

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



**School Name:**

**School #:**

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Principal Name: [Principal Name Here]

School Website: [Website Here]



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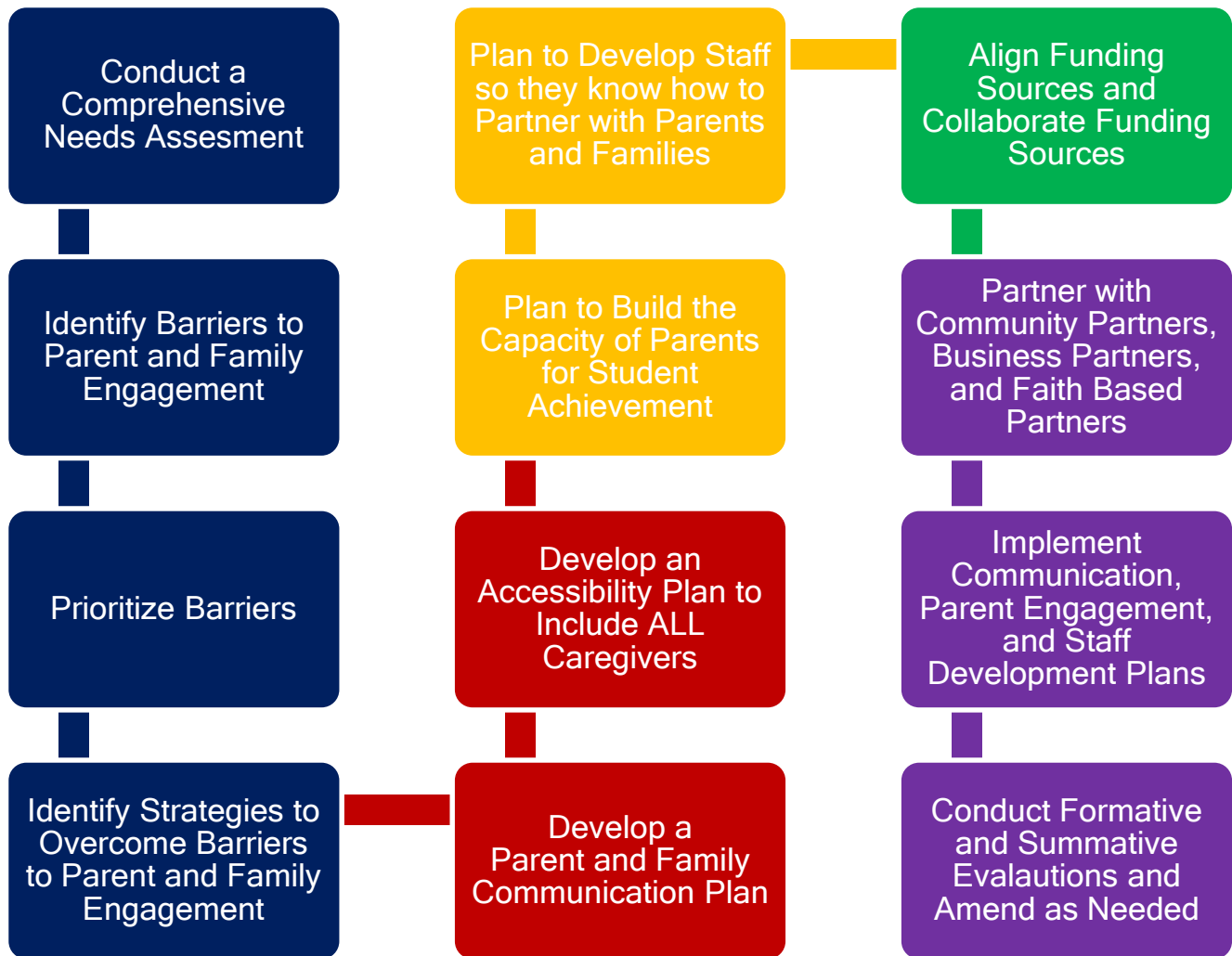
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# OVERVIEW

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.

Weisha Day-Killette  
Signature of Principal/School Administrator

July 14, 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
\$3,400.00	\$ 1,944.04	\$ 1,755.96
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		
Funds weren't fully expended this year because the school did not utilize all of the funds in some of the smaller categories. Parents have been informed of this. For the 2020-2021 school year, parents were involved in the Parent and Family Engagement Plan and Budget development.		

