

2023-24

**Title I, Part A Pinedale
Parent and Family
Engagement Plan**



School Name: Pinedale Elementary

School #: 3093

Assistant Principal Name: Latarsha Jones
School Website: www.duvalschools.org/pinedale



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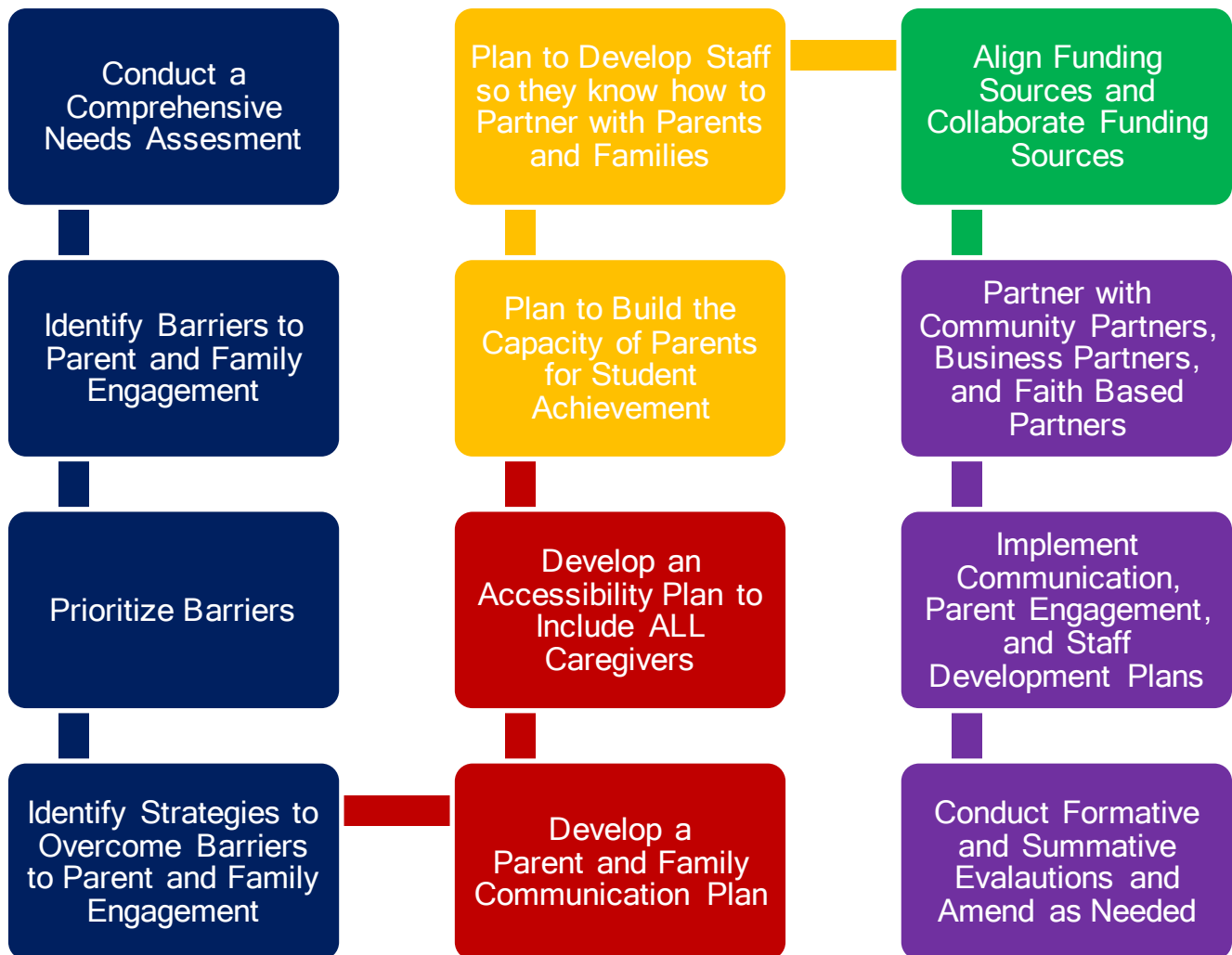
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OVERVIEW

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, Latarsha Jones, 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.
Latarsha Jones

Signature of Principal

5.6.23
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
\$ 5000	\$	\$
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
Funds remained because of changes in event dates & times. We plan to get feedback from our parents at our Stakeholder's meeting regarding use of funds.		

