

**2020-21**  
**Title I, Part A *School***  
**Parent and Family**  
**Engagement Plan**



**School Name: Love Grove Elementary School #: 82**

Principal Name: Tiffany Emanuel-Wright

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



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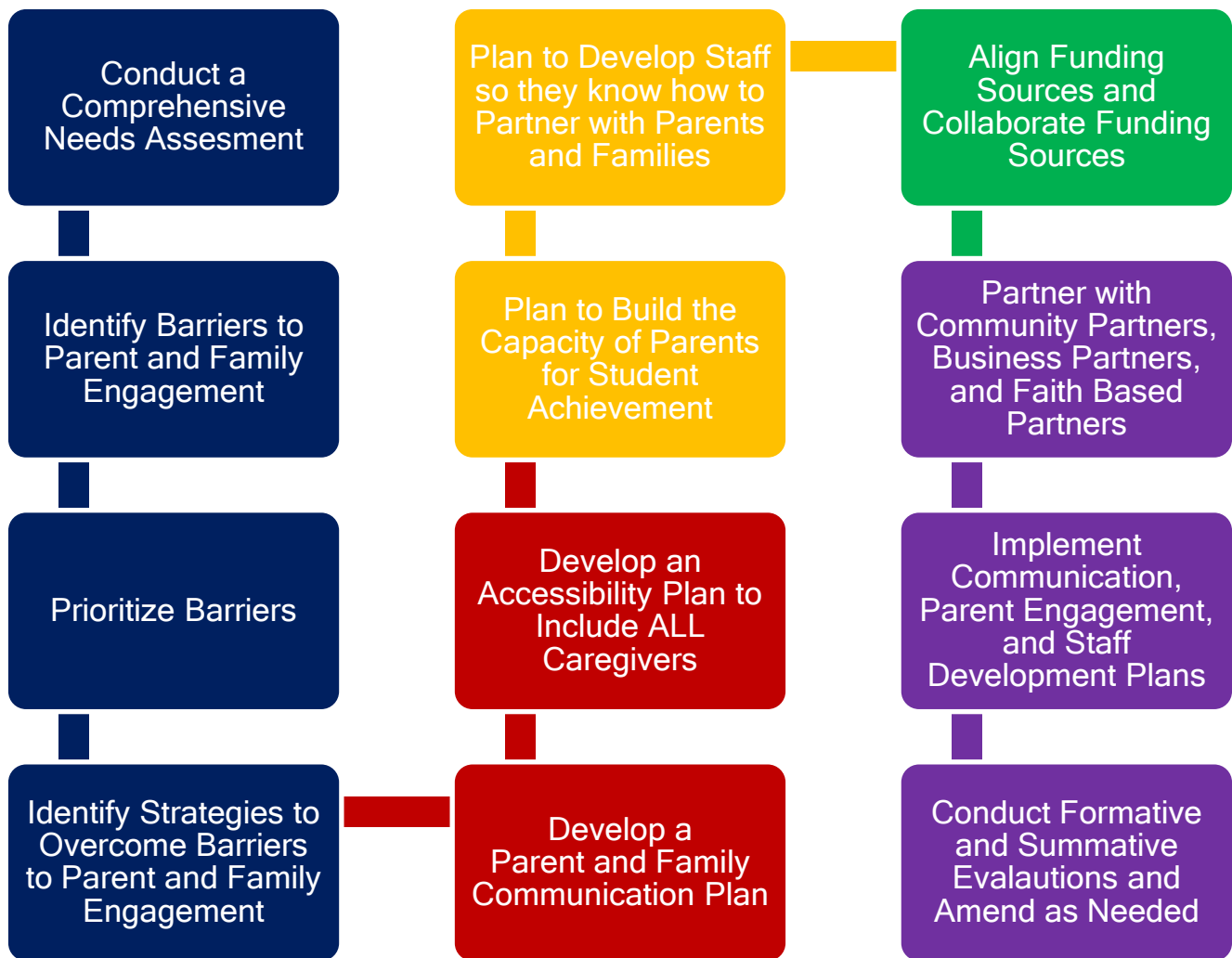
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# OVERVIEW

