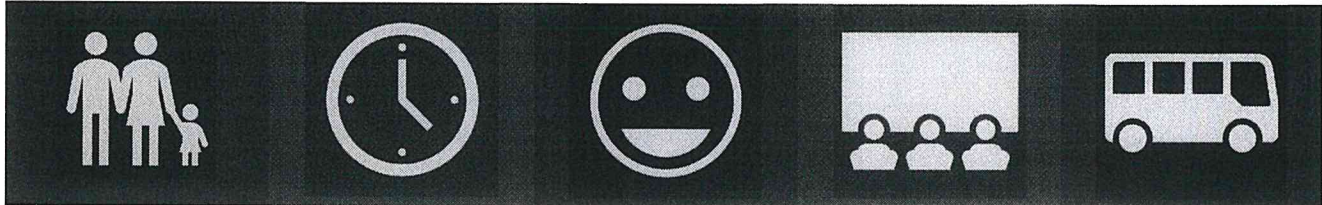
- Parent feedback will be collected by the school through surveys and evaluations of each program. The school will provide information to the Title 1 Office via email, comments and concerns that are brought to the school's attention.
- Contact information for the Title 1 District Office will be shared on our website and Parent Resource Room.

(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?

- Parent Resource Room (printed copy)
- Main Office (printed copy)
- Highlighted at Open House(s)
- Available and reviewed during meetings.
- Website

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)].

Title 1 Parent Meetings will take place at designated times (to precede a parent night event) indicated to be convenient by our families on previous surveys. We will involve parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title 1 programs by inviting and engaging parents in the developmental meeting, annual meeting and SAC. A virtual meeting option will be provided, as able.

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)]

- Continue with the shift in the start time of events back one-half hour to allow more time for transportation
- Childcare - Provide hands-on activities to engage students/siblings with families.
- Home Visits - Provided by School Social Worker, when appropriate
- Additional Services to remove barriers to encourage event attendance - provide food, shift event start time back one-half hour, increase notification of upcoming events to 1, 2 and 4 weeks prior in multiple methods

FLEXIBLE FAMILY MEETINGS

<p>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)]</p> <ul style="list-style-type: none"> • Title I Annual and Developmental Meetings • SAC • Family events • 5 Essentials Survey • Event feedback forms • Communication between staff and families, such as emails, Parent Teacher Conferences, IEP Meetings, informal discussions, etc.
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <ul style="list-style-type: none"> • Event feedback forms • 5 Essentials Survey • Notes from the Developmental Needs Assessment Meeting on 3/25/2021
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other <u>Virtual Meeting Option</u></p>

REQUIRED ANNUAL MEETING

<p>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)]</p> <ol style="list-style-type: none"> 1. <u>Step 1: Begin advertising the meeting on multiple platforms weeks in advance</u> 2. <u>Step 2: Share the purpose of Title 1 funding and how our school will budget for 2021</u> 3. <u>Step 3: Review the School grade, state assessment data and current year school goals</u> 4. <u>Step 4: Review the Title 1 Guidelines</u> 5. <u>Step 5: Review the Parent & Family Engagement Plan</u> 6. <u>Step 6: Visit the Parent Resource Room</u>
<p>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.</p> <ul style="list-style-type: none"> • Explanation of Title 1 • How we qualify for the Title 1 Program • Title 1 Budget/ Funds • The Parent & Family Engagement Plan • Allocated money for the PFEP • Implementing the School-Parent Compact • Parents Right to Know

- Parent Resource Room (provide brochure)
- Academic Goals/AYP/School Choice
- Academic Parent Trainings

Families will be notified of the meeting through fliers, Blackboard Communicator (phone, email, text), marquee, student planners, Social Media, school calendar/website and the monthly newsletter.

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) State Assessment Data/AYP/School Grade from last school year provided
- (2) Discuss feeder patterns and School Choice options; VPK and Kindergarten Orientations. Landmark Middle School connection with 5th grade families- Field Trip, invite to school events.
- (3) Define Parents Rights and share various methods to provide input/feedback

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?

- Blackboard Communicator (phone, email, text)
- Flyers
- Marquee
- Monthly Newsletter
- Student Planners
- Social Media
- Peachjar

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.

