

2021-22

Title I, Part A **Crown Point
Elementary**

Parent and Family Engagement Plan



School Name: Crown Point Elementary

School #: 3245

Principal Name: [Mr. Brett Hartley]

School Website: [<https://dcps.duvalschools.org/crownpoint>]



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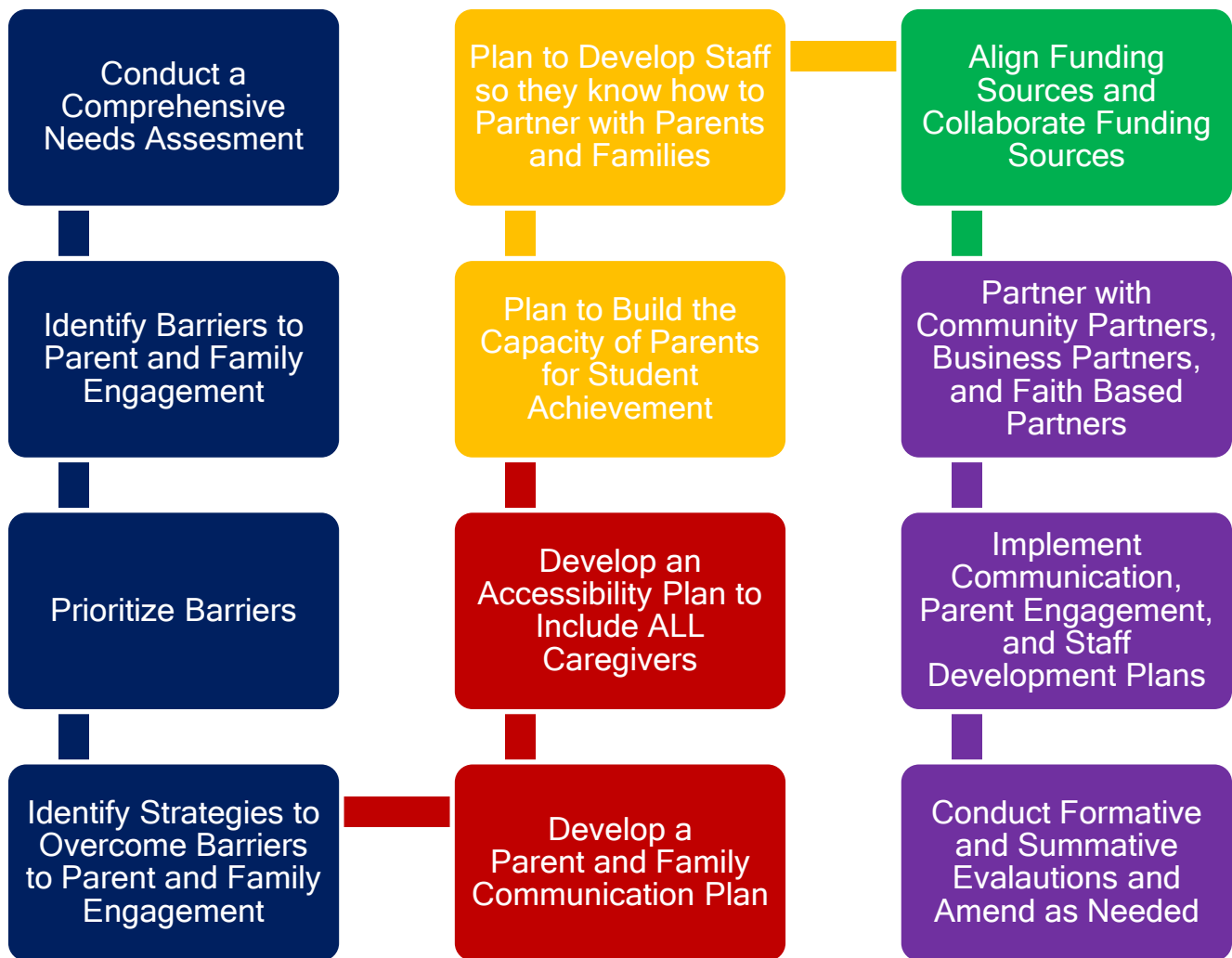
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OVERVIEW

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, Brett Hartley, 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.

