

2023-24

Title I, Part A *Normandy Village* Parent and Family Engagement Plan



School Name: Normandy Village Elem.

School #: 3221

Principal Name: Jessica Sales

School Website: [Website Here]



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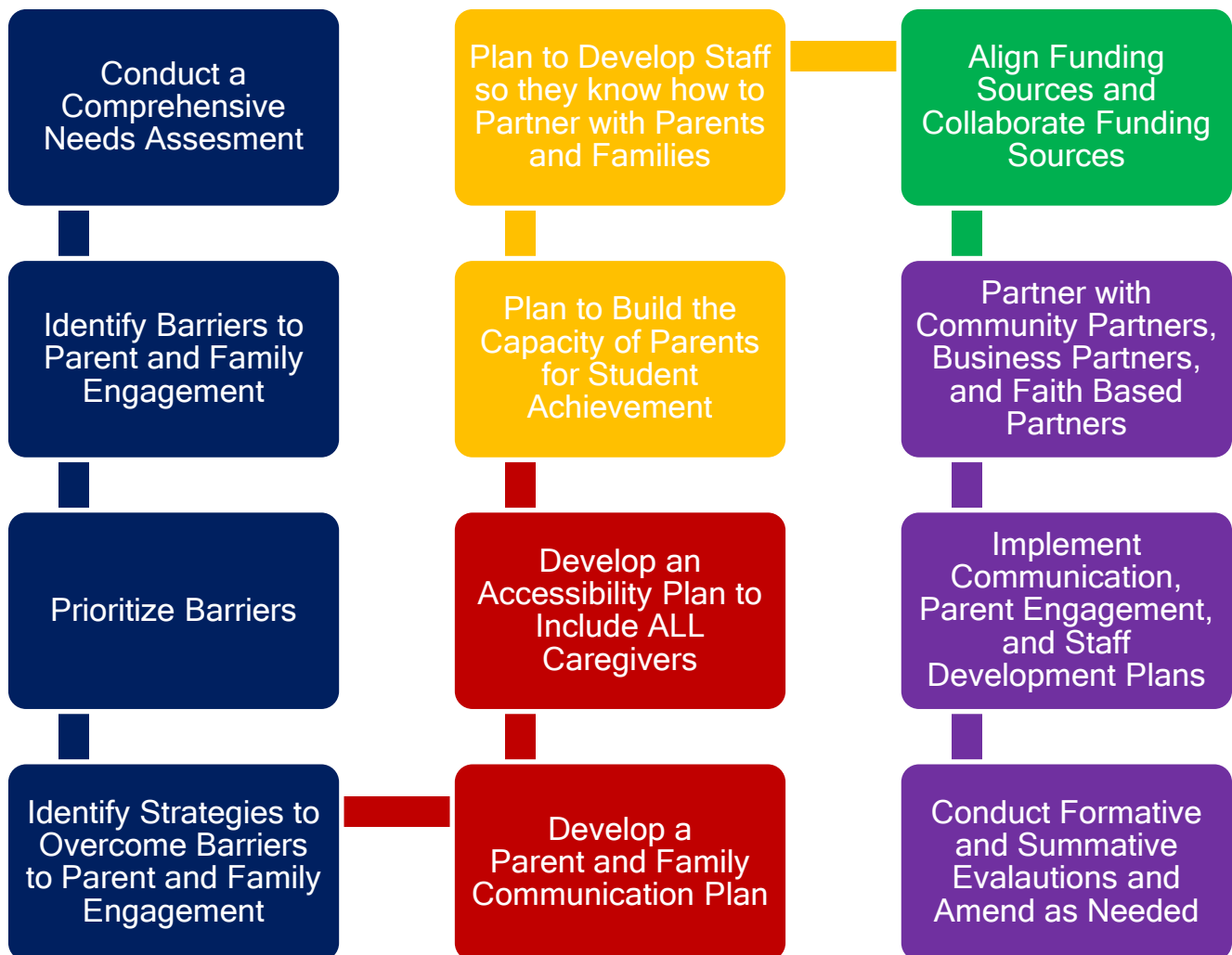
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OVERVIEW

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, Jessica Sales, 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.

