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



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| School Name: Annie R. Morgan School #: 21 |  |  |
| Principal Name: [Laquitrice Johnson ]  School Website: [https://dcps.Duvalschools.org/ARM ] |  |  |

TABLE OF CONTENTS

[OVERVIEW 3](#_Toc33426256)

[ASSURANCES 4](#_Toc33426257)

[NEEDS ASSESSMENT 5](#_Toc33426258)

[Previous Year Financial and Programmatic Outcomes 5](#_Toc33426259)

[Fiscal Overview from the Previous Fiscal Year 5](#_Toc33426260)

[Programmatic Overview from the Previous Fiscal Year 5](#_Toc33426261)

[Barriers 6](#_Toc33426262)

[Overarching Outcomes/Goals for the Current School Year 7](#_Toc33426263)

[COMMUNICATION AND ACCESSIBILITY 8](#_Toc33426264)

[FLEXIBLE PARENT AND FAMILY MEETINGS 11](#_Toc33426265)

[INVOLVEMENT OF PARENTS and FAMILIES 11](#_Toc33426266)

[FLEXIBLE FAMILY MEETINGS 12](#_Toc33426267)

[REQUIRED ANNUAL MEETING 12](#_Toc33426268)

[REQUIRED DEVELOPMENTAL MEETING 13](#_Toc33426269)

[BUILDING CAPACITY 14](#_Toc33426270)

[BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS 14](#_Toc33426271)

[PARENT AND FAMILY ENGAGEMENT EVENTS 15](#_Toc33426272)

[PARENT COMPACT 17](#_Toc33426273)

[INSTRUCTIONAL STAFF 18](#_Toc33426274)

[BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS 19](#_Toc33426275)

[COLLABORATION OF FUNDS 20](#_Toc33426276)

# 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.**

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| *“Treat children like they make a difference and they will.”* |  |

# ASSURANCES

I, Laquitrice Johnson, 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.

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|  | 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; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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 |
|  | 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 Section1112(c)(1)(A)(ii)]. |

\*click to select each assurance, this page will require an original signature and submission to the District.  
  
\_\_Laquitrice \_\_Johnson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_April 15, 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Signature of Principal/School Administrator Date Signed

# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3700.00 | $3668.15 | $31.85 |
| **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** | | |
| Due to unexpected school closures, additional funds were not fully expended. As we monitor our funds closely for the 2020-2021 school year, if we find that we have money not being utilized as budgeted, we will hold revision meetings during approved months. | | |

## Programmatic Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

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| 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)** |
| None | None | We will continue to encourage teachers to talk to parents about the parent resource room and the items available to help their children at home. Teachers will be encouraged to have parent conferences in 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.)** |
| Annual Meeting (Beginning of Year) | 25 | Parents were given information of previous year school grade and projected grade. |
| Developmental Meeting  (End of Year) | 5 | Gathered information for the development of the PFEP and discussed the SIP. Parents gave input on the activities they would like to have  and materials to purchase for the parent resource room. |
| Math Night | 43 | Parents engaged in math activates to increase their understanding of math skills and concepts. Feedback from parents indicated they learned new ways to make math fun. |
| Literacy Night | 52 | Teachers educated, encourage and empowered parents with strategies and resources to help increase student achievement. Feedback from parents indicated they learned new strategies to make literacy more interesting for their child. |
| Doughnuts with Dad | 40 | Parents and students were encouraged to read and discuss literacy activities. Feedback from parents indicated the event and spending time with students were enjoyable. |
| Muffins with Mom | 60 | Parents and students were encouraged to read and discuss literacy activities. Feedback from parents indicated the event and spending time with students were enjoyable |
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*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.*

