

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



School Name: GRASP Academy

School #: 3027

Principal Name: Annessia Powell

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



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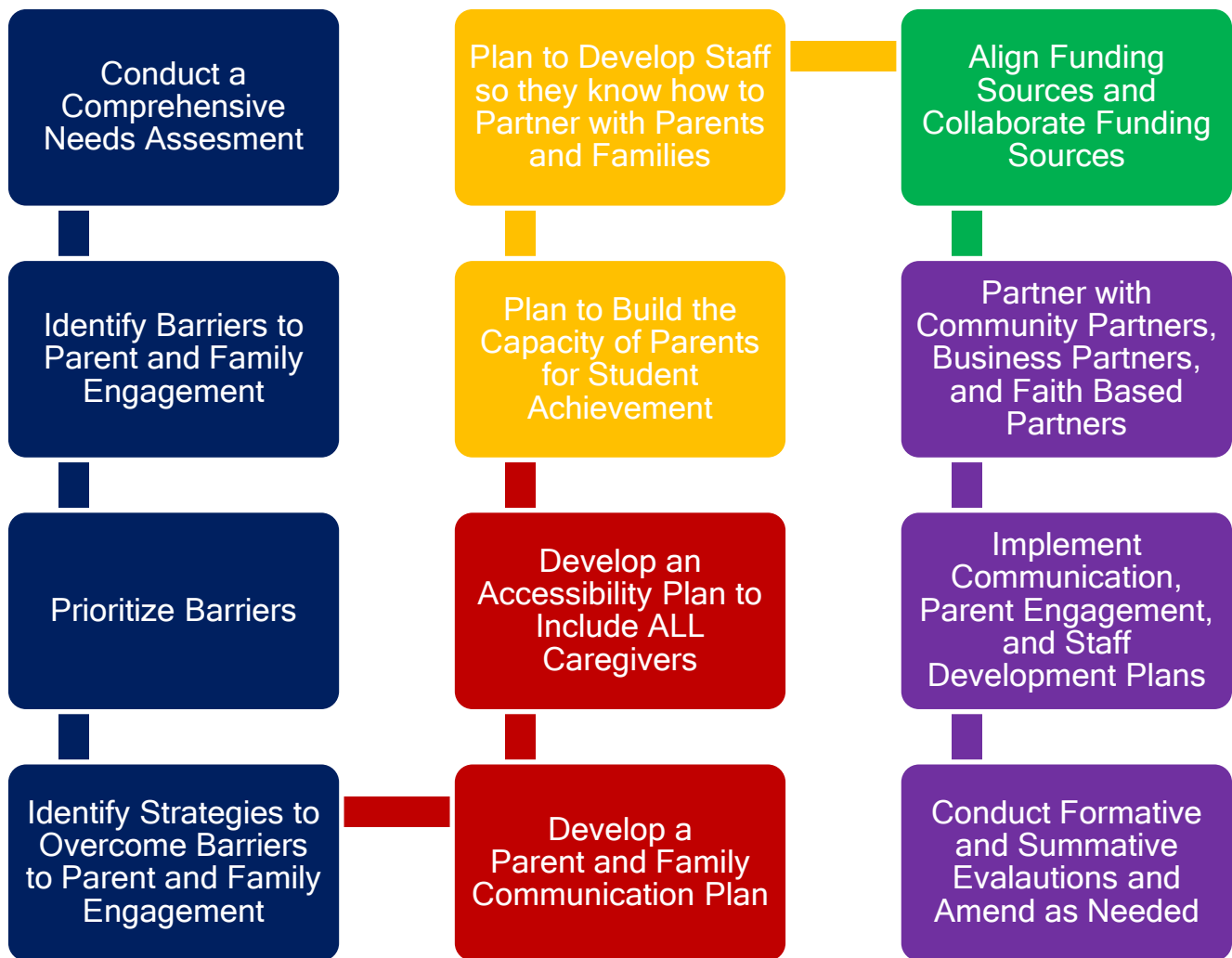
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OVERVIEW

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.

