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| 2019-20 Title I, Part A *School*Parent and Family Engagement Plan |



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| School Name: Ramona Blvd School #: 3079 |  |  |
| Principal Name: Devonne Lampkin School Website: dcps.duvalschools.org/ramona  |  |  |

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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.**

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

# ASSURANCES

I, Click or tap here to enter text., 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.

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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 |
| $3311.00 | $2430.50 | $880.50 |
| **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** |
| I don’t see where there was anything remaining in last year’s budget for Title I PFEP. When in SAP this information didn’t show anything. To our knowledge everything was spent and budgeted. |

## 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)** |
| I am newly appointed Assistant Principal here at Ramona Blvd. Elementary School and I do not have this information. | Unknown | We plan to increase parental involvement in Ramona Boulevard Elementary by engaging parents in productive discourse and creating more opportunities for parents to get involved.At Ramona Elementary, our goal is to encourage parents to use our Family Resource Room and to encourage parents to bring other parents with them to introduce them to the Parent Resource Room to increase the usage of our room. |
| Summary of Parent Engagement Events from the Previous Year |
| Name of Activity(add all activities from the 2018-19 school year) | **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)** |
| Annual Meeting (Beginning of Year) | 32 | Parents gained a deeper understandingof what the Title I program is and how it benefits your child’s school and academia. Parents were given the opportunity to give input on activities, parents compacts, and other activities. |
| Developmental Meeting (End of Year) |  | Parents were given an opportunity to provide feedback and input into future plans and activities for the upcoming school year. It was also a time for parents to participate in the evaluation of the program as a whole**.** |
| Donuts with Dads | 60 | Parents were given strategies and techniques for working with their children at home for when they take FSA in ELA. Parents were made familiar with questions, strands, and standards |
| Muffins with Moms | 84 | Parents were given strategies and techniques for working with their children at home for when they take FSA in ELA. Parents were made familiar with questions, strands, and standards |
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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 during the previous year (not applicable to new Title I, Part A schools). |
| During the developmental meeting parent stressed the importance of having flexible meeting times for parent meetings. It is the goal to have meetings scheduled for both morning and evening sessions where applicable. Some of our parent activities have only specific times that they can take place due to vendors’ schedules and presentation time allotments. We will make every effort to make meeting times more flexible for parents to be involved. We will also continue to notify parents in ample time of upcoming event through our monthly newsletters, Remind 101, and other means of communication |

## 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. Flexible meeting times – During the developmental meeting parent stressed the importance of having flexible meeting times for parent meetings. It is the goal to have meetings scheduled for both morning and evening sessions where applicable. Some of our parent activities have only specific times that they can take place due to vendors’ schedules and presentation time allotments. We will make every effort to make meeting times more flexible for parents to be involved. We will also continue to notify parents in ample time of upcoming event through our monthly newsletters, Remind 101, and other means of communication to
2. Promote greater parent involvement - More information and emphasis on the parent engagement.

 |
| (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)).  |
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|  | Barrier | Steps or strategies that will be implemented to eliminate or reduce the barrier |
| 1) | Flexible times | Flexible times for parent meetings: We will provide opportunities for morning and evening parent meetings. |
| 2) | Promote greater parent involvement |  Take every initiative when interacting with parents, to build up our school as a great place to grow and learn. Constantly communicate with families regarding the great things happening at Ramona. Make parents and community stakeholders feel welcome by getting involved in their child’s school. |
| 3) |  |  |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| The overarching goals for the current school year are as follows: 1. Increase parent participation in all school-based activities. 2. Increase parent knowledge of school based instructional practices to help provide a true support system for all students. 3. Increase parent engagement in student learning, monitoring of academic progress and school attendance. |