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)
65	5	Teachers will be informed of available resources in the Parent Resource Room & encouraged to use the Resource Room for Parent Conferences. We will make the resource room accessible during Parent Events so that parents can check out material and find resources for their students.
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	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.)

	sign in sheets in Digital Compliance)	
Annual Meeting (Beginning of Year)	30	Parents sent in compacts and conferenced with parents due to the info shared at Annual Meeting. Title 1 Right to Know & Guidelines were shared during meeting at beginning of year. Parents were involved and engaged in conferences with teachers.
Academic Awards	26	Parents attended conferences and engaged more during progress & report card periods
Donuts with Dads	44	Increase in students reading at home based on classroom reading logs.
Transition Meetings (5 th Grade & PK)	8	Parents toured middle schools and students were accepted into the middle school of their choice. PK parents participated in Transition Tip Tuesday
Developmental Meeting	7	Parents provided valuable feedback and committed to supporting school programs in the fall

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

Parents shared the following input during our Developmental Meeting:

- Parents expressed need for additional reading & math support at home
- Parents gave feedback/suggestion improve school culture
- Parents expressed concerns about students losing points they have earned on DOJO
- Provided feedback on IXL & IReady
- Interested in additional events focused on moms

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. Time- Many of our parents began working from home or held multiple jobs which limited their ability to attend events at school.
2. Communication- Most of our parents use DOJO, however when their numbers changed or they lost phone access, it became difficult to stay informed.
3. Leadership-Changes in leadership created a lack of consistency for parents.

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)
 (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Time	<ul style="list-style-type: none"> • Continue with Monthly Newsletter • Notify parents via Parent Link
2)	Communication	<ul style="list-style-type: none"> • Continue DOJO • Implement WEEKLY FOLDERS to send important shoo-wide information on Tuesdays
3)	Leadership	<ul style="list-style-type: none"> • Create system for communicating with leadership

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 goal is to close that academic gap between home and school, to increase communication, and to provide resources that support our students and families.

As a school, we hope to build a community of leaders both at home and at school. We aim to keep our parents informed on how their students are performing academically and socially but to also equip our parents with skills & strategies to support their students at home.

We commit to continuing our Parents as Partners initiative as part of our teacher professional development.

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?

We will utilize the translation devices to support our ELL parents in participating in school events. In addition, we will leverage Bloomz, social media, newsletter, and signage to keep our parents informed of school events and resources.

Our social worker and school counselor will provide contact information, support, and additional resources for families in need.

Many of our students live within the community and some buses are provided. We will handle special transportation issues on an as need basis.

Our school ensures that all parents (foster, grandparents, court appointed, etc.) are informed and included of school related events.

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?

Monthly Parent Press will be shared with parents to include upcoming events & dates as well as tips and reminders. We will utilize our school website, Bloomz, social media, Parent Link and teacher newsletters.

We will utilize the marquee to mention upcoming events and to share announcements. We will also implement Weekly Folders for sharing school-wide information with parents.

Newsletters will include updates on programs, school data and related information. In addition, we will share pertinent announcements and dates with parents. There will be opportunities for some information to be sent in Spanish for ELL students and translated via communication platforms. Communication will be sent home 2 weeks in advance.

