

Title I, Part A *Fort Caroline* Parent and Family Engagement Plan



Fort Caroline Middle School
Chelvert J. Wellington; Principal
www.duvalschools.org/fcm

#3238

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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, Chelvert J. Wellington, 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.

Chelvert J. Wellington

8/1/22

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
\$3238.92	\$ 2056.01	\$1292.99
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		
<i>Funds were not completely utilized as we were still adhering to a few COVID restrictions and parents were not allowed into the building. Parents will be engaged in schools' meetings and events to ensure Title I funds are fully expended.</i>		

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)
0	0	The resource center was not utilized with parent access due to Covid-19. The resource room was utilized with the newly established food pantry, which will be an ongoing resource to students and families in the upcoming year. Last year the food pantry distributed over 20 bags of food.

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)	12	Engagement with parents during the event generated positive feedback regarding upcoming school year activities. Parents expressed interest in upcoming activities.
Developmental Meeting (End of Year)	15	Engagement with parents during the event generated positive feedback regarding activities held throughout the year.
Donuts with Dads	22	Positive feedback and representation on social media regarding the event. Interest expressed for additional opportunities for involvement.
Muffins with Moms	10	Parents appreciated the opportunity to engage with their students in a different environment.
Dine and Data	15	Parents expressed understanding of learning their child's FSA, Lexile and overall testing data.
Title I Development meeting	10	Positive feedback regarding ongoing activities. Collaborate dialogue in ongoing parent involvement events.
Transition to Middle School	50	Parents were able to assist students with organization and study habits. Planners are sent home with students and parents ensure that they are signed and returned.
Title I Annual Meeting	10	Positive feedback regarding ongoing activities. Collaborate dialogue in ongoing parent involvement events.
Grandparents, Guardians and Goodies	15	Positive feedback regarding event and request for additional opportunities for grandparents to be involved in their student's education.
Transition to High School	150	Event was offered to 7 th and 8 th grade families. A significant turnout and overwhelming positive feedback regarding information provided during the event. Parents requested to have additional opportunities to learn about how to help support their child through high school.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

- Parents voice concerns of COVID restrictions and safety measures.
- Parents were concerned with the lack of resources and support from the district level compared to other magnet programs.

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. Covid barriers will still pose as a challenge this year, thus making access to technology and participation difficult for engagement and attendance
2. Families have on-going socio-economic needs that will require additional support
3. Times for some scheduled events were not convenient
4. Lack of resources and support, compared to other magnet programs
5. Families are interested

(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	Face-to-face meetings will be available, as will the option for virtual and telephone for families to address all areas of access

2)	Scheduling	Will offer and adjust times for scheduled events to capture stronger participation and engagement
3)	Resources	Soliciting stronger partnerships with stakeholders, establishing a strong PTA, and building more community relationships to garner additional engagement and involvement.

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?

Fort Caroline Middle School will increase the percentage of parent and family engagement in all Title I, Part A activities by adjusting meeting models to a hybrid option of both face-to-face and virtual meetings. We will also adjust meeting times that are feasible for most parents, offering both an AM and PM session, and virtual session option for applicable events. Fort Caroline will also offer parent teacher conferences through all methods - face to face, virtual and phone, to limit barrier to communication and partnership with parents. Fort Caroline will establish a strong PTA, enhancing parental involvement and buy-in, which will also include strengthening existing community partnerships, but also soliciting new community partners. The goal is to provide as many resources and support as possible, to our students and families at The Fort, while also delivering a comprehensive program that meets their diverse needs.

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?

As we continue to move forward in the post Covid-19 environment, we will increase our usage of technology as well as face-to-face communication. This will help create multiple methods for parents to join and engage in Parental Involvement activities. We will also increase our social media and electronic communication to connect with students and families through those platforms, engaging them with reminders and ways to engage in another modality. We also plan to connect with our ESOL department for additional resources for our English as a Second Language families to ensure they're also receiving communication.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

We will make a concerted effort to provide an interpreter for parent meetings, events, and activities to ensure parents have a defined understanding of how they can assist their child in academic success. When interpreters are not available, we will utilize the support of faculty and staff of Fort Caroline. Information will be delivered verbally and written in each parent session. Information is sent via School Messenger and through social media.

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

The ESOL population of our students is majority speakers of Spanish

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

- (1) Information about Title I, Part A programs will be distributed in a variety of ways throughout the year including, but not limited to, notifications such as weekly emails, and Social Media Updates, as well as website messages.
- (2) Parents with different languages will receive flyers in their language. The flyer will also be posted to our social media outlets and website.
- (3) Social Media Outlets and School Website

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) Each semester, parents are invited to participate in parent events that focus on upcoming assessments, transition information, and school wide data.
- (2) In the weekly communication, parents are guided with various support documents that assist them in measuring their child's grades and progress on blended learning against grade level standards.
- (3) Assessments will vary by subject area and include a variety of district progress monitoring tools and teacher created assessments.
- (4) We will host Dine and Data night to promote academic data and understanding of assessment scores. All information will be presented in all applicable languages if necessary.