# 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. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?**  |
| Meetings will be scheduled to provide access to all students. Notification for events will be timely and reminders will be distributed. Information will be printed in a variety of languages to ensure access for all students and parents. Arrangements will be made for those parents who have special needs and are disabled. The school social worker can help to assess the needs of the family and how we can help them with parent engagement. The school social worker will also be available to work with any students whose families are migrant workers and administration will also be available to help with these families.  |
| **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?**  |
| Ramona Elementary will share information related to school and parent and family programs, meetings, school reports and other activities through the following avenues: • School Accountability Reports will be uploaded to the schools’ website • Meeting and Event Dates will be updated on the school’s marquee at the beginning of each month • Monthly newsletters will be distributed in English and Spanish • School leaders will utilize School Messenger to send messages in multiple languages • PFEP flyers will be sent home with students. |
| **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) Include the tools and resources that will be used for communication.  |
| (1) Ramona Boulevard Elementary will utilize several methods of delivery for communicating information to parents. The school marquee will be updated at the beginning of each month, students will receive flyers no less than two weeks prior to an event is to take place, the event or activity will be publicized in the monthly newsletter; DCPS School Messenger will provide reminder messages each day of the week of the event.(2) Tools and resources used for communication include web-based technology, the marquee, phone messages, flyers and Remind messages app. |
| 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?  |
| (1) During the annual Open House event, teachers will explain the current curriculum to parents and families. During this time, parent and families will have an opportunity to review the materials that students will utilize for learning. Parents will have additional opportunities to learn about the curriculum during parent and family events and activities and parent-teacher conferences. Additionally, grade level teams will develop communication to be sent home each week in the Tuesday folder connected to current academic progress. (2) Parents will learn about forms of assessment used to measure student progress during Open House, parent-teacher conferences and parent and family events designed specifically to discuss state assessments. (3) Parents will be provided information regarding achievement levels students are expected to obtain during parent-teacher conferences, and FSA Parent Events. |
| (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 invited to participate in the decision-making process during the Title I PFEP developmental meeting, the monthly School Advisory Committee Meetings and the School Improvement Planning Meeting. (2) Ramona Boulevard Elementary informs parents of opportunities to participate in decision making through monthly newsletters, Tuesday Communication folders, DCPS School Messenger and parent surveys |
| How will the school submit parents’ and families’ comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]  |
| Officials at the school may direct parents to communicate directly with the Title I Office. In addition, parents may also speak directly with a member of administration to discuss their concerns. Parents may also complete the School Climate Survey to inform of their concerns as well as the school-based survey used for parent input in the school-wide plan. |
| 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).** |
| The Title I, Part A Parent and Family Engagement Plan will be uploaded to the school’s website; the plan will also be available in the Parent Resource Room as well as in the front office at the Parent Kiosk. This information will be communicated to parents in the monthly newsletter, during parent events and activities and during the Annual Title I meeting**.** |

# 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)].  |
| At the end of the school year, parents will be provided with surveys to provide their input on the programs implemented within the school. In the beginning of the school year, parents will be asked to sign up for the Parent Advisory Committee and the Parent Teacher Association. Through these avenues, parents will be able to work as a group for the benefit of the school community. This committee will meet jointly with the School Advisory Committee to discuss the goals of the school community and the best way to achieve the established goals. Parents will have the opportunity to provide input in the development of the school PFEP, including making recommendations for parent activities including how PFEP funds will be allocated. Parents will also provide input on the expectations of the school, the parents and the student in the school compact. The Parent and Family Engagement Plan will be uploaded to the schools’ website and placed in the Parent Resource Room and Family Engagement Area upon district approval. |
| **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 - the school will review survey results and work with parents to provide transportation if meetings are not held at the meeting site-
* Childcare –Childcare will be provided for events and activities in which the information provided is strictly for parents if parents request in advance
* Additional Services to remove barriers to encourage event attendance – Spanish Translator will be provided at all events for our parents of students whose home language is not English
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## 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)] |
| Parents received a general survey requesting their input on a variety of topics ranging from scheduling of events to types of events they would like to participate in.  |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| * Parents surveys
* Meeting Notes from parent meetings/events
* General communication and debriefs with parents
 |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.** [x]  AM Sessions based on documented parent feedback[x]  PM Sessions based on documented parent feedback[x]  AM & PM Sessions (Same content to appeal to more parents)[x]  Other \_\_\_Off site meetings\_\_\_ |