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| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan. |
| * 1. Were the objectives met?  Yes, the objectives were met.   2.  Was the topic explained? -Yes, topic was explained.  3. Were your questioned answered? – Yes, all questions were answered.  4. What can we do to engage stakeholders?  In order to engage our stakeholders, perhaps they need to keep the current status of learning fresh in their minds, many parents and caregivers are learning first hand that teaching students is not an easy job and that in addition to their students not being prepared for the new way of learning, they themselves may need to increase the amount of time that they are engaged in their students learning.  Though we do provide ample opportunities for parent involvement, we  need to help our teachers understand that this is a two-way street.  As a teacher, when you call parent relating to student behavior, you want a response almost immediately, not 3 days later; but we have to put on our parent hat, when we have an issue or question to be answered, regarding our student, we want an answer almost immediately as well.  Parents, schools and  teachers need to meet each other in the middle in terms or managing time and energy put into student learning. |

## Barriers

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| 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. Lack of Interest 2. Attendance 3. Communication 4. Meeting Times | | |
| (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) | Lack of Interest | Continue to communicate to parents the value of their input, time, efforts, and collaboration with school, and the positive impact they all will have on students’ academic, and social/emotional well-being. |
| 2) | Attendance | Offer virtual meetings as an option. Tie events to student performances may be an option. |
| 3) | Communication | Be sure to release events’ information two weeks prior. Advertise on Class Dojo, school website, flyers, Title events signage on school grounds. Professional Development (PD) will be provided for teachers on strategies for communicating with parents. |

## Overarching Outcomes/Goals for the Current School Year

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| 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? |
| We would like to increase awareness to parents of the available Title I resources that are located at the school and district levels. We would also like an increase of parent participation to events and to utilize academic resources in the parent resource room.  Due to late hiring of Parent Liaison, we did not have any parents to visit this resource.  A primary goal is to improve relationships between faculty/staff and parents. |

# COMMUNICATION AND ACCESSIBILITY

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| Telephone | Envelope | Email | Laptop | Chat |

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.

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| 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?** |
| Parent notifications and reports will be provided in the parent’s native language via support from the district to provide these translated notifications. Parents with transportation needs will be provided bus passes. Parents who speak English as a 2nd language will be paired with a teacher who speaks fluent Spanish, or the school will reach out to district ESOL department for support. Annie R. Morgan will provide parent involvement activities/events at various times (morning, daytime, evening) to allow for parents to select the option that works best for their schedule. Parents will be notified of events in multiple ways including social media, printed flyers, and Parentlink. By using multiple methods, we hope to reach more families. Our teachers are encouraged to communicate via face to face conferences, via email, and phone conferences in order to involve as many parents as possible. |
| **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?** |
| Annie R. Morgan will communicate with parents via class DOJO and School Messenger. For information sent home, we will provide pre-translated documents in the family’s heritage language. During events, meetings (IEP/504/MRT), we will secure a translator as needed. The school will communicate through multiple sources (social media, flyers, Class DOJO, Parent Link, email) to increase the possibility of all parents participating. The monthly parent newsletter will also be used as a form of communication with parents.  Class DoJo allows parents to have all posts translated to their chosen language, which will help bridge any language barriers. |
| **What are the different languages spoken by students, parents and families at your school?** |
| English and Spanish |

