

2021-22

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



**School Name: Normandy Village ES**

**School #: 221**

Principal Name: Jessica Sales

School Website: [www.duvalschools.org/normandyvillage](http://www.duvalschools.org/normandyvillage)



# TABLE OF CONTENTS

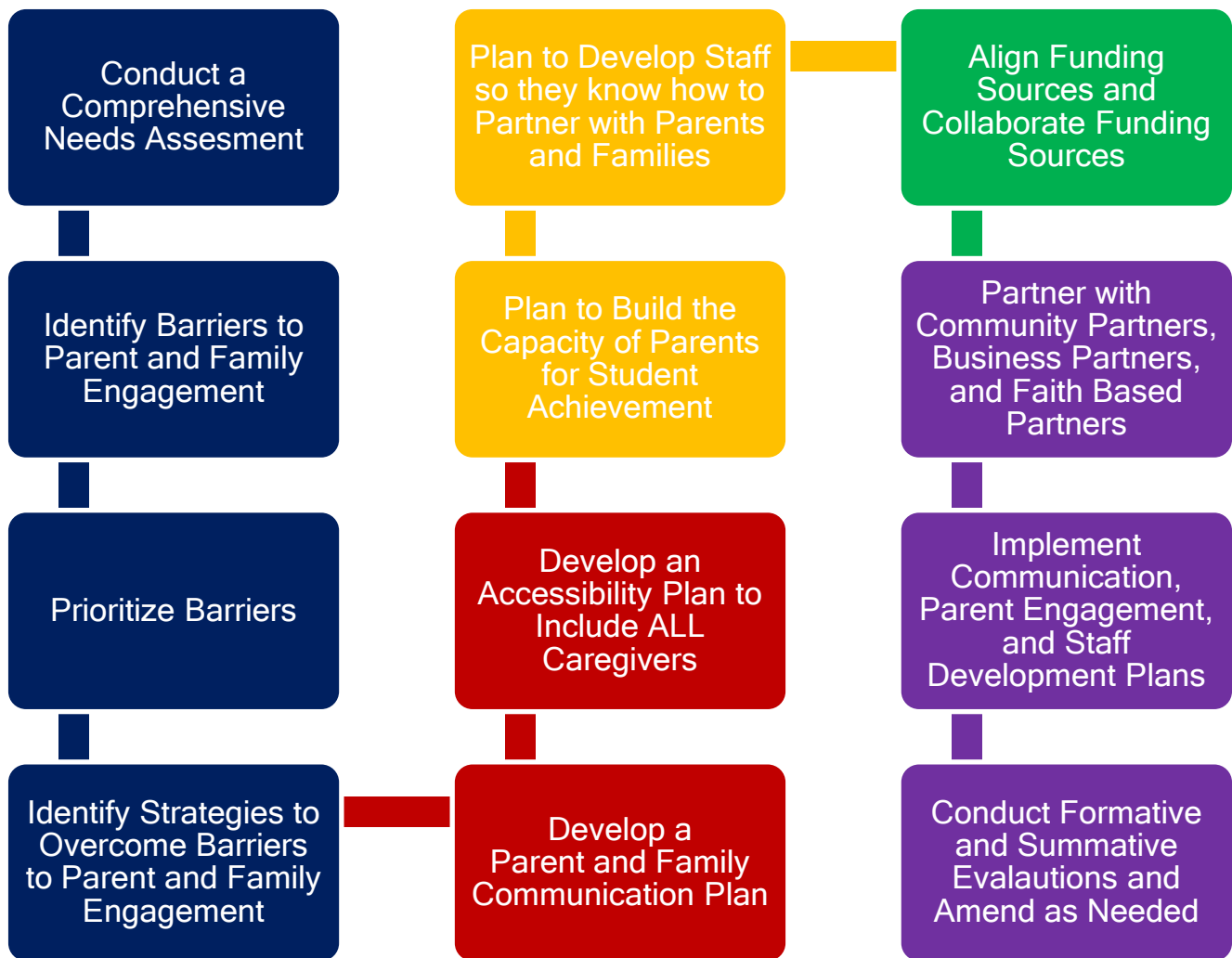
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	7
Overarching Outcomes/Goals for the Current School Year _____	8
COMMUNICATION AND ACCESSIBILITY _____	9
FLEXIBLE PARENT AND FAMILY MEETINGS _____	11
INVOLVEMENT OF PARENTS and FAMILIES _____	11
FLEXIBLE FAMILY MEETINGS _____	12
REQUIRED ANNUAL MEETING _____	12
REQUIRED DEVELOPMENTAL MEETING _____	13
BUILDING CAPACITY _____	14
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	14
PARENT AND FAMILY ENGAGEMENT EVENTS _____	15
PARENT COMPACT _____	18
INSTRUCTIONAL STAFF _____	19
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	20
COLLABORATION OF FUNDS _____	21

# 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/School Administrator

5/31/2021  
Date Signed

# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3400	\$3394.89	\$5.11
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
The remaining balance of \$5.11 is there because we did not want to over spend and this was the closest we could get without going over.		