Mr. Brett Hartley
Signature of Principal/School Administrator

April 5, 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	\$3,169.69	\$30.31
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
The funds remaining are due to price changes that occurred after receiving initial quotes for items. Company discounts were offered in some cases. The school plans on purchasing more for events and more strategically to expend closer to 100% of the funds		

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)
3	0	Crown Point plans to open the Parent Resource Room for every in-person event. Signs will be posted to encourage parents to inquire about the room. The corona virus impacted parent participation this year.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	10	The feedback was positive, parents were able to share great ideas about events they would like to see take place such as

		continuing with Mad Scientist, and reading and math events to further help them help their students.
Developmental Meeting (End of Year)	2	Participation was very low this year.
Mad Scientist	22	This year, Mad Scientist Day was a drive through activity. Most participants came from the Duval Homeroom participants. They were very happy to come on campus to participate after being isolated for a long period of time.
Math Night	85	Another virtual event that did not disappoint! Parent feedback for Math Night was positive. Parents learned math strategies through an online platform. It gave parents the tools to help their children with math.
Reading Night	70	This drive through activity was a great success. Parents were provided lots of fun activities they can use at home to help students with literacy. The parents were provided resources which included flash cards, crosswords puzzles and other fun things to help parents help their children.
FSA Parent Night & Fitness	78	This event focused on the science aspect of fitness. Parents were provided science focused materials and resources which included science and fitness word search activities to be completed at home with students. Also included was a science activity book for parents and students to complete together at home.

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.
Parents were pleased with the number of events held throughout the school year. They would like to see more activities that differentiate between primary and intermediate

learning strategies.

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 Work schedule conflict
2. Barrier 2 School closing due to virus
3. Barrier 3 transportation
4. Barrier 4 technology
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)	Work Schedule	We added in flexible scheduling to address the needs of parents to have meetings at varying times. Purchasing postage gives us a chance to notify parents in a timely manner so they can make work schedule adjustments as needed.
2)	Language Barrier	We have parents from diverse backgrounds and cultures. Having support for language has been identified as a potential barrier. We will utilize communication venues that allow for translation of information for parents.
3)	COVI-19	Parents are feeling fearful about coming into the building this year. However, they have been really excited about the virtual events and the distribution of instructional support materials during the drive-through events.

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?

Crown Point Elementary school is still holding steady with a "B" letter grade. There was no FSA testing last year, but we remain optimistic that we will reach an "A" by keeping parents involved with their kids. We have to keep families encouraged and motivated to use the resources we provided to supplement literacy at home ex: flash cards, literacy activities etc.

MUNICATION 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?

Crown Point Elementary School will provide full opportunities for all parents and families to participate in family engagement events by sending out timely notifications and personal invitations. The notifications will be sent home in multiple languages for parents who do not speak English. Translators will be provided for families who would like to attend but are non-English speaking. Some events will be targeted by grade levels to provide parents an opportunity to attend multiple sessions without conflicting times.

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?

Timely notifications in multiple languages will be sent home several weeks in advance to improve family engagement.

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

Spanish, Russian, Mom, Portuguese, Farsee, Albanian, Arabic,

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) Flyers translated in multiple languages, automated phone calls, marquee at least 2 weeks in advance. Messages sent in student planners, newsletters
- (2) Information will be shared with parents in their chosen language.
- (3) Class Dojo, Social Media, Facebook, flyers, marquee, automated phone calls, student planners, newsletters, and so on.

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?

Teachers provide the information in parent teacher conferences. The Title I Annual Meeting provides crucial data regarding the school. Several of the Parent and Family Engagement sessions are specifically designed to focus on accountability areas to include Reading, Math & Science. During the session, the principal and instructional coaches will discuss overall school data. The Academic Coaches will provide parents with specific instructional strategies to help students progress to the expected achievement levels. During all parent meetings to include PTA, SAC, Title I, Open House etc...Principal Hartley will discuss the result of baseline testing, mid-year assessments, and overall FSA data with parents and guardians. All information will be shared with parents in their chosen language.

(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?

Decision making opportunities include the following:

1. The Title I Developmental Meeting
2. PTA
3. SAC
4. Title I Annual Meeting
5. Open House
6. Parent Conferences

All parents are invited via Class Dojo, phone blast, marquee, etc. to participate in all events and are provided 2 week notice. Principal Hartley, along with his administrative staff, will provide sign-up sheets for parents, guardians, grandparents to join and actively participate in monthly meetings. For parents who don't attend the meetings, flyers (in multiple languages) will be sent out to all parents in their native language to encourage participation. Phone blasts are used as well student planners.

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]

If the Crown Point Elementary Parent and Family Engagement Plan is not satisfactory to parents, the Title I Liaison will contact the LEA via email, or phone.