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year (this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$NA	\$NA	\$NA
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		
(Non Title One School Previous Year- No budget line item)		

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)
(Non Title One School Previous Year- No budget line item)		We will work towards developing a parent resource room. Administration will meet monthly with the bookkeeper monthly to make sure that that funds are being fully expended.
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)		NA- Not tracked as we were not Title One in last year
Developmental Meeting (End of Year)		NA- Not tracked as we were not Title One in last year

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.

Due to COVIT-19 restrictions GRASP was not able to meet with stakeholders face to face and therefore held on-line meetings and surveys. Stakeholders reported an interest in additional information in dyslexia in the general classroom as well as the IEP process.

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 - Funding
2. Barrier 2 - Dyslexia often runs in the family; therefore written communication is often a barrier.
3. Barrier 3 - Parents did not have good school experience
4. Barrier 4 - GRASP is a parent choice school, therefore Distance/Travel from school is often a barrier.
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	
1)	Barrier 4	Coordination of non traditional times/dates - example is orientation in Duval is usually during the school day, but we are further than siblings neighborhood school - offering night sessions Recording of video content to support those unable to travel or afford travel
2)	Barrier 2	Making sure that we do not hand parents a large amount of text and expect them to read it on the spot - parents may have disabilities as well - making sure we explain everything in an IEP even if we sent paper draft home
3)	Barrier 1	Utilizing all funds provided by Title I to encourage parent involvement.

Overarching Outcomes/Goals for the Current School Year

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

The goal is to increase parent involvement in the school, while decreasing parent and student anxiety associated with COVID-19 and dyslexia.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

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

Coordination of non-traditional times/dates

- Utilization of virtual platforms in order to increase parent participation.
- Meetings rotating morning and evening to allow for different work schedules

Recording of video content to support those unable to travel or afford travel.

Making sure that we do not have parents a large amount of text and expect them to read it on the spot- parents may have disabilities as well - making sure we explain everything in an IEP even if we sent paper draft home.

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?

Limit use of large bodies of text, using eye engaging visuals, use of social media and text/phone accessible materials.

Inclusion of videos about the content on our website/social media.

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

English and Spanish -Households are primarily English Speaking
There are a few families that attend GRASP that speak Spanish.
We have a bilingual teacher who reaches out to parents who speak Spanish. The district has provided numbers for Spanish speaking families to use to get help.

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) All Title I events will be communicated to parents with at least 2 weeks' notice prior to each activity.
- (2) Website, Facebook, Twitter, Remind, ClassDojo, Videos, Flyers, E-Flyers, Parent information nights
- (3) The principal will make weekly announcements through the robocall system. Those announcements are sent through email and posted on social media.

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) parents will be informed about the various state district progress monitoring assessments through our school website, quarterly newsletters, and monthly town hall/parent meetings. Translators are available on campus to assist ELL parents during all meetings.
- (2) Each quarter, a detailed data form, highlighting the students' achievement levels and progress will be distributed to each parent with the students' report cards.
- (3) Guidance will take the opportunity during parent conferences to collaborate with educators to make sure that parents are aware of student achievement levels.

(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 are provided opportunities to participate in the decision-making process through PTSA, SAC, as well as parent surveys. Parents will also be given the opportunity to participate in the Developmental Meeting at the end of the year, in order to look at data and plan for the next year.
- (2) The school will communicate to parents/stakeholders the opportunity to participate in the decision-making process through classroom dojo, email, phone calls and flyers.

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]

Comment/Concern box for principal to address, sending answers out to all stakeholders. In addition, parents may register concerns at any Parent Engagement event that is being held. GRASP Academy will submit parents' and families' comments to the district Title I office via email.

(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?

Paper copies in parent information area, parent copies out at PTA events, backpack flyer on where to get a copy, social media, website, e-flyers, Peachjar.

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)].

