

2023-24 Title I, Part A
Waterleaf Elementary
Parent and Family
Engagement Plan



School Name: Waterleaf Elem. School #: 3160

Principal Name: Lisa Brady Hewitt

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



TABLE OF CONTENTS

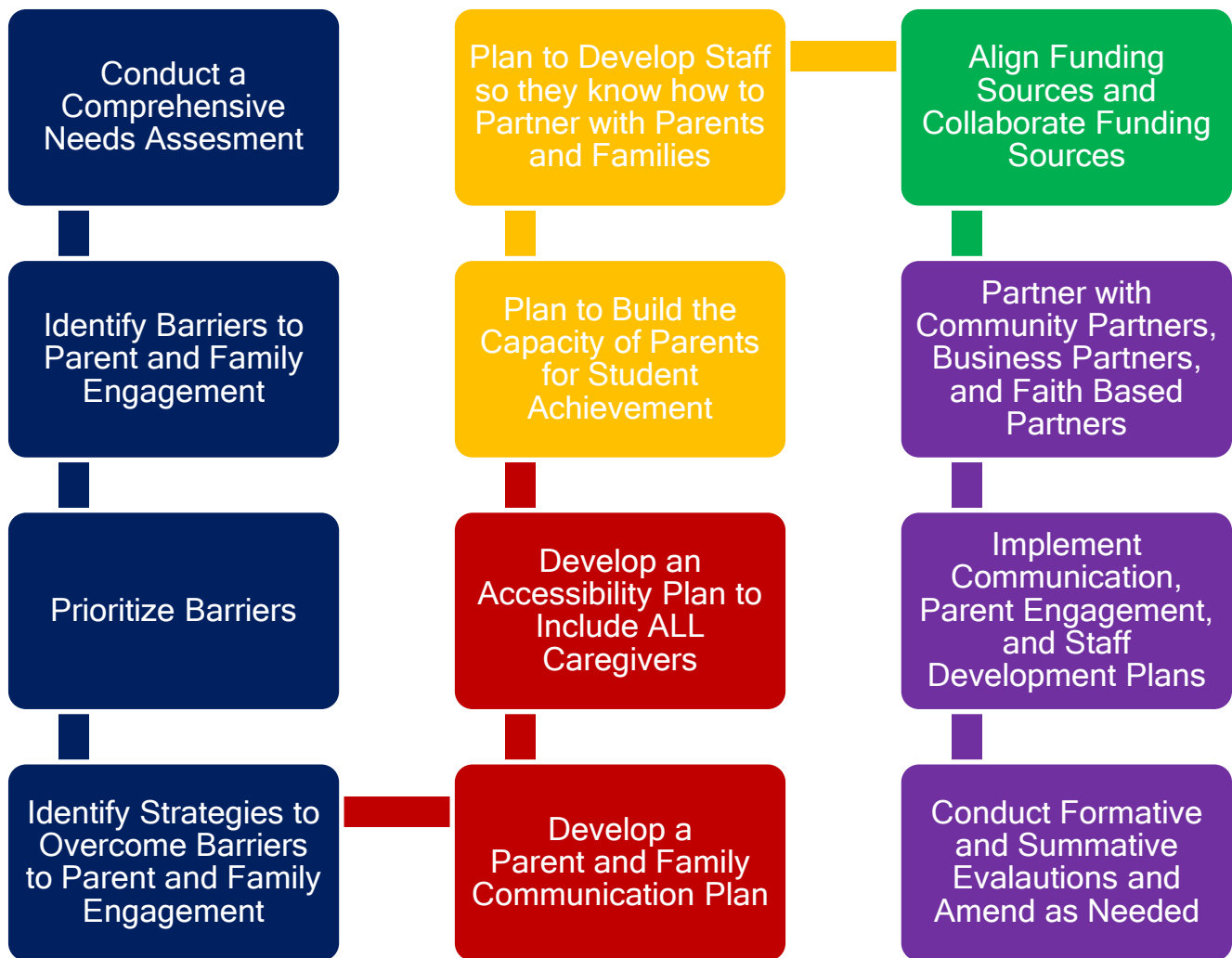
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	6
Overarching Outcomes/Goals for the Current School Year _____	6
COMMUNICATION AND ACCESSIBILITY _____	7
FLEXIBLE PARENT AND FAMILY MEETINGS _____	9
INVOLVEMENT OF PARENTS and FAMILIES _____	9
FLEXIBLE FAMILY MEETINGS _____	10
REQUIRED ANNUAL MEETING _____	10
REQUIRED DEVELOPMENTAL MEETING _____	11
BUILDING CAPACITY _____	12
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	12
PARENT AND FAMILY ENGAGEMENT EVENTS _____	13
PARENT COMPACT _____	16
INSTRUCTIONAL STAFF _____	17
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	18
COLLABORATION OF FUNDS _____	19

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, Lisa Hewitt, 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.