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, [Click or tap here to enter text.](#), do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

\*click to select each assurance, this page will require an original signature and submission to the District.  
 Tiffany Emanuel-Wright- Principal  
 Signature of Principal/School Administrator

4/17/2020  
 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
\$3400.00	\$2760.61	\$639.39
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 covid-19, all funds were not able to be spent as anticipated. Funds will be spent next school year as scheduled. Parents will be involved in any decision making for funds that are not spent		

### 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)
73	15	Title 1 liason will set up a welcome table at school events to promote the parent resource room. Teachers will promote the resource room during parent-teacher conferences.
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)	64	Workshop Evaluations were completed by attendees:

		<ul style="list-style-type: none"> <li>- all responses indicated that they agreed or strongly agreed (Likert scale format) that the meeting met the goals provided and expectations of the parents.</li> <li>- Comments/suggestions reflected sufficient learning of the items provided</li> </ul>
Developmental Meeting (End of Year)	9	<p><b>Parent Survey</b> responses indicate that families:</p> <ul style="list-style-type: none"> <li>- successfully received information about next year's activities and events (per their feedback about which events interested them)</li> <li>- were able to give their insights about their respective schedule flexibility and barriers to engagement (i.e., transportation and language)</li> <li>- provided meaningful input for the school's Parent and Family Engagement Plan</li> </ul>
Family Night	33	<p><b>Parent Workshop Evaluation</b> feedback indicated that the presentations of student achievement progress monitoring in the form of PMA#2 as well as i-Ready/Achieve student data was clearly presented. A high level of engagement during the <b>Q&amp;A session</b> following the presentation also suggests the activity successfully met its learning objectives.</p>
FSA Night	20	<p><b>FSA Night Event Minutes</b> document an overall info session, presentations by each grade level team as well as middle school representatives; <b>Parent surveys</b> speak to these presentations with follow-up questions or acknowledgements/thanks for the specific info.</p>

*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 would like more information on state testing. Parents would also like more information on when events are happening at the school.

## 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 of parents - Parents schedules for work are all different and need various time offerings
2. Barrier 2- Lack of communication - parents would like more communication about events that are upcoming
3. Barrier 3- Language differences between staff and parents

(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	Offer a variety of meeting times
2)	Communication	Increase use of flyers, school messenger calls, Twitter, Facebook
3)	Language	Use translators at all Title 1 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?

Increase parent engagement by 20% through increased effectiveness with scheduling, communicating activities, and contacting parents via their home language as needed.



# 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 21<sup>st</sup> Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The school will notify all parents of their opportunities to participate in school activities in a timely manner. Communication will be in multiple languages as needed. Flexible scheduling times will be considered as well. Translators will also be at all Title 1 events. Love Grove is handicap accessible for all parents and students

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

The school will notify all parents in multiple languages via flyers, Twitter, and Facebook.

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

English; 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) Flyers, robocalls, school website, Twitter, Facebook, school marquee, and email will be used to communicate in a timely manner.  
 (2) Communication will be bilingual in both English and Spanish  
 (3) Resources include flyers, robocalls, school website, Twitter, Facebook, school marquee, and email.

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) Examples of the curriculum and student work will be shown at Open House and parent-teacher conferences  
 (2) Student assessments used by the school will be explained at the meetings: P/T conferences, content specific parent meetings  
 (3) Progress reports and reports will be used to notify parents of student progress and levels  
 (4) Bilingual school staff will reach out to parents as needed

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

(1) Parents will have the opportunity to participate in decision making during the Developmental Meeting and at monthly SACS meetings.  
 (2) Parents will be notified via robocalls, flyers, school website, Twitter, Facebook, school marquee, and email.

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]

We will upload parent comments to the 'Good Compliance' site for the Title 1 office to review.

(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) Copies will be available in the parent resource room.  
 (2) Bilingual copies will be provided as needed.

# 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 are invited to Title 1 events in a timely manner throughout the school year in order for them to be involved in the decision making of how funds are used.