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

English & Spanish

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

1. Our PFEP (Parent & Family Engagement Plan) calendar will be posted in the front office and in the parent involvement center. We will market all activities at least 2 weeks in advance via Parent Link, marquee, flyer, and/or class dojo. We send parent newsletters out monthly via Bloomz and check in with teachers consistently about parents who are not connected to Bloomz.
2. Flyers will be provided in Spanish when available and sent home. Personal calls will be made in Spanish to our ELL families as we have a limited number, and this is sustainable.
3. We will use the following tools: Canva for newsletters, Parent Link for school messenger, google translate and district support for flyers in second languages.

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?

Curriculum and assessments are first explained at Open House and our Title 1 Annual Meeting. They are further discussed during parent conferences throughout the school year. In addition, assessment information and progress updates are shared via Progress Reports that are sent home each semester. During Student Academic Showcase Nights, we will discuss & highlight state assessments and promotion requirements. The FSA Family Portal (flfast.org) will be available for data shared with parents and will provide information to help parents understand assessment results.

(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?

Parent surveys will be incorporated after each parent event and throughout the year. These are sent out via social media, Bloomz, and in parent newsletters. The Annual Title I Meeting will explain parent rights which includes encouragement for parents to ask questions and voice opinions.

We will make every effort to increase involvement and membership in SAC at Pinedale Elementary. We will utilize the Developmental Meeting as a decision-making opportunity for parents. All opportunities will be advertised as described above.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

We will contact the Title 1 office to share all parent comments & concerns.

(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?

- Bloomz & social media
- Parent Resource Room
- Front Office
- Available upon request
- PFEP will be available in all English & Spanish.

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 our Annual Title I Meeting and Developmental Meeting, parents will have an opportunity to provide input on the PFEP activities planned and to RSVP for activities. During SAC meetings, the PFEP will be discussed, and parents can provide comments and suggestions. If changes to any of our scheduled events are needed, parents will have an opportunity to give their input during SAC, PFEP events, and parent surveys. All parents are encouraged to attend all events.

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 will be addressed as needed.
- Childcare - events are family oriented.
- Home Visits - Social Worker & staff support
- Additional Services to remove barriers to encourage event attendance - Social Worker, CIS

FLEXIBLE FAMILY MEETINGS

<p>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)]</p>
<p>Parents provided ongoing communication regarding availability for events, and they shared input in the Developmental Meeting and surveys.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p>
<p>Title 1 Developmental Meetings Survey Results 5 Essentials</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other <u>Virtual</u></p>

REQUIRED ANNUAL MEETING

<p>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)]</p>
<p><u>Step 1:</u> The date, times, and location of the Annual Title I Meeting will be posted on our school website, school marquee, Facebook, Instagram, monthly School Messenger, and/or flyers will be sent home with students.</p> <p><u>Step 2:</u> Parents will sign-in when they arrive and be provided with an agenda, notes outline of the PowerPoint, and calendar of the 2023-2024 PFEP activities. Parents will complete workshop evaluations/forms survey at the end of the meeting. Parents will be encouraged to provide input regarding the PFEP on the workshop evaluation form.</p> <p><u>Step 3:</u> Parents will be informed that the PFEP is available on the school's website, front office, and Parent Resource Room.</p>

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.

We will utilize the Title I template and input our school data, Title I funding, resources, budget, request for parent input, parent's right to know how funding is being used, parent compact letter requirement and procedures, parent resource center purpose and availability, and PFEP activities.

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 PowerPoint on the Federal Programs site.

(1) We will review each category of school data (reading, math, and proficiency, and lowest quartile). We will explain how each is identified and review the goals for the 2023-2024 school year.
 (2) We will also discuss school choice options and parents' right to choose schools. This includes utilizing FOCUS parent portal. Pinedale enrolls neighborhood students and Magnet students.
 (3) The Title I overview PowerPoint will help parents understand the parameters of Title I and rights of parents as part of Title I programs.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

Parents may connect to Bloomz via their cell phone or their email addresses. We also use School Messenger which goes to Parents email address and cell phones. Our expectation is that Faculty/Staff talk with Parents during afterschool dismissal, parent teacher conferences, and our CIS After-school Program about parent events, school updates, and student progress updates.