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| 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. (1) The school will timely communicate information verbally, in written form, and in electronic format two weeks prior to the event. 2. Class DoJo will translate information. Information will be sent home in students’ home language using TransAct, and other means of translating documents for events.   (3) The school will consistently use Class DOJO; Parent Link, School Website, School Marquee , and parent newsletter as tools to communicate. All communication will be sent in at least 2 weeks in advance. |
| 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? |
| The School will provide program information and assistance, as appropriate, to parents on academic standards, assessments, and achievement levels by grade level.  The school will provide information on State/District standards and the district approved curriculum used at school, and conduct regular assessments and reporting results for subgroups, school and district. The school will describe proficiency levels students are expected to meet to make adequate growth throughout the year. Teachers are expected to share and explain during quarterly parent conferences, as well as Open House, the curriculum that will be used for each class/grade level. After the initial, Winter, and Spring i-Ready assessments, parents will receive information detailing their child’s scores and how they can support their child. Students are also expected to track and monitor their data and progress using individual data forms in the classroom. School data will also be discussed in the Title I Annual Meeting, Mid-year Stakeholders Meeting, and monthly SAC Meetings. Information will be translated into students’ home language. |
| (1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making? |
| (1) Parents are provided opportunities to participate in decision making during the Title I Development Meetings, Meet and Greet with administration, SIP, and SAC meetings.  (2) Parents are contacted and communicated with via school Parent Link, (email, text, mobile App, voice message), Class Dojo, School Marquee, and school website. |
| 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] |
| If there are concerns, parent and family comments will be reviewed prior to uploading documents. All school-based concerns will be addressed immediately by administrators. All other parent/family comments will be submitted via email or telephone to the LEA or Title 1 Office. A box will be provided for parent to share their concerns regarding Title 1. Parents can also contact the Parent Liaison about any PFEP 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? |
| (1) The school will take the following actions to ensure that information related to school and parent programs, meetings, and other activities is sent to the parents via flyers, school marquee, school website, monthly newsletters in a format that is readable and in a language that parents can understand. A copy of the plan will be placed in the front office and the parent resource room.  (2)The school will inform parents through the monthly calendar, social media, school website, and weekly Tuesday Folder. A copy of the plan will be placed in the front office and the parent center. |

# 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)]

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| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

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| 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, along with the ARM Leadership Team, School Advisory Council (SAC), and PTA) are involved in the planning, review, and improvements of the school’s programs and the Parent and Family Engagement Plan (PFEP), budget, and compact. The SAC committee (which consist of business partners, community members, parents, and teachers) and the leadership team meet monthly to review and discuss school data reports and progress. If changes are needed in the PFEP a revision meeting is held with parents. Parents are given a 2-week notification prior to the meeting date. At the end of the year, the Developmental Meeting is held for parents to provide input into how funds will be spent the following year. |
| **How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]** |
| * Transportation – Bus passes will be provided as needed * Childcare – Childcare will be offered and provided as needed * Home Visits – Conducted based on teacher/administration/school counselor * Additional Services to remove barriers to encourage event attendance – None   None of the above are barriers to parent engagement. |

## FLEXIBLE FAMILY MEETINGS

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| 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)] |
| After each Title I events, parents were asked to complete a general survey, in order to obtain feedback. Feedback from parents was also obtained during the Title I and PFEP Development meetings |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Parent responses to survey questions were obtained. The parent input form was completed during the Annual Title I and the PFEP Developmental meetings. Parents can also contact the school counselor, administration, and Title I Parent Liaison. |
| **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

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| 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: Publish event on school website 2. Step 2: Publish event on the school’s social media and Class DOJO 3. Step 3: Place event in parent monthly school letter 4. Step 4: Send flyer home 2 weeks prior to event 5. Step 5: Prepare PowerPoint 6. Step 6: Prepare handouts 7. Step 7: Prepare sign-in sheets and evaluation forms |
| **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.** |
| The Annual Title I meeting is held before Open House to ensure more parents attend. During the meeting, parents are informed by the principal of the school’s current data, goals and Title I programs. Parents then view a PowerPoint with more information about Title I. |
| **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) Along with the principal’s presentation, information on adequate yearly progress will be shared with current school data and school goals for this year.  (2) School choice information will be disseminated along with our School Choice theme and academic focus.  (3) Parents will be informed of the following rights: the right to request and receive timely notification of professional qualifications of teachers and paraprofessionals; to be informed if students are taught for four or more weeks by a teacher that is not highly qualified; to be provided opportunities for input on how Title I dollars are spent; and to be provided information regarding their student’s results from state assessments |
| **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 will receive notification at least two weeks in advance for school events. Parents will be notified in ways of flyers, marquee, newsletter, Parent Link message. Dates and events will sent via Class DOJO. |