(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 and PTA meetings are held monthly for all stakeholders. This gives parents the opportunity to freely give their voices to the administration and vote on items if need be.
- (2) Notification for these events are put out via school calendar, social media outlets, weekly email, school marquee, and website. All parents are encouraged to attend these meetings to have input and decision-making opportunities

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 and family comments will be collected and submitted to the LEA

(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 printed copy of PFEP will be provided in the Parent Resource Room, during SAC and PTA meetings, Title I Parent Engagement meetings, and will be made available through the front office upon request.
- (2) We can provide this document in Spanish and French.

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)].

Parents and families will be invited to the Parent Involvement meeting to collaborate with the school on the development of the parent involvement plan. This meeting will focus on generating ideas regarding activities and events to help strengthen their understanding of the Title I program. Parents will also be invited to attend semesterly virtual parent meetings with a focus on academic services that are being offered to their student(s) and to inform them of ways they can support school initiatives. Finally, parents will be invited regularly to attend monthly SAC and PTA meetings in order to obtain feedback and to be updated about the implementation of planned activities. All meetings will be held in the evenings.

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

- Transportation - Provide JTA bus passes for those who cannot make engagement events.
- Childcare - Use Title I funds to pay for an onsite childcare service for parents attending engagement events and meetings.
- Home Visits - Additional flyers, mailings, and social media coverage of news and events will be provided for those parents and families unable to attend.
- Additional Services to remove barriers to encourage event attendance - parents will also be able to join our meetings virtually as well via Microsoft Teams.

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)]

Based on surveys completed, parents expressed a desire to have a mixture of AM an PM meeting to create opportunities for the working and non-working parent. They also suggested an option for virtual meetings in the event school access becomes restricted during the 2022-2023 school year.

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

Surveys and attendance from meetings held during the 22-23 school year indicated parents' desires and/or suggestions for meeting days/times and options.

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 and Face-to-Face

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: Create flyer and post to Social media outlets and website. Also place announcement on school marquee completed by Media Team no later than the end of August of 2022.
2. Step 2: Develop agenda, documents, and materials for meeting completed by Title I Chairperson no later than end of August 2022.
3. Step 3: Finalize plan with parent input within the school Parent Compact to be completed by the Title I chairperson by the end of September 2022.
4. Step 4: Maintain documentation year-round to ensure proper implantation of Title I programs to be completed by the Title I chairperson Annually.

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.
Fort Caroline will share with parents the information pertaining to the purpose of the Title I program and its benefits to the school and all students. The benefits of Title I will also be shared, qualifying factors, school-wide monies received, programs and supplemental resources offered at school to support parents and students, assistance to migratory families, the Parents Resource Room, academic goals for the school year, discipline data, parent-school compact, and events that are planned for throughout the year.
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 Annual Meeting and SAC meetings, parents will be updated on all information pertaining to school choice, AYP. (2) In addition, parents will be updated on topics such as: historical testing data, transitional information for 6 th and 8 th grade students, goal setting for accountability areas (Reading, Math, Civics, Alg. 1, Biology, and 8 th grade Science), and the notification of teachers that may be out of field. (3) Finally, they will be notified on the parent's rights.
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?
Fort Caroline will send home letters and flyers to advertise events.

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 <u>evaluate</u> Parent and Family Engagement that occurred during the year and to <u>prepare</u> for the upcoming year if the school continues to qualify for Title I, Part A funding.
Step 1: A meeting will be scheduled at the parent's convenience. Step 2: During the Developmental Meeting, we will review the effectiveness of the Title I events, Parent Resources, budget expenditure and preplan ideas for the following school year's Title I activities. Step 3: Parents will provide feedback both verbally and written to document for the upcoming year.