## 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- Determine a date to host the Annual Meeting
2. Step 2 - Principal will develop the PowerPoint Presentation including necessary school-based information
3. Step 3- Parent Communication will be distributed via School Marquee, School Website, Tuesday communication folders, monthly newsletter, School Messenger and Flyers
4. Step 4 - Prepare parent sign-in sheets and visual presentation
5. Step 5- Parent Evaluation Sheets will be prepared
6. Step 6- Reminders will be sent home, communicated via technology

Step 7 - Meeting location will be set up to accommodate participants |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.**  |
| Parents will be informed of how the Title I, Part A program supports school-based initiatives to increase student academic performance and achievement levels. Parents will also be informed of the resources and support available to them through the program. |
| **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) Parents will view a PowerPoint presentation outlining the status of the school in regard to overall student academic performance, and the performance of each subgroup in the school. (2) Parents will then be informed of school choice programs and options they may have under the current grade designation; (3) Finally, parents will receive information regarding their rights as a parent of a student that attends a Title I, Part A school |
| **How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?** |
| The school will communicate information regarding dates and times of events on the school’s marquee. Information will also be sent home with students in their home language and included in the school’s monthly newsletter and School Communication folders |

## 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 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.  |
| At the developmental meeting, parents were given the opportunity to provide input regarding programs through school-based survey. Additionally, a parent planning meeting is held with parents to discuss program implementation with parents and begin planning activities and events for the upcoming school year |

# 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?  |
| Ramona Boulevard Elementary will implement monthly activities (each with a specific focus). The activities will be designed to meet the needs of students based on the most current academic data, observations and parent input. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Ramona Boulevard Elementary will build strong relationships and partnerships with school community members through the implementation of superior customer service, frequent, timely and sincere parent-teacher communication, professionalism and courtesy. Furthermore, Ramona Boulevard Elementary will continue to provide opportunities for local businesses to support the school community through, mentoring, volunteering and financial and in-kind donations. These relationships and partnerships will enhance parent support of the school and the students achieving the set academic goals. |
| **(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 Title I Parent Resource Room will be available for parents to check out resources. The room will also be used to host parent meetings and events in which the number of participants is expected to be less than 30 parents. (2) Ramona Boulevard Elementary will introduce the Title I Parent Resource room to parents during the Annual Title I Parent Meeting. The Parent and Family Engagement Room will be advertised on the school’s website and at the Family Engagement Area in the front office. (3) The school-based Title I Designee and the Parent Liaison will train staff on the most effective way to use the Title I Parent Resource Room. |
| **If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?**  |
| The parent liaison will provide an orientation to all parents wishing to utilize the Parent Resource Room. This staff member will also direct parents to the best resources to use based on the needs of the students. |