In March 2022, we will conduct a Developmental Meeting with parents and community stakeholders linked to a student event or SAC Meeting to increase participation and attendance. During this meeting, parents will have the opportunity to provide feedback regarding the parent engagement activities and nights that took place during the year. We will utilize a rubric provided by the Title I district as a guide of measure to assess our program. Parents will then brainstorm activities for the upcoming year to include in the PFEP. Parents and community stakeholders engage in conversation about the successes and outcomes of previous parent activities, and they determine if some events should be repeated because of the impact or eliminated due to low impact or attendance. Once they are done with their brainstorming of ideas for the upcoming year, they are then compiled onto one

document and reviewed whole group. These ideas are then shared with the Title I lead, Administration and SAC for final review and eventual approval.

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>Parents have requested (parent survey) additional support with technology (TEAMS, online learning platforms), academic and homework help, student activities outside of the school day and mental health wellness/behavioral support and resources.</p> <p>Through our parent nights (academic), we will provide viable support for parents to support their children at home with homework and studying. Additional Parent Academy sessions will be scheduled regarding technology, academics, and school and District supports and resources. Vendors and DCPS Middle Schools will be invited to family events to share activities that are sponsored through the school and in the community.</p>
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p> <p>Using our parent nights and business/ faith-based and volunteer partnerships, we will increase the attendance of families to each event as well as improve communication between home and school on an ongoing basis. Our business partners participate in many of our school events such as ELA, Science and Math Nights, Dudes Do Read and school-wide science inquiries by volunteering/donating. Our Faith-based partners donate food (weekly) and clothing to students/families in need. We will continue to highlight our partnerships with local businesses and communities on our school campus, our website, and newsletters and at the businesses/churches.</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) The Parent Resource room will be a safe space for families to engage in the school setting by hosting/ participating in learning sessions, checking out materials, utilizing supplies and resources and volunteering to organize or utilize non-perishable food and coordinate with our faith-based partners. We will also utilize PFEP funds to add items/materials to support our School Choice option - The Academy of Science and Music; provide additional opportunities for families to visit the room and ask questions regarding check-out items to increase usage and comfortability.</p> <p>(2) The advertisement of our Parent Resource Room will occur through Blackboard Communicator (email, text, phone), website, Social Media, flyers, events, and tours. A brochure with a list of materials for check-out will be shared at Parent Teacher Conferences, family events and our website.</p> <p>(3) Training will be included during pre-planning for teachers and staff on how to make good use to the Parent Resource Room. Parent - teacher conference at a neutral space. Parent - teacher conference with the use and encouragement for material check out. Teacher takes a new family on a tour to the Parent Resource room. Front office staff advises each family of the availability of the room and scheduled learning sessions.</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?

Items for check-out and use at the school will be highlighted through the Parent Resource Room Brochure, during Open House, Parent Teacher conferences, the School-Parent Compact, evening events and in the monthly newsletter. In addition, our school has purchased educational games, activities, sensory items, science and music materials to support our School Choice as well as books for families to use at home with their children. Funds were also expended for office materials, such as printer ink/toner, paper, and postage to better keep our families informed of the resources we have to offer. GooseChase is also being purchased in order to provide us with an engaging and exciting way to involve parents in activities to help them learn ways to work with their children. GooseChase is a blend of the tried-and-true fun of scavenger hunts with mobile technology that will create an exciting learning experience for our families. GooseChase will allow us to present the materials to the parents in a new and exciting way that parents and families will respond positively too. The program will allow us to create scavenger hunts that parents and families can participate in both in person and virtually to help build parent capacity in the academics. Scavenger hunts can be created to present materials related to all academic areas to parents and families and activities can be created that will involve the entire family or parents only with the activities designed to help parents understand the rigors of the new BEST standards and how best to support their children academically. It is an exciting and engaging program that has been utilized by other schools with success for Parent and Family Engagement Events.