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>Activities at Fort Caroline Middle will surround school events. These events are held where parents are the center of the activity. We deliver parent information that is specific to students, and how parents can help students achieve. Parents will receive guidance on topics that can assist in helping their students outside of the school. Communicating the goals to parents each week will be key to the students' success.</p>
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p>
<p>Community and business partners will be invited to attend all Title I events and meetings. If the event consists of activities to expose local businesses to the school, they will be asked to showcase their business. Additionally, the marquee will advertise art events that will be open to the general public.</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) Fort Caroline will outfit the Parent Resource Room with technology, resources, event calendars and up to date information for parents to utilize. (2) The Parent Resource Room is clearly labeled in the front office of the school and is easily accessible to parents during hours of operation. (3) Teachers and office staff will be trained on how to use the Parent resource Room with parents during the preplanning training.</p>
<p>If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?</p>
<p>The following will be purchased with parent engagement funds to help prepare parents to use the materials provided at home with their children:</p> <ol style="list-style-type: none"> 1) Laptop purchased for parents to use for research, employment applications, FOCUS access, etc. 2) Paper for the printer will be provided for parents as needed. 3) Composition notebooks are purchased for parents to take notes and journaling.

PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Title I Annual Meeting (required)	Principal Wellington	To increase the participation of parents and families in Title I activities and events and to plan the utilization of Title I funds and resources	August 2022	Sign-in sheets, Parent Compacts, and parent survey
Title I Developmental Meeting (required)	Principal Wellington	Increase the number of active parents and students that utilize services within the school	March 2023	Sign-in sheets, Parent Compacts, and parent survey
Transition to Middle School Night	School Counselors	Parents will receive information to assist in making and preparing for the transition into the middle school for themselves and their students.	October 2022	Sign-in sheets, parent survey, agenda, and minutes

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Grandparents, Guardians, and Goodies	School Counselors	Parents will attend a session to learn about their students' reading and math proficiency levels and what to do to help their students with accountability tests	February 2023	Sign-in sheets, parent survey, agenda, and minutes
From Engagement to Involvement	Parent Involvement Liaison	Parents will receive information on how to take a more engaged role within the school community versus active involvement.	November 2022	Sign-in sheets, parent survey, agenda, and minutes
Nacho Average Dads	Principal Wellington	Parents will attend a session to learn about their students' reading and math proficiency levels and what to do to help their students with accountability tests	December 2022	Sign-in sheets, parent survey, agenda, and minutes
Transition to High School	School Counselors	Parents will receive information to assist in making and preparing for the transition to the next grade or high school. Introduce the Crucial Conversations book to parents and highlight key concepts.	January 2023	Sign-in sheets, parent survey, agenda, and minutes

Data Date Night	Leadership Team and Faculty	Parents will learn strategies and receive resources to assist their child in being successful in school; understanding of excelling on assessments; and understanding of math, language arts, science, and social studies. Parents will also receive resources and learn how to effectively use the various online tools (ACHIEVE3000, Focus, etc.) as a way to track their progress and communicate with the school.	January 2023	Sign-in sheets, parent survey, agenda, and minutes
Muffins with Moms	Assistant Principal Sarjeant	Parents will attend a session to learn about their students' reading and math proficiency levels and what to do to help their students with accountability tests	November 2022	Sign-in sheets, parent survey, agenda, and minutes
Art Night	Art Teachers Principal Assistant Principal	Parents will engage in make and takes, creating art projects as they learn how to foster their child's interest in art and how art can positively impact academics and behavior.	March 2023	Sign-in sheets, parent survey, agenda, and minutes

Schools may add or remove rows as needed.

PARENT COMPACT

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

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

- Flyers - printed to take home, posted throughout school, and posted on social media
- Meeting Agenda
- Sign-in Sheets
- Meeting Minutes

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

Documentation (minutes) is required for all conferences. Principal will ask for a sampling of documents from teachers to determine if teachers are in compliance with the Title I. The principal will also review sign-in sheets.

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) Parents will receive notification via letter for any teacher that is not certified within the area in which they are currently teaching.
- 2) Parents will receive notification via letter for any teacher that is out-of-field within the area in which they are currently teaching.

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 2022</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Culturally and Linguistically Responsive Teaching and Learning	Principal Wellington	Improved ability for faculty and staff to work with students and families, as well as enhance empathy and positive communication between staff and parents/guardians / Families. School Communication	August 2022	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>

Log usage increased by 30%.

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	Parents will be provided with procedural safeguards to ensure that their child is in the least restrictive environment. Parents will learn about supplemental instructional support during the development of the students IEP.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	N/A
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and/or career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Information from the McKinney-Vento Homeless Assistance Act will be readily available in the Parent Resource Room. School counselors will be partnered with parents to provide resources to students and families needed.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	SAI funds will be used to ensure that academic tutoring programs are offered to students before, after, and even during the school day.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Faculty and staff will receive ongoing training throughout the year to help develop their understanding of Title I compliance and providing the proper support for students, parents, and families.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	English Language Learning parents and families will be provided event information as well as instructional training and resources in their native language so that they will be prepared to support their students' progress.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Students have access to after school program and tutoring resources throughout the year. We also provide small group tutoring for students who need additional academic support.