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: A Parent Survey will be created and provided to parents via email, and hard copies to gather their comments regarding this year's PFEP implementation, feedback, and suggestions for next year.

Step 2: The date and agenda will be created once our survey results have been analyzed. The End of Year Developmental Meeting will be held in April or May 2024.

Step 3: Once the date is finalized, the date, times and location will be shared with parents and family members via School Messenger, Bloomz, Facebook, Instagram, and school marquee.

Step 4: A PowerPoint will be created using the Parent Survey results, share pictures from PFEP events, and a summary of each PFEP night including number of Parent-Family attendees and evaluation results. This PowerPoint will also include school data updates.

Step 5: At the Developmental Meeting, parents will sign-in, receive the notes outline of the PowerPoint so they can follow along and take notes, and a feedback form.

Step 6: The results from the Developmental Meeting will drive the preparation for the 2023-2024 PFEP activities.

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?

Using results from the Parent Survey completed in 2023, we will implement activities that will allow parents to see the results of student work and student activities, add student performance nights, and continue to connect these activities and other activities to student achievement. In addition, our goal is for parents to learn skills & strategies to use at home to support their students. Our PFEP activities will include a Black History Night and 2 Academic Showcases, and Kindergarten Roundup where parents will learn how to use available resources to enhance student skills and to carry over into their academic performance in the classroom. We want parents to know we are partners with them and their voices matter in the academic success of their child.

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

We have many ongoing business partnerships in the community and plan to develop our relationship with them by staying connected through events and other opportunities. We will invite them to our SAC meetings, PFEP event nights, allow them to host student motivation activities (student of the month, Green Party Host, etc.), participate in Read Across America Events and collaborate on other student focused activities throughout the year.

(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 plan to have sessions for parents to visit and see what resources are available and learn how to use them at home.
- (2) We will feature the sessions on Bloomz, signage and in our newsletter. We will make the resource area available on Event Nights.
- (3) Parent Resource Room resources will be shared with teachers during preplanning week, and they will be encouraged to host Parent Conferences there.

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
Ex. Childcare	Ex. Provided for parents to increase the opportunity to focus on the information provided to them during event.
Ex. Camera	Ex. To document Title One parent engagement events
<ul style="list-style-type: none"> • Storeroom supplies • Toner 	<ul style="list-style-type: none"> • Used for parent activities to complete make & takes and support student projects. • For parent resource room to ensure that parents can print out materials from Parent Academy. Print FOCUS information, and information from the teachers.
<ul style="list-style-type: none"> • Stem kits, math manipulatives, and reading materials 	<ul style="list-style-type: none"> • Parent support at home
<ul style="list-style-type: none"> • IXL Subscription 	<ul style="list-style-type: none"> • Provide practice & support with B.E.ST Standards in Reading & Math
<ul style="list-style-type: none"> • Kindergarten Supplies Materials such as books, flashcards, pencils, scissors, crayons, etc. 	<ul style="list-style-type: none"> • Used to help parents to prepare for working at home over the summer to prepare students to enter kindergarten.

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?
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	Parents will learn: <ol style="list-style-type: none"> 1. How to complete the parent portions of FASFA 2. How to research college websites for what their child needs for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding 	<i>October 2023, February 2024</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)		Parents will learn: <ol style="list-style-type: none"> 1. What is Title 1? 2. PFEP 3. Parent-School Compact 4. Right to Know 5. Academics 6. Parent & Family Engagement 7. Student Transitions 	August/September	Workshop Feedback form or/Forms Survey
Student Academic Showcase #1- Reading	Literacy Committee	Parents will learn about the Reading program, including standards. They will be taught how to use the materials provided at home to help student academics carry over into the classroom. IReady, IXL, Flashcards, JAX Read	October/November	Workshop Feedback form or/Forms Survey
Transition Meetings	5 th Grade Teachers & VPK	Parents will be informed of Middle School transition options and the enrollment requirements, tour procedures and school choice resources.	January	Workshop Feedback form or/Forms Survey