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 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- see budget)	Administration	Parents discuss Title 1 Plan for 21/22 and strategies to increase parent involvement. Parents will learn strategies to use	August/September 2021	Attendance Survey

		when talking/helping students with daily assignments.		
Title I Developmental Meeting (required)	Administration	Parents discuss strategies to increase Parent involvement in daily academic work in the Title 1 current plan and plan for 22/23	March 2022	Attendance Survey
Math Night (see budget)	Administration; Math SIP Team/Grade Level	Families will participate in a fun and informative night of standards and skills-based math games. Families will learn how to use take home activities to continue learning at home.	October 2021	Attendance Survey Increase in Math student achievement through iReady, Freckle/Star and FSA- Math
Science Night (see budget)	Administration; Science SIP Team/Grade Level	Parents will learn the science process and how Science Fair Projects align to the science standards	November /December 2021	Attendance Survey Increase in Science student achievement in District EOC assessments and NGSSS- 5 th Science
Writing/Poetry/ Singing Night (see budget)	Administration; Writing SIP Team/Grade Level/Resource	Families will learn strategies to assist students in producing a quality writing piece	December 2021	Attendance Survey Increase in ELA student achievement through FSA- ELA
Literacy Night (see budget)	Administration; Reading SIP Team/Grade Level	Parents will learn skills and strategies to assist students at home in increasing their fluency and comprehension	January 2022	Attendance Survey Increase in ELA student achievement through iReady, Achieve and FSA-ELA
FSA Information Night (see budget)	Administration; Internal SIP Team/Grade Level	Families will learn standards, strategies, and resources to support their child/ren prior the Florida State Assessment	February 2022	Attendance Survey Increase in student achievement on the FSA/NGSSS
Dudes Do Read (see budget)	Leadership/ Resource Team	Families will receive read aloud strategies to support and promote literacy by involving dads/male	March 2022	Attendance Survey Increase in ELA student achievement through iReady,

		role models in reading		Achieve and FSA-ELA
Autism Awareness/Acceptance Night (see budget)	Administration/CSS & ESE Team/Safety Nets SIP Team/Grade Level	Families will learn methods and receive resources to support students with disabilities at home with their academic goals and related needs.	March 2022	Attendance Survey Improved annual culture data from all stakeholders, as well as surveys regarding our Special Needs population

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?

The administration team will ensure that teachers and staff are equipped with the tools needed to support parent and community stakeholders. The School-Parent Compact form will be reviewed and approved through the Shared Decision-Making Team and SAC in August 2021. The form will then be shared at the Annual Meeting in August/September 2021 and Open Houses, prior to the beginning of parent-teacher conferences. Throughout the first semester conferences parents and teachers will discuss their responsibilities regarding the compact. A copy of the compact will be provided to families while one is held at the school. In addition, copies of the conference discussion will be provided to families while one is held at the school.

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

Administration will collect copies of each School-Parent Compact to ensure that each family receives the information. For those families unable to attend a conference at the school a virtual conference will be conducted, and a copy mailed to their home. Families who do not respond/attend will be referred to the School Counselor and/or Social Worker.

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.

- Letters from the school will be sent home with all effected students within the required period.
- Teacher's names and concern will be listed on the letter provided to all affected students' families.
- A copy of the letter will be maintained at the school.
- A list of inexperienced, ineffective, and out-of-field teachers will be maintained by the school and included in digital compliance.