### 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	Once we are permitted to allow parent entry on site, our resource room will be utilized for meetings with parents and to allow materials check out as needed.
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)	4	Parents agreed that the virtual meeting goals were clear for beginning of the year process and procedures. The workshop met their expectations. They learned new ideas to help their student. The presenter



		was knowledgeable about the school. Overall, the workshop was worthwhile.
Developmental Meeting (End of Year)	8	Parents agreed that the virtual meeting goals were clear. The workshop met their expectations. They learned new ideas to help their student. They would like more ideas on how to help their students get better grades. The presenter was knowledgeable about the school. Overall, the workshop was worthwhile. Parents would like more school-based activities. They believe it is important for parents to be involved and held accountable for their student.
Literacy Night	11	Parents agreed that the virtual meeting goals were clear. The workshop met their expectations. They learned new ideas to help their student. The presenter was knowledgeable about the school. Overall, the workshop was worthwhile.
Math Night	3	Parents agreed that the virtual meeting goals were clear for beginning of the year process and procedures. The workshop met their expectations. They learned new ideas to help their student. The presenter was knowledgeable about the school. Overall, the workshop was worthwhile.
Family Game Night	7	Parents agreed that the virtual meeting goals were clear. The workshop met their expectations. They learned new ideas to help their student. The presenter was knowledgeable about the school. Overall, the workshop was worthwhile.
Technology Night	2	Parents agreed that the virtual meeting goals were clear. The workshop met their expectations. They learned new ideas to help their student. The presenter was knowledgeable about the school. Overall, the workshop was worthwhile.
FSA Night	41	Parents agreed that the virtual meeting goals were clear and expectations for the FSA/FSAA assessments were explained. The workshop met their expectations. The PowerPoint provided examples of the types of questions and answers choices they would receive on the assessment. They learned new ideas to help their student prepare for the state test. The presenter was knowledgeable about the topic of FSA/FSAA. Overall, the workshop was worthwhile.

Transition to Middle School Night	5	Parents learned virtually about the available middle schools in the district.

*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.*

<b>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.</b>
Parents would like to see more homework help provided for them to help their child at home. They want to see afterschool clubs for students. Also a father daughter/mother son dance. They want the students to have more learning experiences outside of school.

## Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.	
<ol style="list-style-type: none"> <li>1. Due to the pandemic and all parent involvement was virtual, we experienced a drop in participation.</li> <li>2. Technology in the homes</li> </ol>	
<p>(1) Prioritize the <b>TOP THREE the barriers</b> (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)).</p>	
Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier

1)	Lack of participation	Parents will be able to enter the school for all parent events during the upcoming school year. Unlike the 20/21 school year due to COVID.
2)	Technology in the home	Computers are available in the parent resource center for parents references.
3)		

### 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 overarching goal is to increase the number of families participating in all parent engagement events. We will do so by encouraging parents to attend when they come through the parent drop off/pick up. We will have incentives for participation.



# COMMUNICATION AND ACCESSIBILITY



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

## Accessibility

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

- The school will provide/offer transportation to families that may need it.
- The school will offer flexible meeting times as needed
- An interpreter will be used in the event there are parents that speak other languages.
- Families with disabilities will work with our guidance counselor and administration on a 1-on-1 basis to ensure their needs are being met and that they are able to benefit from the events that are being held

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?

- Parent questionnaires will be sent home to poll for best time and any barriers that would prevent them from attending.
- Flexible meeting times will be provided
- Send notice home two weeks prior to event (in all languages spoken by families at the school)
- Advertise event on marquee
- Monthly Newsletter (in all languages spoken by families at the school)
- Parent Information board located at the front of the school (in all languages spoken by families at the school)
- Parent Link weekly parent calls

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

English and 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) Weekly parent calls are made
- (2) Fliers will be sent home 2 weeks prior to all parent engagement events
- (3) The school marquee will be updated the first of each month with all important information for stakeholders
- (4) Monthly newsletter with calendar of events

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 (reading, math science) where the current standards will be discussed and provided. The events will also discuss local and state assessments and the achievement levels students need to obtain. In addition, parents will have opportunities to learn more about the curriculum, assessments and achievement levels during open house, P/T conferences, Annual Title I meeting, mid-year stakeholders meeting.