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?
Science Night	STEM Committee	Parents will learn about science standards and experience STEM related activities to promote problem solving.	January/February	Workshop Feedback form or/Forms Survey
Student Academic Showcase #2- Math	Math Committee	Parents will learn about the Math program, including standards. They will be taught how to use the materials provided at home to help student academics carry over into the classroom. IReady, IXL, Flashcards, JAX Read	February/March	Workshop Feedback form or/Forms Survey
Kindergarten Roundup	Literacy Team, K Teachers, VPK Teacher	Parents will be taught the importance of gaining prerequisite reading and math skills before entering Kindergarten. Parents will also be taught what a Kindergartener needs to know at the end of the K year.	April/May 2023	Workshop Feedback form or/Forms Survey
Title I Developmental Meeting (required)		Parents will assess the PFEP and events from this year and provide input on Title 1 events, the school compact and other items.	March/April	Workshop Feedback form or/Forms Survey

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)

Parents will have an opportunity to provide input during the Developmental Meeting. Parents will be informed that they will sign the School-Parent Compact letter during their parent conference with their child's Teacher.

The agenda, minutes, sign-in sheets, training materials, copy of 2023-2024 Parent Compact Letter and samples of signed School-Parent Compact Letters will be used as evidence.

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 will be trained on the purpose of the School-Parent Compact Letter. They will receive a School-Parent Compact Letter for each of their students and a Parent Compact Sign-in Sheet.

Teachers will discuss the Parent Compact letter during Open House and use them during all Parent Conferences.
Teachers will turn in completed forms to Administrators at the end of the year.

The completed forms will be logged onto our Student Data Spreadsheet which our Principal monitors.

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.

For any student who has been taught by a teacher for four weeks and the Teacher has not met certification, a Four Week Notice letter will be sent home to the student's parent.

The school will also maintain records of teachers who received an ineffective evaluation, out-of-field, or inexperienced according to the statewide definitions, Out-of-Field Notice letters will be sent to Parents. Records will also be uploaded into digital compliance as well.

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 2023</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Parents as Partners-Preplanning session	Assistant Principal	Ensure that Teachers are building and cultivating positive and effective Teacher-Parent relationships to increase Parent Involvement.	August 2023	Follow up with teachers Parent conferences
Positive Behavior Systems-BRIGHT Core Values, Bloomz, BRIGHT Bodega	Assistant Principal Foundations Team	To assist teachers in positively impacting student behavior and create an environment in which students can learn.	August 2023	Review of Bloomz interactions and trends Teacher feedback
Parents as Partners-Data Session	Data Team	Ensure that Teachers are building and cultivating positive and effective Teacher-Parent relationships to increase Parent Involvement. Teachers will provide Midyear data to ensure parents can track student progress.	January 2024	Sign In Sheets & Training material Copies of Teacher data

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	We will provide parent trainings specifically for our students enrolled in our self-contained ESE Programs as well as our students enrolled in inclusion classes. We will share information regarding District parent workshops as well as District and community resources with our parents. Our Parents will also be invited to our Parent and Family Engagement events.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The VPK program and families will be invited and included in parent involvement events and activities. They will be encouraged to participate in PTA and SAC.
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	We are a Full-Service School. When Early Warning Signs exist, we complete Full-Service referrals for our parents and students for various prevention and intervention programs such as counseling and other home related services. We also provide resources for other services families may need.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	We inform parents of the McKinney-Vento Homeless Assistance Act. If these resources are needed, our School Counselor and Social Worker complete referrals and provide resources to our families.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	We receive SAI funds that will support supplemental tutoring efforts for students.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Professional Development is provided through PLCs, common planning and early release days.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Teachers will continue to update their ELL skills and strategies to support ELL students.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Tutoring will be provided for those identified students.

Schools may add lines as needed.