Lisa Brady Hewitt
Signature of Principal/School Administrator

05/10/2023
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
\$	\$	\$
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		
Waterleaf Elementary is new to Title I in the 2023-2024 school year.		

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)
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.)

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.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Barrier 1 - Low attendance at daytime events
2. Barrier 2 - SAC Meeting attendance

(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)	Low attendance at Daytime events	Notify parents in a timely manner so they can plan to attend. We will also host evening events.
2)	SAC Meeting Attendance	Notify parents in a timely manner so they can plan to attend. Hold SAC meetings at different times during the year such as pairing them with a daytime or evening event.
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 goal is to increase parent attendance at our family engagement events and SAC meetings.

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?

In order to better inform our parents regarding school events, flyers will be sent home in all languages represented, a minimum of two weeks prior to the event using student communication folders, Bloomz, School Messenger, One View, & Social Media platforms.

- School Newsletters and Marquee will also be utilized for communication. Many of the methods of communication used allow us to send home information in the parents' chosen language.
- Parents will have transportation, childcare, language supports, etc. Whenever possible, Waterleaf will modify additional activities to meet the needs of parents who are unable to attend.
- We will also provide materials discussed to parents who request additional information due to not being able to attend each session. Attempts to ensure materials and resources are provided for diverse families will be strategic based on input and demographic data.

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?

- Communication Folders will be sent home daily to update families on school-wide events and class information that is relevant. Flyers written in all languages represented.
- Monthly Newsletters, School messenger, and Bloomz will be utilized to assist with getting information out for parents. We will also update the school marquee as a source of information for parents.
- Language learning strategies will be utilized, as well as, translations when possible. Images, text features, word count and presentation of information and data will be purposefully designed for easy access of content.
- Admin and office staff will take the lead to create communications for families to advertise for all parent and family events.

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

Spanish, English, Arabic

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) Communication Folders will be purchased for each student and sent home daily. They will be used to maintain and foster consistent parent-school communication information regarding behavior and/or academic progress, report cards, family events, etc. A calendar of events is shared via the school's monthly newsletter, Bloomz, and monthly SAC & PTA meetings.

(2) The Bloomz app translates messages into several languages. Newsletters will also be translated.

(3) Bloomz app; Google translate; ESOL department

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

(1-3) Family nights such as Open House, F.A.S.T. Information night, and parent conferences will include an interpreter (if available) to help translate the information given to parents regarding curriculum, assessments, and achievement goals.

(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) SAC meetings, PTA, and Title I parent nights and the Annual and Developmental Meetings.

(2) All meetings will be on the monthly calendars sent home at the beginning of the month. Meeting dates will be on the marquee and sent via School Messenger.

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 surveys will be used after each Title I parent meeting. If there are parent concerns about the school-wide plan, the Title I parent meetings, or the information nights, those concerns will be submitted to the Title 1 district office through email and phone calls.

(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) Copies of the PFEP will be maintained in the Main Office for families to access. Parents will receive a PFEP Quick form that will list all Title I activities for the 2023-2024 school year. In addition, there will be School Messenger and Bloomz communications alerting parents of their rights to obtain a hard copy by contacting the Main Office. The school website will also have an electronic copy uploaded for online access.

2) Newsletters, flyers and the PFEP plan will be translated into languages spoken at the school.

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)].

By serving on SAC and PTA, parents are able to provide feedback on school-wide events that benefit them and their families. Information regarding these events will be distributed via school newsletters, flyers, webpage, school messenger, and the school's marquee. Parental input is documented through minutes, feedback forms and sign-in sheets. Parents are invited to complete a feedback rubric to gauge the overall effectiveness of the plan at the conclusion of parental involvement events.