(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) We have SAC each month and parents are encouraged to attend.
- (2) Our Developmental Meeting and our Annual Meeting are held once a year and parents are encouraged to help decide what their needs are and how they can be met.
- (3) We communicate opportunities via monthly newsletters, weekly phone messages, marquee, class DOJO and parent 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]

Parent comments will be sent to Title 1 via email (scanned copies). Parents are also able to provide comments or any concerns during any Title I parent 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?

A notebook will be made available in the parent involvement room and in the front office. The Parent plan will also be uploaded to the school's website. Notification will be sent home via newsletter and flyer.

# 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 to provide input to the plan. After each event, parents are given a survey to complete on what went well and what can be improved. As we monitor our title I events and budget, developmental meetings are held to determine what revisions need to be made

**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 -Monies will be allocated for transportation from the general fund
- Childcare - -Monies will be allocated to staff to provide childcare during events from the general fund
- Home Visits - School guidance and social worker will collaborate to make home visits to provide/offer assistance for various reasons.
- Additional Services to remove barriers to encourage event attendance - During drop off/pick up, 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 determine our meeting times based on parent feedback from 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?**

Minutes from the Developmental meeting and the surveys that were completed by parents.

**How flexible meetings will be offered to accommodate parents? Check all that apply.**

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other Virtual

## REQUIRED ANNUAL MEETING

**Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]**

1. Step 1 - Advertise to all stakeholders the date of the Annual meeting on school marquee and parent information board
2. Step 2 - Send phone message starting 2 weeks prior to the meeting
3. Step 3 - Inform parents through beginning of the year newsletter
4. Step 4 - Incentive students on inviting 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 background information of Title programs from the school's PowerPoint. The presenters will engage all stakeholders in open dialogue seeking ideas and suggestions school wide initiatives. In addition, parents are engaged in dialogue to discuss how Parent Involvement monies should be allocated (Literacy, Mathematics, Science, and Parenting Resources).

**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 and Historical data/trends of school data will be represented to parents with the current year's goals. We will discuss strategic action plans developed of how the school will plan to meet and exceed the goal set.
- (2) Parents will receive and be informed of the "Parents Right to Know" through PowerPoint and hard copy for their records.
- (3) During this time, parents will receive information of DCPS School Choice.
- (4) Parents will receive the outlined budget for Title 1 Part A funds. They will then be invited to dialogue to make any amendments to the budget.

**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?**

The school will continue to keep parents abreast of school events via school marquee, printed monthly newsletters, copies of parent notifications will remain current on the parent information bulletin board.

## 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.**

An End of the Year Evaluation Review meeting will be held at the end of the school year. All stakeholders will be invited to attend. The meeting will be held in conjunction with an End of the Year family event. During the event, parents will be corralled in a presentation of "The Year in Review" Power Point to highlight events that took place. In addition, parents will receive recognition for their participation. The presenter will also recap overarching responses from the parent surveys (strengths, and areas for improvement). At the end of the presentation, the floor will be open for ideas and suggestions for planning for the upcoming school year. Along, with open responses, the school will provide parents with an ideas and suggestion open response document.

# 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 Literacy, Mathematics, and Science events that are hands on and that will provide opportunities for parents to engage in "Take Home" activities. There will be flyers that go home two weeks prior to the event; the events will also be advertised in our monthly newsletter and on our marquee. There will also be a school messenger call to all parents.

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

All stakeholders will be invited to attend all school functions. Our faith base and business partners will be invited to play a role in our events. As items are donated to the school, they will be given 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 Family Resource room is located in the media center where it is centralized for all stakeholders. The school's parent liaison will maintain the area and keep adequate inventory of all resources. Parents will be invited in through monthly news letters and encouraged to check out materials to use at home.
- 2) The Family Engagement room will be advertised on the Parent Information board, in the front office with direction to the areas as well as in our monthly news letters.
- 3) All staff will receive procedural trainings of obtaining resources



**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?**

The school will model through practical lessons on how to use the materials that are purchased. Parents will also learn how the resources correlate with the FL standards. Resources have been allocated to the Parent Resource Room for supplies, brochures and FSA Prep Books for Parents to check out and use at home. In addition, parents were asking for more games and a supply of educational games will be purchased, both reading and math, to use at home to increase academic skills. MOSH on the go has also been invited to the school for an evening of science skills to build scientific knowledge and skills.