(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?

Once the PFEP has been approved, it will be posted in the Parent Resource room, the main office and a copy will be given out at Open House. A copy will also be placed on the webpage. Flyers will be made in multiple languages through the help and support from the ESOL department.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

The principal does an automated call-out weekly to inform parents on upcoming events. Teachers communicate in student planners, the school sends flyers, and additional notifications two weeks prior to any event, a flyer is sent home with every student in their language.

Because we had success with using a virtual meeting due to school closing, we plan to also implement the use of virtual meetings as an option for parents who cannot make it to the school due to external barriers.

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 - If needed, a bus can be requested to run routes in nearby apartment complexes.
- Childcare - to be addressed based on need.
- Home Visits - to be conducted by social services as needed.
- No additional services needed.

FLEXIBLE FAMILY MEETINGS

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

Parents are always surveyed during the Developmental meetings and during the Annual meeting. We encourage parents to complete the Building Capacity portion of the survey. Parents are also able to provide input during PFEP events via feedback forms. The information shared during both meetings determines our next steps and how meeting times are scheduled. We also use the feedback provided after PFEP events and is likewise used to plan.

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

When making decisions regarding home visits, childcare, and transportation needs, CPE always reviews the parents' concerns shared on surveys.

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

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: Principal sets a date
2. Step 2: Designee creates a flyer in multiple languages to go home
3. Step 3: Flyer goes home with details about the event.
4. Step 4: During the meeting, the parents will be surveyed using the building capacity document
5. Step 5: Survey information will be taken to schedule specific meeting dates.
6. And so, on as needed....

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.

We will discuss the following agenda items during the Annual Meeting: The purpose of the meeting, What Title I is, school-wide programs, the PFEP, school-parent compact, parents' rights to know, and gather input on parent events.

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.

The school administrators will use a PowerPoint presentation to cover key topics that parents need to know. The topics will include but are not limited to the following: overall school grade, Reading and Math data from the Florida State Assessment, overall student gains, adequate yearly progress of students broken down by subgroups, and so on. Also included in the meeting will be the parents' right to know and school choice.

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?

(1) Parents will be sent a special invitation inviting them out to participate in the Parent and Family Engagement Planning Meeting.

In addition to the personal invitation (flyer), notice will be posted on the marquee. A telephone link by the principal will also be sent out to encourage parent participation.

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

The principal will notify all organizations such as SAC, PTA. Additionally, all other parents will be notified with a special invitation, a phone call, and a notification on the marquee. The event will be held at a time that is most convenient for parents. Feedback will be solicited through a survey about our annual performance. The survey will be conducted on paper, in person, and virtually for parents who are unable to make it into the building.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

The SIP provides a blueprint for meeting the needs of our students and families. After conducting a needs assessment to determine the needs of our families, the SIP is used to ensure activities and events are planned according to the needs of our families. Additionally, during the planning session, parents will share ideas of activities they would like to participate in. The parent ideas will be the bases for the plan. A survey will be given to parents, and parents will be able to provide in writing, their wishes. The Developmental Meeting will also be held in the spring to provide parents an opportunity to provide feedback and input. The school will implement activities that address the specific needs of our school in order to improve student achievement. For example, the school will host a Math night that focuses on math strategies that parents can use to help their students learn math.

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

In addition to using the Title I funds, Crown Point Elementary will partner with our local Faith Based Partners to conduct community Out Reach service projects. Training will teach individuals how to serve communities in poverty with dignity.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

1. The Parent Resource Room will be open daily for parents to borrow family resource materials to help their students academically. Parents will be given a tour during Open House and Orientation.
2. Teachers and staff members are asked to share information regarding the parent resource room. Some teachers opt to have their parent/teacher conferences in the Parent Resource room to introduce parents to the room and promote room usage. This school year, we will also incorporate more social media communication via Facebook, school's webpage etc.
3. Teachers will be trained during pre-planning, on how to use the Parent Resource room and why it is important to advertise and encourage parents to use the room. Parents will be informed about the Parent Resource Room during PFEP events.

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?

Parents are encouraged to participate in fieldtrips that will provide student enrichment, they will be encouraged to volunteer to set-up and break down the book fair, they will be encouraged to participate in Family night events at local restaurants to specifically support Crown Point Elementary. Most important, they will be encouraged to schedule parent/teacher conferences to discuss student progress.