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: not a barrier

Childcare: not a barrier

Home Visits: as determined by school administration

Other: Interpreters will be present for Spanish speaking parents. Meeting times will vary for parents' work schedules.

## 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)]**

Parent surveys were completed during each Title 1 meeting last 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?**

A parent survey was completed during the PFEP Development meeting.

**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

## 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: Produce flyers to inform parents of the meeting
2. Step 2: Provide Spanish version of flyers
3. Step 3: School messenger robocalls
4. Step 4: Post meeting notice on social media
5. Step 5: Have bilingual staff members present to assist

**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.**

Title 1 PowerPoint will be used to inform parents of the school's current data and goals. Parents will be given an opportunity to ask questions and give input.

**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) Current state assessment data will be shared showing comparisons to the previous school year. Overall proficiency in reading and math along with learning gains will be shared.
- (2) School choice programs offered by the district will be reviewed.
- (3) Parents will be informed of their rights to receive notification of teacher qualifications if students are taught more than four weeks with a teacher that is not highly qualified.

**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?**

Flyers will be posted around campus and sent home with students. The school marquee will be updated with the monthly activities each month.

## 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.**

First, the school will send out invitations/flyers to all parents. Parents will also be notified via robocalls, Twitter, Facebook, and the school marquee. Next, parent feedback surveys will be reviewed from the school year to better understand how the school can meet parents' needs. Finally, parents will be given time for feedback at the end of year meeting to discuss needs/concerns.

# 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?**

Faculty and staff will promote family engagement activities with parents and students. Parent liaison will reach out to parents before events and provide a welcome table to parents at each Title 1 event. Parents will provide feedback via surveys at each event on how the school can better serve them.

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

We will invite our faith-based partners to continue with assistance in efforts to build relationships with our parents.

**(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) Resource room is in the main office and is easily accessible to parents. The school parent liaison is available to assist parents with resources.  
 (2) Reminders to front office visitors, on the school website, and the school's social media accounts  
 (3) All office staff (including parent liaison) are required to familiarize themselves with the parent resource room at the beginning of each school year. Resource Room training will be provided to all staff at the start of the school year.



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?

Resources are primarily provided to parents through our Parent Resource Room.

## PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <li>1. <i>How to complete the parent portions of FASFA</i></li> <li>2. <i>How to research college websites for what their child need for admission</i></li> <li>3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i></li> <li>4. <i>About the most popular scholarship websites and tips for receiving funding</i></li> </ol>	<i>October 2020, February 2021</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)	Principal/AP	Parents will understand the purpose of Title 1 funds and how it impacts their students.	September 2020	Sign in log; parent survey feedback form
Title I Developmental Meeting (required)	Principal/AP	Parents will provide input on how the Title 1 budget will be	March 2021	Sign in log; parent survey feedback form



# 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 compacts were placed in the faculty handbook at the beginning of the school year. They are reviewed with faculty members during pre-planning. Parents and teachers will discuss the compact during parent-teacher conferences throughout the school year.

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

Conferences will include: sign-in log; agenda with compact listed; parent signature on compacts

# 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.**

Parents will receive a 4-week notice for all teachers who are not certified  
A letter from the school is generated for out of field teachers and sent home to parents of the affected students.

## 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.**

1. We will conduct teacher training that addresses strategies to better engage parents. Also, we will discuss the Title 1 resources available to parents including the parent resource room.
2. We will train teachers on how to reach out and communicate with parents and families during our school's pre-planning session before the school year begins.
3. We will educate staff on how to build positive relationships with parents. We will work with our staff members on encouraging parents to attend events including monthly SAC and PTA meetings.

# 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"/>	<b>IDEA</b> - The Individuals with Disabilities Education Improvement Act	IDEA ensures that all students with disabilities are entitled to a free appropriate public education to meet their needs. The school will educate families on how to work with those students and give them strategies for success.
<input type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	<b>Title I, Part D</b> - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Teacher and parent feedback is used to determine a subgroup of students who would benefit from supplemental instruction in reading and math.
<input type="checkbox"/>	<b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	<b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency	

*Schools may add lines as needed.*