## 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 2021, February 2022</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>
<b>Title I Annual Meeting (required)</b>	Assistant Principal and Principal	Parents will understand the purpose of Title 1 designations and funding and how it	August 2021	Feedback form Survey Sign-in sheets

		positively impacts student achievement		
Title I Developmental Meeting (required)	Assistant Principal and Principal	Parents will get the opportunity to provide input on activities offered at school and input on the Title 1 budget and how money will be spent that directly affects student achievement.	May 2022	Feedback form Survey Sign-in sheets
Literacy Night	Reading Coach and ELA Committee	Parents will participate in coach/teacher led reading lessons with curriculum aligned activities that focus on comprehension. Parents will also be provided various strategies such as, question stems and graphic organizers that can be used to increase reading comprehension.	September 2021	Feedback form Survey Sign-in sheets
Math Night	Math Coach & Math Committee	During math night, parents will have the opportunity to create at math centers that can be used with students at home. Parents will also learn how to use specific math strategies that can be used to assist their students at home. Parents will be provided with grade/classroom specific information and expectations.	October 2021	Feedback form Survey Sign-in sheets
Family Game Night	Teachers and Administration	Families will engage in a Family Fun Night which will give members of the family a chance to celebrate the meaning of being a family and to spend quality time together by participating in fun activities together.	November 2021	Feedback form Survey Sign-in sheets

Transition to Middle School	Teachers and Administration	Families will engage in an informational transitional session for their students moving into kindergarten or six grade. We will also have representatives from various middle schools present to information about their school's to the parents and students.	December 2021	Feedback form Survey Sign-in sheets
MOSH Science on the Go	Science Committee	Parents will participate in teacher led science lessons with aligned activities the meet the grade level standard that focus the scientific process. Parents will also learn how to use specific strategies that can used to assist their students at home to engage them in hands on science activities. Parents, receive information on science standards and what they can do to help prepare their student for the Math FSA.	January 2022	Feedback form Survey Sign-in sheets
Data & Dine	Teachers & Administration	Parents will have the opportunity to meet with their child's teacher to discuss how their child is doing academically and to discuss all data points.	February 2022	Feedback form Survey Sign-in sheets
FSA Night	Coaches & Teachers	Parents will engage in learning what the about the FSA Assessment. They will experience questions similar to those that students will see on the assessment.	March 2022	Feedback form Survey Sign-in sheets

*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 sign in sheets and the parent contact logs will be provides as evidence that the compact was jointly developed with parents.

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

Teachers parent conference logs will be monitored and teachers will be reminded via weekly communication to schedule meetings to explain the Parent-School Compact.

# 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.**

(1) Parent notification letters will be sent out in the event that students are taught for 4 or more consecutive weeks by a teacher not properly licensed or if the teacher was 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 parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2021</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Poor Kids Rich Teaching Mindsets For Change Book Study	Sales & Wright	Improve the ability for faculty and staff to engage parents and families	Aug - Dec 2021	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 type="checkbox"/>	<b>IDEA - The Individuals with Disabilities Education Improvement Act</b>	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their needs and prepare them for further education and career beyond high school. Title 1 seeks to educate families and bridge home and school connections on how to work with students performing below grade/ identified with a learning disability. Families receive learning strategies from teachers and staff to work with their child(ren) in the home.
<input type="checkbox"/>	<b>VPK - Voluntary Pre-Kindergarten</b>	Title 1 seeks to educate families on how to work with VPK students at home to strengthen readiness for kindergarten. Families receive resources (books, board games, etc...) that can be used in the home for additional readiness skills and learning. Title 1 also seeks to help families with new school aged children adjust to their new parenting roles.
<input type="checkbox"/>	<b>Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.</b>	Title 1 will provide training and resources to families to help their children be successful in school, graduate on time, and become college/career ready.
<input type="checkbox"/>	<b>Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.</b>	Title 1 seeks to provide families with resources and counseling on how to help their children be successful in school (both academic and behavioral) despite outside factors (homelessness). Trainings are provided throughout the school year.
<input type="checkbox"/>	<b>SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.</b>	The Supplemental Academic Fund is created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title 1 seeks employee staff to work extended hours to tutor students who have been identified as performing below grade level expectations
<input type="checkbox"/>	<b>Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.</b>	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 1 seeks to provide the tools and education necessary to families so 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>	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their needs and prepare them for further education and career beyond high school. Title 1 seeks to educate families and bridge home and school connections on how to work with students performing below grade/ identified with a learning disability. Families receive learning strategies from teachers and staff to work with their child(ren) in the home.
---	--	---

*Schools may add lines as needed.*