During PTA and SAC meetings parents have an opportunity to review, and monitor improvements of Title I programs. Stakeholders unable to attend will be able to review the meeting minutes of each meeting which will be located in the Parent Resource Room and will be able to make suggestions or notations as applicable. Once the PFEP is presented and approved, a copy will be placed on the school's website, as well as hard copies will be available upon request. Parents wanting to provide additional amendments to the Parent Family Engagement Plan may provide feedback that will be presented to the district for consideration in a timely and appropriate manner. In addition, if changes need to be made a developmental meeting will be held to allow parents to help plan and review usage of Title I PFEP budget.

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 Pass optional requests - through Full Service or PTA
- Childcare - Teacher Supervision
- Home Visits - in coordination with social worker when needed or at neighborhood school or library
- Additional Services to remove barriers to encourage event attendance - Offering food and free afterschool childcare

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)]

On-line Parent Surveys, specifically addressing meeting times. Because of GRASP Academy's location it is difficult for working parents or parents with multiple children to attend only AM or only PM meetings.

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

A copy of the survey as well as the results

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 Electronic: (Zoom, Youtube, Videoing of key content or voice over PowerPoint;

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: Ask for time at the opening PTA meeting, explain Title One Parent Meeting
2. Step 2: Speak at opening PTA meeting, explaining Title One parent meeting
3. Step 3: Use all communication channels to explain and advertise
4. Step 4: Prepare PowerPoint and materials
5. Step 5: Hold event (allow for virtual attendance via online platforms)
6. Step 6: Access effectiveness of event
7. Step 7: Revise based upon data/feedback for future events.

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.

Support for closing academic gaps, supporting teacher development to better support learning gains and address social-emotional development of students evident in attendance, behavior/discipline

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) Growth points gained in Reading and in Math for grade levels 4-8, I-ready reading growth for 1st-3rd. AYP
- (2) As a 100% school choice option, our parents have already opted in and can opt out at any time through district processes.
- (3) Parents right-to- know will be shared.

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?

Backpack flyers, signs in car loops, announcements for students to communicate, Remind and ClassDojo App for phones, Principal weekly message.

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.

Step 1: Utilize the final meeting PTA meeting of the year to assess the impact of Title I.

Step 2: Use all communication channels to explain and advertise the meeting.

Step 3: Prepare PowerPoint and materials.

Step 4: Hold Event

Step 5: Gather data and feedback.

Step 6: Celebrate successes.

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?

Parents are more engaged when their students are engaged. Past events with highest turn out were: Meet the Teacher Night, Open House, Band Concerts and Drama Production. Working to use those events to survey and highlight other opportunities for engagement and what are their needs and barriers. Also implementing mini activities into those events to build parent capacity. Parents also want to be useful to the school and the purchase of the Cricut will help parents to be able to participate in the school and take pride in the work that we do.

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

Our activities, in previous years, were during our beginning of the year volunteering and beautification projects. To grow, we would like to use those events to highlight our needs that align to our mission and student achievement to see how we can better build the relationship to support our mission. Being a new Title One School, we are still forming out Parent Resource Room and we will have to purchase materials, provide training to staff and advertise the use of the area, as well as then evaluate and accept feedback on how to change/modify that area.

(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) We will be able to build on the educational game library of items for parents to check out. Previous games, parenting resources and materials were purchased two years ago. We will be able to build on the library with items purchased through Moose Materials. The color printer will be available to print more materials for parent involvement activities.
 (2) Parent Engagement room will be advertised through social media and the weekly principal message.
 (3) Teachers and staff will be trained on how to use the Parent resource room through professional development opportunities throughout the 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?

Staff will be available to instruct parents on the use and check out process of Title I materials. The front office assistant will be trained on the usage of the Cricut Machine. She will also have a list of projects that parents can complete. The office assistant will be in charge of training and helping parents to be able to utilize the machine.