### 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	We plan to utilize the Parent Resource Room through workshops given virtually. Due to the district decision of no visitors the there will be no visitors in the building.
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)		



Developmental Meeting (End of Year)		
Annual	55	Evaluation forms indicated that the majority of parents were pleased with the Title 1 meeting. The workshop was meaningful and worthwhile.
Developmental Meeting	9	Parents were engaged in the 2020-2021 Parent and Family Engagement Plan and Budget. Parents provided great input as to ideas for future events, times/days for meetings, and best ways to communicate with them. They also shared as in years past that we must find a way to increase parent involvement.
Parent Boot Camp	2	Parents learned how to access the FOCUS portal, so they could monitor their child's academic progress and attendance. Also, parents were taught how to access Blended learning sites form home.
Literacy and Math Night	12	Parents learned about appropriate math and literacy skills that can be incorporated at home. Evaluation forms were given to parents to complete.
Dads Donuts and Data	28	Parents were given an opportunity to view the data/portfolio of their child and were told ways they can help their child succeed. Parents were trained on how to analyze the data and read reports. They were also provided donuts and juice. Evaluation forms were given to parents to complete.
Parent and Muffin Day	51	Parents were given an opportunity to view the data/portfolio of their child and were told ways they can help their child succeed. They were also provided muffins and juice. Evaluation forms were given to parents to complete

*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.**

We had 9 parents in attendance at the developmental meeting. The feedback from parents was great in regard to future meeting days/times, event suggestions, communication suggestions, and barriers/solutions to participation. Many of these suggestions are incorporated into our plan for 2020-2021.

## 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 Food was limited
2. Barrier 2 Parents need to receive more notification prior to the event.
3. Barrier 3 Parents do not take advantage of the transportation
4. Barrier 4 Some parents feel intimidated by the school environment
5. Barrier 5 Not enough money to educate parents for the population that we serve.
6. Barrier 6 COVID - 19

(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)	Food was limited.	We will ensure that events include some type of treat/snack for parents. We will also make sure that it includes in our flyers, so parents know they can expect something.
2)	Parents need to receive more notification prior to the event.	We will ensure that parents are notified of events at least 2 weeks in advance everyday via multiple communication devices (flyers, marquee, phone blast, school web site).
3)	Many of our parents do not have transportation	When advertising for events next year, we will ensure that parents know that bus passes are available upon request. There will be a statement on each flyer to contact Natilie Stadt for passes.

## 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?

The overarching outcomes/goals for the 2020-2021 school year are to host a variety of activities/events for parents and families that will bridge the gap between home and school. Families will learn the value of education and how they can contribute to their child's academic success. Parents will learn reading, math and science strategies to implement with their child at home. They will also learn how to incorporate technology (iReady, Achieve, Study Island) in their home learning. Rufus E. Pane will put strategies in place to overcome barriers that are prohibiting parents' involvement.



# 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?

During the 2020-2021 school year, Rufus Payne will ensure that all parents can participate by offering activities at various times and days. For example, we might have one event in the morning at the beginning of the week, and then do the next event in the evening at the end of the week. We will make sure events are advertised using a variety of communication methods (flyers, marquee, phone blast, school website). We will also ensure this communication is advertised at least 2 weeks prior to the event, so that working parents can request time off if needed. As part of our advertising, we will ensure that parents know bus passes are available upon request. If translators are needed, we will be sure to contact the ESOL office for translators.

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 share information related to school and parent and family programs, meetings, school reports, and other activities via flyers, school marquee, school web site, phone blast, and the PTA Facebook page. If needed, this information will be translated into Spanish or we will have a translator personally contact the parent regarding the information.

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

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) We will communicate information about Title 1, Part A programs and activities at least 2 weeks prior to the event. (2) The tools and resources we will use for communication include flyers, the marquee, phone blast, school website, and PTA Facebook page

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) The school will explain the curriculum during Open House, parent-teacher conferences, and academic nights (Math and Literacy Night, K-2 Night). (2) The forms of assessment used to measure student progress will be shared during Open House, parent-teacher conferences, and academic nights (Math and Literacy Night, 2nd grade transition night, Transition to Kindergarten). (3) The achievement levels students are expected to obtain will be shared during Open House, parent teacher conferences, and academic nights. Parents can also schedule conferences as needed to review student data and progress

(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 can be included in the decision-making process through attendance at the School Advisory Council (SAC) meetings. The decision-making opportunities that are available for parents at the school site include but are not limited to: parent activities, school parent compact, budget for parent activities, fundraising, awards ceremonies, school improvement funds, school recognition funds, Red Ribbon Week activities, SAC election of officers and by-laws, Fall Festival, etc. (2) The school will communicate opportunities for parents to participate in decision making via flyers, marquee, school website, phone blast, and text messaging system. As part of our advertisement, we will include the decision-making opportunities available (agenda items) to them at the next SAC meeting.