Jessica Sales

Signature of Principal

4/21/2023

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
\$ \$5,000	\$4,295.78	\$704.22
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		
There were remaining funds due to no one volunteering to work for the childcare or translation for the various family nights. Funds for the catering for Data and dessert were less than anticipated. We will continue to ask for employees to come to our family events and serve in roles for childcare and translation.		

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	I will continue to promote the family resource room in our newsletter and on Class DOJO. I may consider rearranging the items.
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)	7	Responses to the survey indicated that the information presented was clearly explained and helpful.

Developmental Meeting (End of Year)	6	Survey responses indicated all 3's. Parents offered suggestions for including more training for teacher communication and more mental health information for families. Incorporate a health and fitness night with a data or testing night.
Literacy Night	29	Surveys indicated that they enjoyed the evening, found it challenging in a good way, the activities were fun. There was feedback for more space at the tables - it was sometimes crowded. Scores in reading increased from PM 1 to PM2
Math Night	31	Surveys indicated that they enjoyed the evening, and the activities were fun. Scores in math increased from PM 1 to PM2
Game Night	36	Surveys rated strongly agreed for meeting their needs. Responses included a fun night with the family and loved it. Parents want the school to have game night once more. There was a suggestion for more games.
Transition to Middle School	19	All but one survey indicated that the night was helpful. One survey rated it a 1 for being worthwhile but did not provide any explanation.
Science Night	12	Surveys indicated that they loved the hands-on activities.
Data and Dine (Dessert)	29	Surveys indicated that they found the night to be beneficial. It was suggested to have it earlier in the year.
FSA Night	1	The event was not well attended. It was right after spring break. The one parent found the information helpful and beneficial.

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.

1. **Review of previous year's PFEP and school compact** – Mrs. Reimer reviewed the previous year's PFEP and school compact. Suggestions for activities like Donuts with Grown Ups and using a fun type of family night to talk about data due to the low attendance. Mrs. Reimer asked for suggestions from parents and staff for proposed changes to the compact. No suggestions were given. There was unanimous agreement to keep the compact the same.
2. **Coordination and integration with other programs** – Mrs. Reimer explained the coordination of Title 1 funds with other programs. She gave a brief overview of how SAI funds were used for tutoring, VPK is included in school activities like Math, Literacy and Science nights, and supplies were provided to individuals that qualified for the McKinney-Vento Act. It was noted that we tried to get translators for the family nights, but we were unable. Need to include VPK-2 in the Data Night. We did have childcare for Data and Dessert.
3. **Flexible parent meetings** – Most people were fine with the current time. It was also brought up to include a virtual option that coincided with live meetings. There was discussion on how to utilize Teams or Zoom.
4. **Building capacity** – There was discussion about how parents can help. Ms. Hartwell mentioned that we are attempting to restart the PTA at Normandy. There was a suggestion that we have computers set up at the "meet the teacher" activity for parents to sign up to volunteer. Teachers can encourage parents to come into class to help.
5. **Staff development** – Effective communication training be provided to teachers.
6. **Communication and accessibility** – There was a consensus that DOJO, weekly call out, and monthly newsletter were great sources of communication. Try using text to reminder. Ms. Sales stated the Blackboard platform to send texts. Increase translations into Spanish was suggested. More use of the student agenda and communication folders were also suggested. It was noted that there were challenges ordering the planners with the Title 1 funds.
7. **Barriers** – Some barriers that were discussed were work hours interfere with events, childcare, lack of knowledge on parents' part, the need for culture development, some families have low self-esteem coming to school, and teachers building relationships.
8. **School-Parent Compact** – No suggestions were made for changing the compact.

9. **Parent and Family Engagement Budget allocation** – More fun type events for families or resources to help support mental health issues
10. **Evaluation** – Mrs. Reimer distributed the evaluation.