Feedback provided will be discussed at monthly SAC meetings to improve events moving forward, as well as amend the Parental Involvement plan as necessary. The Annual Title I Meeting is held at the beginning of the school year to discuss parents right to know, explain and discuss Title I programs and requirements, involvement opportunities and recruit and retain parents and families. This is also an opportunity to discuss the responsibility of the parents to maintain stamina and stay involved throughout the school year.

The Title I Parent and Family Engagement Plan will be available for parents and the surrounding community to access via the school's website. Copies of the plan will also be made available in our front office. Teachers and Administration will be responsible for reviewing the compact agreement with parents during family nights, literacy workshops and parent-teacher conferences.

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 provided and arranged as needed for parent participation in PFEP activities.
- Childcare - PFEP activities will incorporate the entire family. Onsite, supervised student activities will be available during identified activities.
- Home Visits -Home visits are scheduled through the School Social Worker, Guidance Counselor and Mental Health Therapist and support staff as determined by need.
- Additional Services to remove barriers to encourage event attendance - Spanish translators will be onsite. ESOL District translation support, Transact and Google Translate will assist when necessary.

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 did not have Title I parent meetings last year as we were not a Title I school. We will be surveying parents throughout the year to determine what they feel would be the best times for them.

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

We did not have Title I parent meetings last year as we were not a Title I school.

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 as needed_____

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)]

Step 1: Send information via Bloomz, flyer, and School Messenger announcing meeting
 Step 2: Prepare handout and PowerPoint
 Step 3: Prepare sign-in sheets, feedback surveys
 Step 4: Send reminders 2 days prior via Bloomz, flyer, and School Messenger
 Step 5:
 (and so on as needed)

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.

At our Title I meeting, we will explain and discuss Title I programs and requirements and share projected dates for upcoming family workshops and family night events. We will review the School-Parent Compact Form, Parent and Family Engagement Plan and budget, and School Improvement Plan and budget. Parents and community members will be encouraged to brainstorm ideas to include in our parent involvement plan. We will dedicate the most time in our agenda for discussion and parent/community input.

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) Adequate yearly progress broken down by student subgroups will be a part of the Annual Meeting PowerPoint
- 2) This meeting will discuss school enrollment and its relationship to school choice. Parents will be informed of the school choice office and programs that allow parents unprecedented choice among public and private schools.
- 3) Meeting will cover the Parents Right to Know letter and inform parents that they have the right to request information about Title I funds and how they are spent.

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?

Monthly Newsletters, calendars, and flyers will be sent home regularly with students through the use of a communication folder and planner. The school messenger system will also be used through phone numbers of families and in multiple languages as needed. Families will receive an automated phone message from admin of events.

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.

PFEP Developmental Meeting will be conducted in March to plan for the upcoming school year. During this meeting the following important concepts will be discussed: Flexible Meeting Times, Building Capacity, Staff Training, Parent-School Communication, School-Parent Compact Form and Barriers. Surveys will be given to all families to provide input for the upcoming school year. The following questions will be included: What type of events would you like to see next school year? Think specifically about family nights. What topics would you like to learn more about?

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?

We are a new Title I school, therefore we do not have a needs assessment. However, administration, instructional coaches and teachers will provide materials and trainings throughout the school year to assist parents with working with their children. We will be building capacity with our parents focusing on the core curriculum. The following activities will be held to help build capacity with our parents:

- 1) Mad Scientist Day - we will discuss the curriculum standards and ways the parents can help their students meet those standards by incorporating activities at home. We will purchase science games, bubble activities, and make science bags for each family to take home and do science experiments at home and keeping notes about each activity in their Science experiment book
- 2) Math Mania Day - Parents will attend math day at the school and work with their child on math activities and learn how to incorporate strategies taught at home and build on their math skills
- 3) Art extravaganza - We are going to have the parents create art with their students and then learn how to incorporate ELA skills as they are working on art projects together.
- 4) Literacy activity - we will have a character parade and then have the parents participate in literacy activities that they can do at home with their students.

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

Parents and the community will receive updated information about the school's data and opportunities to learn more about the curriculum and how they can help their child at home. Business and Faith based partnerships as well as, the Parent Academy resources will be available to support PFEP activities to maximize desired outcomes and build a community of learners with all stakeholders. Parents will become more aware of how partnerships enhance student learning and thus become better connected with opportunities for their student(s).