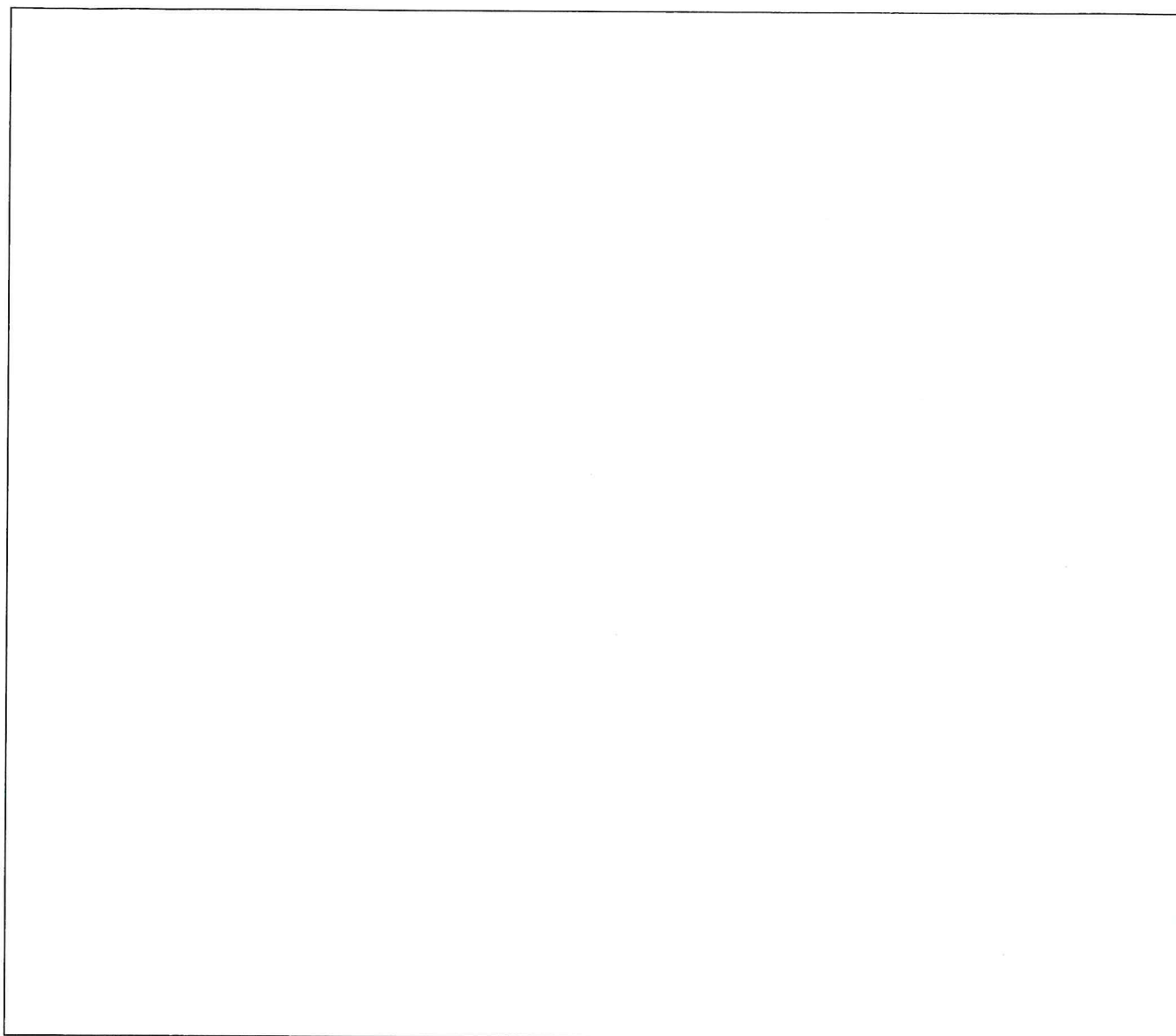
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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>
Poverty Simulation with the Title 1 Team	Administration	Improved ability for staff to support and work with parents and family while showing increased compassion, understanding and patience	August 2021	Sign-in sheets, evaluation sheets, follow-up with staff at Professional Development throughout school year
Ethics Training by Policy & Compliance Dept.	Administration /Policy and Compliance Team	Improved ability for staff to work respectfully with each other, students and families	August-December 2021	School-Parent Compact Forms, notes from parent-teacher conferences
Family Evening Events	Administration and School Staff	Increase family understanding and ability to assist students with their studies at home	September-December 2021; January-March 2022	Sign-in sheets, surveys, annual parent survey (5 Essentials) provided by District
Classroom management and behavior interventions through Book Study with Florida Inclusion Network	Administration /MLT/FIN	Increase appropriate behavioral choices from students and interventions put in place by staff members	August 2021-May 2022	Sign-in sheets, evaluation sheets, classroom implementation



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	Students who receive these funds are also invited to our parent engagement events. In addition, our school hosts a specific event annually to address the needs of several of our students with special needs.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	All VPK families are invited to every school event.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Our school follows the District policy in immediately serving any student that enrolls in our school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Provide school-day tutoring to identified students as well as providing families with materials and methods to support their children at home.
<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.