## 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.

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| 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: The school will provide communication regarding the end of year Developmental Meeting in order to evaluate parent/family engagement and to prepare for the upcoming year advertising the event through Parent Link (email, phone call, text).  Step 2: The facilitator will review and facilitate discussion regarding activities held during the school year, recommended activities for the upcoming year and present information on the budget.  Step 3: All parents/guardians will have an opportunity to provide feedback/recommendations on evaluation form. In addition, more specific feedback will be obtained from parents completing the Title 1 Developmental Worksheet. |

# 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

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| 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? |
| Teachers and administration will discuss activities based on the SIP, parent feedback given to teachers, and the evaluations/feedback forms from previous Title I events. From the feedback, various interactive family and parent events will be offered at various times throughout the school day. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| The following events/resources are designed to foster relationship with the community to improve student achievement:   * Back to school event various community sponsors (free school supplies give-away, free haircuts, free clothing give away, etc.) * Annual Title 1/Open House * Parent Liaison * Awards Ceremonies * Parent-teacher conferences * Mid-year stakeholders’ meeting * Seek out faith-based partners * Host virtual events options to increase involvement |
| **(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 room is also open during all parent and family events for parents to checkout materials.  (2) The school advertises the parent room in the front office, in the school newsletter, monthly Open House, and all other parent events. There are directional signs throughout the campus. Also, the Parent Resource information will be shared on social media and school website.  (3) Staff are trained during pre-planning regarding the operations of the parent resource room and how-to checkout materials  The Parent Resource Room is a designated area where parents and families can check out materials, use the computer, and find resources/tools to help their child. Teachers are encouraged to share ideas and resources that are held in the Parent Resource Room with parents during conferences. School staff will be trained on different resources that will assist parents in helping to identify areas of weakness and to check out materials in those areas. |
| **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?** |
| Parents have access to a computer and printer. The center is also available for parent meetings. Parents can checkout leveled books, educational games, family fun board games, flash cards, and other helpful materials. During teacher/parent conferences, teachers are encouraged to visit the resource room with parents and be a direct contact to answers questions by parents. Also. The Title I Parent Liaison will also offer trainings and to assist parents on the use of Title I resources.  Additional Math and Reading materials have been purchased as teaching and learning resources for our parents. |

## 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.

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| 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 |
| *Example: FASFA and Scholarship Writing Night* | *Principal Brad Pitt* | *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* | *October 2020, February 2021* | *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* |
| Title I Annual Meeting (required) | Annie R. Morgan Leadership Team | Parents will be informed on how to become more engaged in their child’s education. Parents will be informed on how Title I funds assist with family engagement and provide input | August 2020 | Number of Participants, Parental Feedback |
| Title I Developmental Meeting (required) | Principal | Parents will be involved in providing feedback for the PFEP for the 2020-2021 school year.  Evaluate barriers  Celebrate successes | April/ May 2020 | Number of Participants, Parental Feedback |
| Literacy Night | Reading Coach  Reading Committee  Principal  Asst. Principal  Media Specialist | Parents will be provided tools and strategies that will help their child become better readers  Strategies to improve student comprehension, fluency and vocabulary | November 2020 | Sign in sheets, agenda, feedback forms  Increase reading scores via iReady, Achieve 3000, PMA, FSA |
| Math/ Science Night | Math Coach  Math Committee  Principal  Asst. Principal | Parents will be taught various strategies with hands on activities.  Provide parents with additional support at home for increasing math skills in computation, number sense, and geometry | December 2020 | Increase students’ math scores evidence via i-Ready and PMAs  Sign in sheets, agenda, feedback forms |
| Parent Technology Workshop | Principal  Assistant Principal  Coaches  Parent Liaison  Lead Technology Teacher | Parents will be given hands-on activities that will promote the online platform (Microsoft Teams, FOCUS and OneView applications | October 2020 | Increase parent participation in accessing student’s information |
| FSA Night | Principal  Assistant Principal  Coaches  Math Comm.  Reading Comm. | Strategies to improve student comprehension, fluency and vocabulary  Strategies to improve student math skills in computation, number sense, and geometry.  Provide parents with test taking skills and strategies to prepare students for testing. | February 2021 | Sign in sheets, agenda, feedback forms, increased parent participation, and increase in student reading and math scores |
| Donuts with Dad | Principal  Asst. Principal  Coaches  Teachers | Parents will spend time engaged in academic games in literacy and math. | September 2021 | Number of Participants,  Evaluation Form, sign-in sheets |
| Muffins with Mom | Principal  Asst. Principal  Coaches  Teachers | Parents will spend time engaged in academic games in literacy and math. | March 2021 | Number of Participants,  Evaluation Form, sign-in sheets |
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*Schools may add or remove rows as needed.*