(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 Center will be available for parents to access web based information using the computer kiosk. Also, curriculum materials will be available for check out to supplement classroom instruction.
- (2) The Parent Resource Center will be advertised through multiple formats. As events occur, opportunities will be maximized to ensure parents are aware and comfortable with utilizing resources.

(3) Faculty and Staff will be trained to utilize the Resource Center to directly support individual student needs and are encouraged to meet with parents to be able to assist parents with checking out support materials for at home support.

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?

Our school plans on utilizing the bulk of the expenditures this year for supplies such as, childrens' books (Spanish and English) and postage for mailing notices for PFEP events. This will help to build the capacity of parent engagement because parents will be informed and aware of resources available to aide with their child's learning in their spoken language. Additionally, funds will be used to purchase materials for family nights, including reading, math, and science materials, games, and resources. We will also use funds to provide light refreshments during events.

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>	<i>Parents will learn: 1. How to complete the parent portions of FASFA 2. How to research college websites for what their child need 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>	<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>

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)	Principal and Asst. Principal	<p>Parents will learn how the Federal Grant Title I contributes to our school.</p> <p>Parents will learn of the many resources offered through Title I.</p>	Sept. 2023	Sign-in sheets; Surveys for feedback
Title I Developmental Meeting (required)	Principal and Asst. Principal	Parents and families will come together to assess the events during the year and plan for the upcoming school year.	March 2024	Sign-in sheets; Surveys for feedback
Mad Scientist Day	Science Dept.	Parents will attend with students and be active in science experiments.	November 2023	Sign-in sheets; Surveys for feedback; Science activity sheet to complete at home.
FAST/Parent Conference Night	Principal & Assistant Principal, Interventionists & Teachers	Parents and families will learn activities for FAST support in all core areas.	Feb. 2024	Sign-in sheets; Surveys for feedback;
Math Mania Day	Math Committee	Parents will attend with students and will work through several math stations with games and activities centered around math benchmarks.	January 2024	Sign-in sheets; Surveys for feedback; Math packet to take home.
Literary Character Day and Parade	Literacy Committee	Parents will attend the Literary Character Parade and then will participate in activities centered around literacy.	October 2023	Sign-in sheets; Surveys for feedback; Book log for parents to complete as they read with their student.

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?

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)

Notes from Title I Developmental Meeting and Annual meeting will be provided showing the development and approval of the compact, as well as a parent form will be used as verification that parents received and signed the form. During the annual meeting we will explain the compact.

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 are responsible for setting up conferences with families and maintaining a parent communication log that includes parent teacher compacts and a conference log showing conference notes. Principal and Assistant Principal will monitor communication logs quarterly.

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.

Once teachers are identified in one of the above-mentioned categories, parents will be made aware through parent letters for the teacher's homeroom and subject area classes. The school admin staff will maintain a list of identified teachers at the school and within the digital compliance platform.

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>
Parent Engagement	Principal and Asst. Prin.	Improved ability for staff to work with parents and families	Aug. 2023	Follow up with teachers
PMP Prof. Devel.	ESE Lead Guidance Counselor	Improved ability for staff to work with parents and families	Aug. 2023	Monitor PMP conferences
Parent Data Chats	Teachers Administration	Improved ability for staff to work with parents and families	Aug. 2023-March 2024	Logs from meetings held with parents

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	ESE Teachers attend parent engagement events to further communication with parents on the best at home supports to give students.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	VPK transition to Kindergarten Program. Parents are invited to attend PFEP events during the school year.
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Full Service Programs in partnership with DCPS provides Mental Health student counselor on campus daily.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Students are enrolled same day when applicable with the McKinney Vento Homeless Assistance Program, in conjunction with DCPS School Choice and school level registrar process. All teachers and staff are trained for McKinney-Vento.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	Teacher Student Tutoring program during and after school.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Professional development is given monthly, topics enhance parent and teacher interactions for the purpose of student achievement.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Parent and Family Engagement Funds are used to hire translators for all events, translate all school-home communications.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Resources inventoried in the Parent Resource Room are purchased for the support and enrichment of student academic achievement. Tutoring will be provided as determined by the school staff.

Schools may add lines as needed.