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. Need for cultural development.
2. Time of meetings and events.
3. Translation in other languages.
4. Childcare at some events.
5. Lack of parent's knowledge.

(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)	Culture Development	Reestablish the PTA to help increase parent involvement and offer more volunteer opportunities.
2)	Meeting time	We will offer a virtual option for parents unable to make it to the school at the meeting. Parents will be able to attend meetings virtually at the same time as the live meeting.
3)	Language barrier	Provide notices, flyers, etc. in Spanish.

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?

Our overall goal is to increase the number of families participating in all parent engagement events. We will continue to provide incentives to students for attending events like awarding House System points. We will provide additional opportunities for parents to provide feedback ahead of the developmental meeting. We plan to offer additional informational meeting for families on more specific topics like mental health, understanding the Code of Conduct and the Positive Behavior Intervention and Supports (PBIS) system.

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?

- The school will offer virtual meeting options for parents with transportation challenges or accommodating work schedules.
- Families with disabilities will work with our guidance and administration counselor on a 1-to-1 basis to ensure that their needs are met and that they can benefit from the events taking place.
- Provide translator as necessary for other languages.
- Flexible meeting times as needed.

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 translate communication sent home in Spanish to accommodate those that speak Spanish.
- Weekly calls and emails to parents using the Parent Link system to notify of upcoming events. •Send monthly newsletters (in all languages spoken)
- Post notices of events at least two weeks prior to event.
- Utilize the parent information board at the front to post important information for parents.
- Meeting times that are flexible and virtual when possible.

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

English and Spanish are spoken by students, parents, and families.

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) Monthly newsletter with calendar of events and helpful tips for parents posted on DOJO and provide paper copies for those without access.
- (2) Weekly call and email with Parent link.
- (3) Marquee in front of school will have important information for parents and community members.
- (4) Post events and other important information on DOJO and Facebook.
- (5) Send home event information at least two weeks prior.

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?

Parents will be invited to various parent events throughout the year where current standards will be discussed and provided. The school will provide information regarding local and state assessment that will be used to measure student progress and student achievement levels. Parents will be invited to Open House, parent-teacher conferences, SAC meetings, Title One Annual and Developmental meetings which will cover these topics.

(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) Monthly SAC meetings are held, and parents are encouraged to attend to provide input in school-based decisions. The Developmental meeting and Annual meeting are yearly meetings offered to parents to share their input and ideas on the needs of the school.
- (2) The school communicates opportunities for students and parents through weekly calls, monthly newsletters, posting on Class DOJO, and parents surveys.

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]

Any parent concerns about the implementation of the Title 1 school-wide plan will be sent to the Title 1 office via email or providing phone numbers in the event technology is a barrier. Parents can also submit concerns on the surveys at any event.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

- (1) A notebook containing the Parent and Family Engagement Plan will be available in the Parent Resource Room in multiple languages. The plan will be available on the school's website in multiple languages. The plan will be posted on Class DOJO for parent viewing.
- (2) The plan will be translated into necessary languages and housed in the parent resource room, as well as the school website.

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 the PFEP development meeting as well as provided with surveys that they can submit if they are unable to attend. At each event, parents are provided with a survey to give their opinion on the success of the event and ways to improve it. Revisions are considered throughout the year at the mid-year stakeholders meeting and developmental meeting based on the feedback of parents.

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 -Money will be allocated for transportation from the general fund when needed.
- Childcare - Money will be allocated for childcare from the general fund when needed for events that require more parent focus.
- Home Visits - School counseling and social worker will collaborate to conduct home visits to provide/offer assistance for various reasons.
- Additional Services to remove barriers to encourage event attendance - During delivery/pickup, parents will be encouraged to attend

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)]

We gained our information about meeting times that best meet their needs for parent involvement from surveys at the developmental meeting.