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]

Copies of the activity evaluation forms will be scanned and sent to the district Title 1 office after each event. These documents will also be uploaded into the digital compliance site. If there are concerns about the implementation of the Title 1 school-wide plan that is not satisfactory to parents, their concerns will be sent directly to the county Title 1 specialist.

(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?

The Parent and Family Engagement Plan will be posted on our school's website. We will also include hard copies of the plan in our parent room and main office. They can also be sent home via the student upon parent request. Our parent newsletter will include a statement that tells parents they can request a copy of the PFEP from the Title 1 Designee. We will also post signs in the school advising parents that the PFEP is available upon request

# 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 are invited to attend our School Advisory Council meetings which will be held the third Thursday of every month. We will advertise these meetings via flyers, the marquee, school website, and text. We will notify parents at least two weeks prior to the meeting. At these meetings parents will be involved in the decision-making process for how Title 1, Part A 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 - Bus passes will be available to parents upon request.
- Childcare - will be provided at events where childcare is needed.
- Home Visits - The school counselor will visit homes as requested to relay information regarding information shared at engagement events.
- Additional Services to remove barriers to encourage event attendance - a translator will be provided if needed for those who do not speak English.

## 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)]**

A Title 1 meeting was held to determine the best times for parent involvement virtual meetings and activities

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

The school normally have a meeting at the end of the school year to assess the best face to face or virtual meeting times, transportation needs, childcare, and need for home visits.

**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 \_\_\_\_\_

## 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: The principal and Title 1 designee will create and present the Title 1 PowerPoint presentation. The Title 1 Designee will also create the agenda, sign in sheets, and parent evaluations.
2. Step 2: Parents will be informed of the meeting via flyer, marquee, pone blast, and text at least 2 weeks prior to our Annual Title 1 meeting or virtual meetings. The flyer will be sent home via students.
3. Step 3: The Annual Title 1 meeting will be held 30 minutes prior to Open House. This day and time were chosen so that it would be convenient for parents and we would optimize parent attendance.
4. Step 4: Parents will complete the evaluation after the presentation

**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.**

The Title I meeting is intended to reach all of our parents. Parents will be informed of the guidelines involving a Title 1 program and its funds. Parents will also learn about the various groups of students that are protected and provided services under Title I.

**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)The principal and Title 1 Designee will present the Annual Title 1 PowerPoint to parents. The PowerPoint presentation includes slides regarding the adequate yearly progress of students broken down by subgroups. This information will be explained, and parents will have an opportunity to ask questions. A copy of the PowerPoint will be available in the parent room. If parents ask for a copy of the presentation, it will be made available to them. (2) The PowerPoint presentation also includes slides regarding school choice. This will be explained to the parents and they will have an opportunity to ask questions. (3) The PowerPoint presentation also includes slides regarding the rights of parents when schools receive Title 1, Part A funds. This will be explained to the parents and they will have an opportunity to ask questions

**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?**

Parents without technology will receive notification of parent events, school updates, and student progress via flyers, progress reports, report cards, and parent teacher conferences.



## REQUIRED DEVELOPMENTAL MEETING

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

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

In May 2021, the school will hold a Title 1 meeting that all parents will be invited to attend. At this meeting we will discuss the parent and family events that occurred during the year. We will ask for parents' feedback on the effectiveness of these events. We will also discuss times and days that are most convenient for parents to meet in the future. We will ask parents to provide feedback regarding barriers that kept them from attending events and what solutions we can put in place to overcome those barriers. We will also send home a survey that parents can complete if they aren't able to attend the meeting.

# 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 school will implement activities based on parent input from the Parent and Family Engagement Development Meeting and the goals and learning needs of our students as indicated in the School Improvement Plan. (I.e. comprehension strategies, vocabulary development). The activities are meant to assist parents and family members in a way that they can help their child be more successful in school.