## 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 | Itemized Budget *(if applicable)*EVERY BUDGET LINE MUST BE ON THE BUDGET |
| *Example: FASFA and Scholarship Night* | *Principal Brad Pitt* | *Parents will learn:*1. *How to complete the FASFA with their child*
2. *Storytelling techniques so their child will learn how to write a college essay for scholarships*
3. *How to find scholarships for their child*
 | *October 2019, February 2020* | *Sign-in; Evaluation/ Feedback; Parent involvement increase;**Parent screen shot of completed FASFA parent page;**Student essay.*  | *3 hours of childcare ($9.93), transportation ($50.00);* *light refreshments ($100.00);**10 Scholarship books for parents @ $50;**10 ACT books for parent resource room @50;**Total: $1179.79* |
| Title I Developmental Meeting/ Title I Annual Meeting (required) | Principal andClassroomTeachers | To engage parentsand families in thedevelopment of the upcoming PFEP bydiscussing: Flexible Meeting Times, BuildingCapacity, Staff Training, Parent- SchoolCommunication,School-ParentCompact Form | Sept. 12, 2019 | Activity Sign-InSheet ParentEvaluations | Will utilize materials from itemized Title IBudget.* Pens
* Paper
* Folders, etc.
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| Donuts with Dad | Administration, Parent Liaison, Instructional Coaches | To engage parents in meaningful discussion/and collaboration around student progress and parent involvement | Sept 25, 2019 | Activity Sign-InSheet ParentEvaluations | $100(Food)  Will utilize materials from itemized Title IBudget.* Pens
* Paper
* Folders, etc.
 |
| Pastries with the Parents | Administration, Parent Liaison, Instructional Coaches  | This would be an opportunity for parents to come and learn more about the school and gain insight on specific information (Topic oriented sessions). | Oct. 3, 2019First Thursday of each Month through March | Sign In Sheets, Evaluations, agendas and handouts | $200.00 FoodWill utilize materials from itemized Title IBudget.* Pens
* Paper
* Folders, etc.
 |
| Off Campus Developmental Meeting | Administration, Title I Parent Liaison  | To engage parentsand families in thedevelopment of the upcoming PFEP bydiscussing: Flexible Meeting Times, BuildingCapacity, Staff Training, Parent- SchoolCommunication,School-ParentCompact Form | Oct. 2019 | Sign In Sheets, Evaluations, agendas and handouts | $200 PizzaWill utilize materials from itemized Title IBudget.* Pens
* Paper
* Folders, etc.
 |
| Muffins for Mom  | Administration, Parent Liaison, Instructional Coaches | To engage parents in meaningful discussion/and collaboration around student progress and parent involvement | Nov. 2019 | Sign In Sheets, Evaluations, agendas and handouts | Will utilize materials from itemized Title IBudget.* Pens
* Paper
* Folders, etc.
 |
| FSA Night | Administration, Instructional Coaches,Grade 3-5 teachers | Parents receive information on how to help their child be successful on the FSA assessments in reading, math, writing, and science. | Mar. 26, 2020 | Sign In Sheets, Evaluations, agendas and handouts | Will utilize materials from itemized Title IBudget.* Pens
* Paper
* Folders, etc.
 |
| Literacy Night | Administration, Instructional Coaches,Grade 3-5 teachers | Parents receive information on how to help their child be successful on the FSA assessments in reading, math, writing, and science. | Jan. 30, 2020 | Sign In Sheets, Evaluations, agendas and handouts | $100 foodWill utilize materials from itemized Title IBudget.* Pens
* Paper
* Folders, etc.
 |
| Math Night | Administration, Instructional Coaches,Grade 3-5 teachers | Parents receive information on how to help their child be successful on the FSA assessments in math. | Feb. 27, 2020 | Sign In Sheets, Evaluations, agendas and handouts | $100 foodWill utilize materials from itemized Title IBudget.* Pens
* Paper
* Folders, etc.
 |

# 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 evidence that I will provide that connects parent and school jointly developed the school-compact will be that of the minutes from the developmental meeting. The evidence of meetings held with parents and teacher will be that of the conference logs sheet, teacher documentation of conference, and conference schedule along with sign in sheets. |

# 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.  |
| We will send home a letter explaining this to parents if there is any teacher in our building that who were out-of-field. The letter will include the name of the teacher and their current status. |

## 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.**
 |
| **Items in red are examples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness |
| Importance of AttendanceIdentifying the needs of our students (Poverty) | Ms. Inkpen | Improved Attendance to promote student growth Improved relationships between teachers and students and families | Oct., Dec., Feb 2019 | Sign-in sheetCompleted book review form, teacher discussions, evaluation |
| Mental Health Awareness  | Ms. Watkins | Improved ability for staff to identify and work with families that deal with students or family members that have mental issues. | Dec 2019 | Sign-in sheets, evaluation sheets, follow up with teachers |
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# 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  |  |
| [ ]  | **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. |  |
| [ ]  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.  |  |
| [ ]  | **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.*