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"> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 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, A. Powell	To educate parents about the purpose of Title I and how it can benefit both the school and the families that attend the school.	August 2020	Sign- in; Parent & Teacher Surveys
IEP process and Dyslexia	ESE Lead, A. Carroll	Inform parents on the characteristic of Dyslexia as well as the comorbid attributes of students with dyslexia.	September 2020	Sign- in; Parent & Teacher Surveys; Increase in parent

		<p>The MTSS process.</p> <p>The IEP process and parents' participation in the IEP team.</p>		<p>participation in the IEP process.</p>
Dyslexia Awareness month Celebration	<p>Assistant Principal, K. Smith</p> <p>PBIS Lead, K. Spillman</p>	<p>Build parent and student knowledge of dyslexia and resources available to parents of dyslexics.</p> <p>Build a community of support for parents</p> <p>Celebrate students' learning differences.</p>	October 2020	<p>Sign- in; Parent & Teacher Surveys</p>
Mid-year data review	Principal, A. Powell	<p>Inform parents of the students' data, projected effectiveness of interventions and build parent ownership of students' growth and success.</p>	January 2021	<p>Sign- in; Parent & Teacher Surveys</p>
FSA and High Stakes Testing	Assistant Principal, K. Smith	<p>Educating parents on the FSA and rudimentary testing strategies to use with their children at home to prepare them for testing. The information presented and provided to parents and students at this event will directly align to the state ELA, Math and Science Standards. The goal is to give parents a better understanding of the type of assessments students will face in the Spring and free resources that are available through FLDOE for home use.</p>	March 2021	<p>Sign- in; Parent & Teacher Surveys</p> <p>>90% in student attendance for initial testing days for FSA and NGSSS assessments.</p>
Academic Family Fun	Assistant Principal, K. Smith	<p>Since one of our barriers is that students/parents have had bad experiences with</p>	March 2021	<p>Sign- in; Parent & Feedback forms</p>

	PBIS Lead, K. Spillman	school, this gives families an opportunity to build positive experiences with school as well as having fun with learning. The goal is to have parents to be able to take at least one activity home to use it with their student(s).		
High School Transition Night	School Counselor, J. Lundy	Parents will receive information to assist in making and preparing for the transition to the next grade or high school. Introduce the Crucial Conversations book to parents and highlight key concepts.	December 2020	Sign- in; Parent & Teacher Surveys
Title I Developmental Meeting (required)	Principal, A. Powell	To increase the participation of parents and families in Title I activities and events and to plan the utilization of Title I funds and resources. To review the effectiveness of the interventions at addressing the barriers listed in the Title I plan.	March 2021	Sign- in; Parent & Teacher Surveys Quality plan that is reflective of the barriers and interventions for the 20-21 school year.

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?

Evidence will include:

- Sign - in Sheets
- Signed Compacts
- Minutes from meetings
- Copy of PowerPoint

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

Copies of the signed Parent Compact will be maintained by the Assistant Principal. Documentation for Parent Compact will be documented in communication logs.

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.

The district provides a formatted letter that is sent home. This letter details teachers that are out-of-field, missing endorsements for the subject that they need, or missing a certification.

A letter is sent to all parents detailing which teachers are out-of-field or requiring the additional endorsements. This letter is sent out in October and again in February.

This letter will serve as 1) notification informing parents that their child was assigned or was taught by a teacher and 2) proved a list of teachers who do not meet the Highly Qualified status.

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>
The Achievement Gap	Mrs. Smith	Recognize strategies for decreasing the Achievement Gap through Standards Based instruction	September 2020	Sign - in sheets, follow up through Walk Through protocols.
Orton - Gillingham Instruction in ELA	Ms. Carroll	Specialized PD on Instruction for students with dyslexia, specific to ELA needs.	October 2020	Sign - in sheets, monitoring of teachers usage of the online training materials, Walk Through protocols
Multisensory Instruction in Mathematics	Ms. Smith	Specialized PD on Instruction for students with dyslexia, specific to math needs.	October 2020	Sign - in sheets, monitoring of teachers usage of the online training materials, Walk Through protocols

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	Additional VE teachers are utilized to address the needs of students who are struggling readers.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Utilized for tutoring high risk students in the spring.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.