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

Many of our school events will include refreshments or catering services. We hope to be able to build relationships with these businesses so that they will become an ongoing business partner.

**(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 Title 1 Parent Resource corner will be in the office workroom next to the media. Parents will have access to educational games that they can check out to play at home with their children. They will also have access to a variety of books that they can check out relating to child development, learning disabilities, academics, etc. (2) The Parent and Family Engagement room will be advertised to parents on our marquee, the school's website, and at orientation and open house. (3) The Title 1 Designee will show office staff where the sign-in sheet will be located. They will be informed that all parents who visit, must sign-in. They will also be shown where the sign-out sheets are in case parents want to sign out games or books.

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?

Rufus E Payne will also utilize Title 1, Part A funds to purchase new educational games and books for our Parent Corner. When parents come to visit the Parent Corner, a school employee will assist them in finding books and/or games that will best meet their needs. If parents need help knowing how to play the game, assistance/training will be provided by a school employee.

## 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)	Killette, Warren, Stadt, Rochay,	Parents and students will be advised of Upcoming expectations for the current school year. Parents will be informed of the Title 1 Plan.	September 2020	Sign in sheets, Title 1 presentation
Title I Developmental	Killette, Warren, Stadt	Parents will have input as to the events	May 2021	Attendance sheets,

Meeting (required)		they would like implemented. They will be able to share what the school can do to increase parent involvement, which in turn will result in academic achievement.		minutes
<b>Parent Boot Camp (Focus, Volunteer training, Blending Learning)</b>	Stadt	Parents will learn how to access the Focus portal, so they can monitor their child's academic progress and attendance. Parents will then be able to contact teachers when grades fall. Parents will also be taught how to access Blended Learning sites from home.	September 2020	Sign in sheets, handouts, evaluation forms
<b>Literacy and Math Night</b>	Rochay, Warren, and Killete	To assist parents in strategies to use in math and reading to help their child succeed in both content areas. Parents will learn about the standards and expectations for students in each subject area.	October 2020	Sign in sheets, evaluation forms
<b>Parent Fall Data Dive Day</b>	Stadt, Rochay, Garland	Dads will view their child's portfolio/data and will be advised as to how they can provide support at home. We will train dads on how to analyze the data and read the report. We will show them the sections of the report that provide tips for helping at home.	November 2020	Sign in sheets, handouts, evaluation forms
<b>Middle School Transition</b>	Stadt	Parents will learn about the options for middle school and the magnet process. This will open doors for students to go into programs of their interest which will	January 2021	Sign in sheet, handouts, evaluation forms

		increase achievement.		
<b>Monitoring with Moms and Muffins</b>	Stadt, Rochay, Garland	Moms will view their child's portfolio/data and will be advised as to how they can provide support at home. We will train moms on how to analyze the data and read the report. We will show them the sections of the report that provide tips for helping at home.	February 2021	Sign in sheet, handouts, evaluation forms

*Schools may add or remove rows as needed.*

# PARENT COMPACT

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

**As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?**

The school will hold a Title 1 meeting that all parents will be invited to attend. At this meeting we will develop a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment, it will address the importance of ongoing communication between the teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning.

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

The Parent Compact will be explained during the initial virtual orientation.



# 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.**

As a Title 1 school, there will be a letter sent home to all students in a teacher's class who is not properly licensed or endorsed. This letter will include a list of teachers who were ineffective, out of field, or inexperience according to the statewide definition described in Florida's Approved ESSA State Plan. This letter will be sent during the October FTE and February FTE Weeks.

## 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 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Science Standards	Mrs. Warren	Improved ability for staff to work with parents and families	Early Release Trainings	Sign-in sheets, evaluation sheets, follow up with teachers
Literacy /Math Night (How to prepare parents for this journey)	Mrs. Rochay Mrs. Garland	Improved ability for staff to work with parents and families	Early Release Trainings	Sign in sheets. Evaluation sheets follow up with teachers

# 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	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title 1 seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input checked="" type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seek to educate families on how to work with VPK students at home to help them be ready for kindergarten. Title I also seek to help families with new school aged children adjust to their new parenting roles.
<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 checked="" type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seek to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	<b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The purpose is to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seek to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.

□	<b>Title III, Part A - Helping English Language Learners achieve English proficiency</b>	
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*Schools may add lines as needed.*