1. 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.

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| 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 school will develop a school-parent compact (Compact). The Compact, which will be jointly developed with parents, will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. Parents and school staff will have the opportunity to revise the school-parent compact. Teachers will be instructed on compact procedures. Stakeholders help to develop the school-parent compact through their completed surveys as the end of our family engagement events, as well as feedback during various meetings. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| During Open House and the Annual Title I Meeting, the principal will inform and introduce compact to parents. It will be expected that during parent/teacher conferences, teacher shares compact and parent signs. Teachers will be required to keep a parent conference log, indicating dates of when parents were provided information concerning 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.

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| 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. |
| Notices regarding teacher qualification status will be sent home to parents when received from the district. These notices will be uploaded into digital compliance, and hard copies will be filed at school in our Title 1 records. |

## 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)]

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| 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 | | *Poverty Simulation with the Title I team* | *Mr. Black* | *Improved ability for staff to work with parents and families* | *Dec 2020* | *Sign-in sheets, evaluation sheets, follow up with teachers* | | Book study on building up others and helping other achieve their goals- Greater Than Yourself & Bridges out of Poverty | Mrs. Johnson | Broadening of mindsets; encouragement for staff to take on a GTY project. | **August- May. (E.R. days)** | Mentor/mentee Match-up Check in logs  Decrease in discipline referrals (compared to 2018-2019) | | Communicating and increasing family participation/engagement | Leadership Team  Parent Liaison | To improve communication between parent and school, to increase number of volunteers | September/ October | Increase in number of volunteers  Increase parent participation in school events/activities  Sign-in Sheets | |  |  | Teachers will be provided with specific strategies on how to communicate effectively with parents, as this would improve the relationship between parents & teachers; thus, increasing student achievement. |  |  | |  |  |  |  |  | |  |  |  |  |  | |

# COLLABORATION OF FUNDS

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| 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)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act | The school abides by the law regarding the education of students with disabilities. IDEA funds provide my students with special needs additional support through additional certificated staff, to provide accommodations and small group instruction. PFEP funds are used to provide parents access to resources that can be used to support children with special needs. Also, PFEP funds provide parents additional training on supporting their children at home, not only with academics, but with overall achievement. |
|  | **VPK** - Voluntary  Pre-Kindergarten |  |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. |  |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | The school abides by the law as it relates to not denying parents of students who are classified as homeless, an opportunity to register.  These funds provide my students, who may be classified as homeless, the opportunity to remain in their school of origin for the duration of homelessness and until the end of an academic year in which they obtain permanent housing. This supports our goal to increase student attendance, which will no doubt aid in overall academic achievement. PFEP funds help ensure that school personnel receive professional development and other support to properly educate all students and assist all parents/guardians. |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | SAI funds are used to assist with the achievement gaps of our students. With these funds, tutors can be hired to provide small group instruction and remediation. PFEP funds allow the school to offer free during or after school tutoring for identified students in Grades 3 -5 to increase their proficiency in literacy and mathematical skills. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. |  |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*