As a part of the Leader in Me Program, Crown point will be training parents on the 7 Habits of highly successful families. This program will work in direct correlation to the leader in me program designed for students. We want all parents to be involved the leadership initiative that has been highly invested in by The School-Wide Title I funds. This is an integral piece of a fantastic program designed to develop students and families.

The purchase of postage will be used to timely notify parents of the scheduled events.

During the events this year, CPE purchased flash cards, reading, math and science activities for parents to support academics at home. The materials were created specifically for parent support. The activities were easy to use for parents and students on all levels. The supplies purchased last year provided some much needed reading and math support FSA, and district level testing. The reading coach, math coach and assistant principals were available at each event to briefly provide an overview of materials.

Also, despite the social distancing restriction, attendance at your events was in-line with participation levels from the 2019 school year and that with those added expenditures, the school will strive to increase parent engagement even more.

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
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<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<p>Parents will learn:</p> <ol style="list-style-type: none"> 1. How to complete the parent portions of FASFA 2. How to research college websites for what their child need for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding 	October 2021, February 2022	<p>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</p>
Title I Annual Meeting (required)	Sanders/ Hartley	Principal will provide an overview of overall school data from the most recent SPAR report and set new goals.	September 2021	Survey
Title I Developmental Meeting (required)	Sanders/ Hartley	Principal will provide a summary of overall school data from the most recent SPAR report	March 2022	Survey, Increased parent participation
Mad Science Day	Driver, Adams & Sanders	Instructional coaches will provide make and take materials for parents to conduct science experiments with their students and enrich understanding of the Scientific Method. This workshop will better assist parents in support students during science fair.	October 2021	Surveys, Increased student achievement in science benchmarks
Math Focus Event	Driver, Hartley	Parents will be introduced to math standards, strategies and make and take activities that will help correct any math misconceptions.	December 2021	Survey, Improved in student performance on district math platforms
Reading Event	Repper & White	Parents will explore ways to help their students become proficient with reading by being exposed to phonics and phonemic awareness.	February 2022	Survey, Improved in student performance on district reading platforms

FSA & Fitness Parent Night	Repper Driver, Sanders	Instructional coaches will equip parents with test taking tools to improve reading, math and science FSA scores.	March 2022	Survey, Improved in student performance on district platforms and state assessments

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?

Parent surveys
 Teacher surveys
 Meeting agendas and conference agendas.
 Meeting notes
 Sample input from parents and teachers.
 All documentation will be on hand with the school and in compliance as well.

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

The principal will conduct a whole group meeting to discuss the Parent Compact. Additionally, he will require it to be standard protocol for teachers to include the Parent Compact in individual parent meetings and conferences. Teachers will keep a log of their conferences and parent contacts.

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.

Notification letters signed and dated by the principal and issued prior to the individual deadlines on an ongoing basis throughout the school year. Information regarding ineffective, out of field, and inexperienced teachers will be kept on hand at the school and uploaded into 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>
Leader In Me Training	Principal Hartley	The training will boost school, parent and student development. The curriculum focuses on improving social-emotional learning, equity, achievement gaps, and self-directed learning. Teachers will be better equipped to assist parents in identifying any social, emotional, or academic concerns.	Ongoing	Teacher Survey
Parent Resource Room	Mrs. Sanders	Teachers will be trained on utilizing the Parent Resource Room with parents. Teachers will be trained on helping parents select materials that best support their children at home. Teachers will also share information and resources (pamphlets	Ongoing	Parent feedback/survey Parent check-out

		and parent resource texts) 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	Through the use of teacher data and recommendations for students to be discussed at MRT meetings. Support is provided with these funds to students as well. Parents are also encouraged to attend events through the PFEP events as well to support their children.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	Pre-K parents are invite to events along with all other parents. They are encouraged to participate in events and attend all Parent Engagement activities. Pre-K parents are provided the same resources to support the education of their young children as well.
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Teachers, Counselors, and school administrators recommends, and refers parents for services which are provided through the district.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Teachers, Counselors, and school administrators recommends, and refers parents for services which are provided through the district. These parents are also encouraged to participate in events at the school as well.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Tutoring services are provided to our at-risk students. This additional support provides parents with the tools they need to help their students learn and grow academically. Teachers, Counselors, and school administrators recommends, and refers parents for services and involve parents in events that will support their children.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Professional development is coordinated based on school and instructional goals.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Teachers, Counselors, and school administrators recommends, and refers parents for services. The school also provides information to parents in their chosen language regarding PFEP events and helping their students achieve.

Schools may add lines as needed.