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

We have surveys collected from the developmental meeting and meeting minutes to support parents' needs for meeting times, transportation needs, childcare, and 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 virtual option

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 school's Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

Step 1-Announce the annual meeting date on the school marquee, parent board and monthly calendar posted on school website and Class DOJO
 Step 2 – Send a phone message and flyer starting 2 weeks before the meeting.
 Step 3 – Encourage students to invite parents to the meeting by giving Dojo points.

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.

Parents will receive information about the current year's PFEP and budget from the PowerPoint which will outline the current events planned. Presenters will engage stakeholders in open dialogue seeking ideas and suggestions for initiatives across the school.

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 FSA results and data trends will be presented to the parents along with the goals for the upcoming year. We will discuss the strategic plans of action to address deficiencies and how the school will plan to meet and exceed new stated goals.
- (2) "Parents' Right to Know" will be presented through the PPT and hard copies available for those needing them.
- (3) School Choice information will be provided to parents during the Annual meeting.
- (4) Title 1 Part A funds will be presented to the parents with an opportunity to amend any parts of the budget to meet the needs of the parents better.

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 for events will be sent home with students for events, information will be posted on the school's marquee, and parent board located inside the school for parents without access to technology.

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: Parents will be notified of the meeting via DOJO, school marquee, school website, monthly newsletter, and student flyer one month prior.
- Step 2: Parents will be provided with surveys one month in advance and students will receive incentives for returning the surveys.
- Step 3: Weekly reminders in the Parent link phone/email reminder will encourage parent attendance and completion of the survey.
- Step 4: At the meeting, highlights of the events will be provided. In addition, parents will receive recognition for their participation.
- Step 5: A review of the strengths and areas for improvement will be conducted.
- Step 6: The floor will be open for ideas and suggestions for planning for the next school year. Along with open responses, the school will provide parents with an open response document of ideas and suggestions.

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 plan academic nights that focus on hands-on activities that parents and students can engage in together. Ideas for at home practice will be provided. Notification in the monthly newsletter and flyers sent home two weeks prior will encourage attendance.

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

All community stakeholders will be invited to attend all events at the school. Events will be publicized on the school marquee out front, the school website and parent board in the Family Resource room. We will invite business and faith-based partners to our school events. Additionally, we will reach out to Junior Achievement come back to classrooms. Items donated to the school will be provided to families in need.

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

(1) The Parent Resource Room will be in the Media Center, where it is easily accessible to all. An inventory of items will be available for check-out through the inventory binder.
 (2) The Parent and Family Engagement Room will be advertised on the school's website, Class DOJO, and monthly newsletters. Parents will be encouraged to use resources to help their students with academics.
 (3) School staff will be trained in procedures for utilizing and checking out resources at the beginning of the year. Directions will also be posted in the school Team.

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?

Item Purchased	Purpose of Item
Childcare	Provided for parents to increase the opportunity to focus on the information provided to them during events.
Speaker/sound system	To help parents hear the information presented at various Title I parent engagement events. This will be kept in the parent resource room and used only for Title I events.
Translator	Help parents that do not speak English understand the content being presented.
Storeroom Order	Items to supplement parent engagement nights.
Reach Technology	Toner and materials for use in the parent resource room.
Lakeshore	Educational Games for Family Game night and then to be housed in the parent resource room for check out and in increased use of the room.
Amazon- FAST Materials	For FAST night to be given and used as a resource to increase student achievement and parental involvement at home.

PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Title I Annual Meeting (required)	School Administration - Principal Sales and AP Reimer	Parents will understand the purpose of Title 1 designations and funding and how it positively impacts student achievement.	September	Sign-in and evaluation feedback forms.
Title I Developmental Meeting (required)	AP Reimer	Parents will have the opportunity to provide information about the activities offered at the school and about the Title 1 budget and how money that directly affects student achievement will be spent. Parents can provide suggestions	March	Sign-in and evaluation feedback forms. Completed survey forms.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
		for areas of improvement.		
Literacy Night	Literacy Committee - Reading Coach & Reading committee members	Parents will participate in standards-based activities they replicate at home to increase reading comprehension and fluency.	September 2023	Sign-in and evaluation feedback forms. Completed survey forms.
Math Night	Math Committee- Math Coach & committee members	Parents will learn grade specific strategies to help their child at home. Math games will be available for parents to learn how to implement similar activities at home. New standards will be presented.	October 2023	Sign-in and evaluation feedback forms. Completed survey forms.
Science Night	Administration and Science committee	Parents and students will participate in hands-on STEM activities that align to the science standards. Parents receive information about science standards and what they can do to help prepare their students for meeting those standards at each grade level.	November 2023	Sign-in and evaluation feedback forms. Completed survey forms.
Transition to Middle School	Administration and Teachers	Teachers will talk about the skills needed to transition to middle school. We will discuss the end of the year activities for 5 th grade week. A representative from	December 2023	Sign-in and evaluation feedback forms. Completed survey forms.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
		School Choice will be available to help answer questions about the application process		
Family Game Night	Administration and Teachers	Families will participate in a Family Fun Night that will give family members the opportunity to celebrate the meaning of being a family and spend quality time together participating in fun activities together.	January 2024	Sign-in and evaluation feedback forms. Completed survey forms.
Academic Night	Administration and Teachers	Parents will be provided with a snapshot of their student's current level of performance in district and school assessments. Administration will provide explanations of the scales of achievement and ways to support students at home.	February 2024	Sign-in and evaluation feedback forms. Completed survey forms.
State Assessment Night	Administration and Coaches	Parents will learn about the new state assessment and criteria. Examples of questions students will encounter will be provided.	March 2024	Sign-in and evaluation feedback forms. Completed survey 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? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

The school-parent compact will be reviewed at the Developmental meeting with an open discussion to make changes to the compact. Parents will be advised of the school-parent compact at the beginning of the year during Open House and asked to sign the compact along with their student. Additionally, teachers will present the school-parent compact at conferences to show a commitment to the academic success of the students.

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

Teachers' parent conference records will be monitored, and teachers will be reminded through weekly communication to schedule meetings to explain the Parent-School Covenant. Professional Development on how to hold effective parent conferences will be provided for teachers at the beginning of the year.

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 direct supervision and in close and frequent proximity to a state-certified public-school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

- (1) Notification letters to parents will be sent in case students are taught for 4 or more consecutive weeks by a teacher that is not certified,
 (2) A list of teachers is provided for teachers that are: ineffective, out of field, or inexperienced.

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 parents and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parents and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Effective Parent-Teacher Communication	AP Reimer	Improved communication with families to monitor the academic success of students.	August 2023	Record 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"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to an appropriate and free public education to meet their needs and prepare them for further education and career beyond high school. Title 1 seeks to educate families and tie together connections between home and school on how to work with students who are performing below grade/identified with a learning disability. Families receive learning strategies from teachers and staff to work with their children at home.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	Title 1 seeks to educate families on how to work with VPK students at home to strengthen kindergarten readiness. Families receive resources (books, board games, etc.) that can be used at home for additional preparation and learning skills. Title 1 also seeks to help families with new school-age children adjust to their new parenting roles.
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Title 1 will provide training and resources to families to help their children succeed in school, graduate on time, and prepare for college/career.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Title 1 seeks to provide families with resources and advice on how to help their children succeed in school (both academic and behavioral) despite external factors (homelessness).
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	Tutoring will be provided for students not meeting grade level expectations. Trained staff will provide after-hours tutoring to help close the gap in student deficiencies.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	The purpose is to provide grants to state agencies for higher education and eligible associations to increase students' 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 1 seeks to provide the necessary tools and education to families so that they can work hand in hand with highly qualified school staff to help their children succeed academically and behaviorally in school.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	ESOL students receive support from classroom teachers. Communication is sent home in native language when able. Class DOJO is utilized by teachers which is able to be translated and allows for two-way communication.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Tutoring will be provided for students not meeting grade level expectations. Trained staff will provide tutoring to help close the gap in student deficiencies.

Schools may add lines as needed.