

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



**School Name: Mamie Agnes Jones Elem School #: 236**

Principal Name: Marianne G. Lee

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



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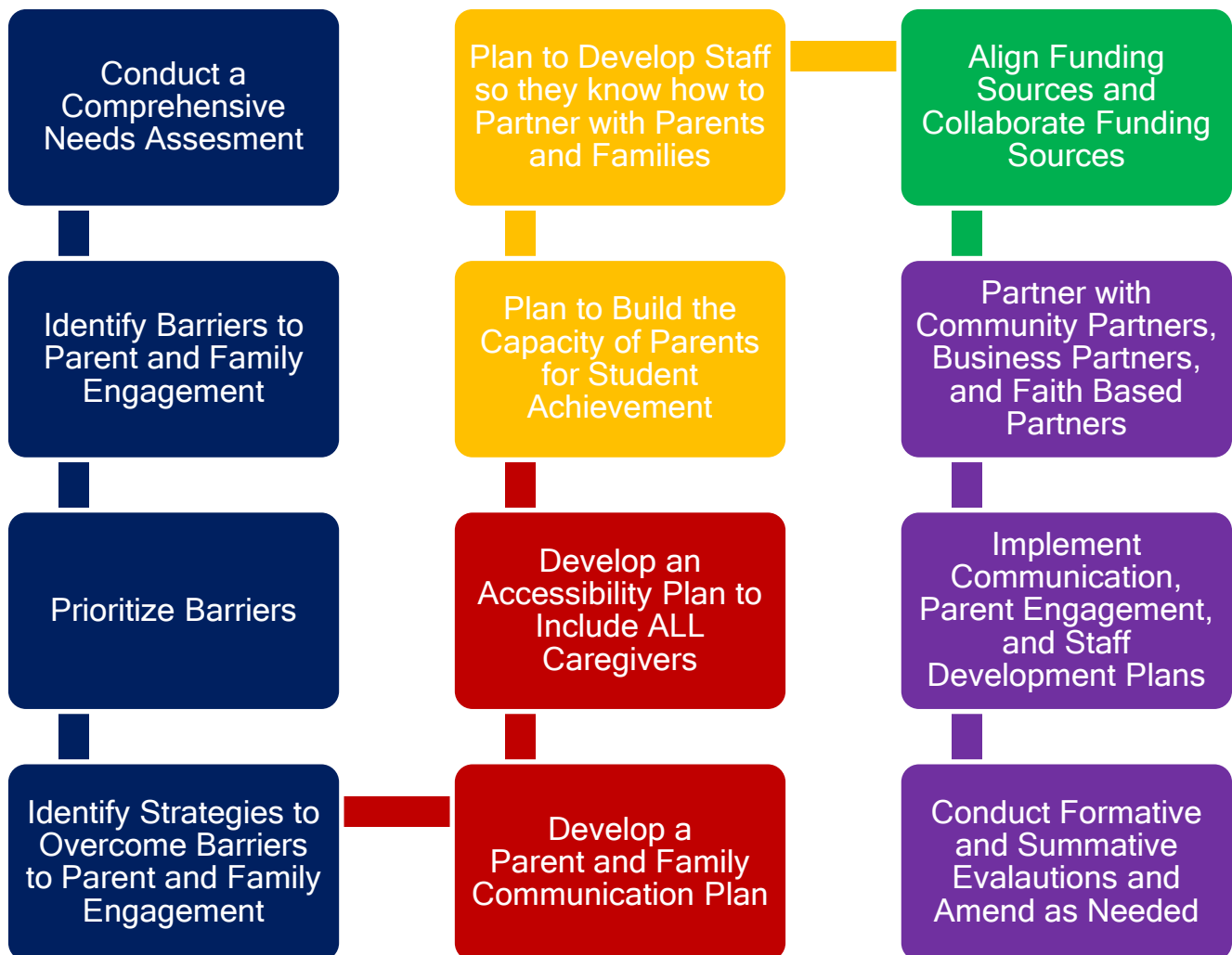
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# OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



*"Treat children like they make a difference and they will."*



# ASSURANCES

I, Marianne G. Lee, 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.

Marianne G Lee

Signature of Principal/School Administrator

06/30/2020

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
\$3,000	\$2632.99	\$ 367.01
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 COVID-19, we were not able to full spend all funds.		

### Programmatic Overview from the Previous Fiscal Year

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

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
7	7	During 18-19, our school revamped the resources in the Title I Parent Resource Room. It provided a more enjoyable environment for families. This year, we want to do a video of the room to share with parents on our website and Facebook pages. In addition, spotlight a new item in the Parent 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)	203	Evaluations
Developmental Meeting (End of Year)	13	Evaluations and Minutes

Camping Under the Stars (Science & Literacy Night)	25	Evaluations
Books and Bingo	17	Evaluations
Math Make & Take	18	Evaluations
Focus for Parents	6	Evaluations

*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.*

<p><b>Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.</b></p> <p>From our Developmental Meeting held: April 16, 2020:</p> <p>Barriers for Parent Involvement in Title I Events.</p> <ul style="list-style-type: none"> <li>○ Sometimes the events are double-booked with the middle/high school at the same time <ul style="list-style-type: none"> <li>▪ Perhaps having a shared calendar of events with BMSH</li> </ul> </li> <li>○ Barriers with parents struggling with their own academic challenges/how to help their child's academic progress <ul style="list-style-type: none"> <li>▪ Maybe some resources in the parent center (perhaps some software available or some tutoring programs...Khan Academy, Embarc, etc)</li> <li>▪ Homework Helper books that cover core skills by grade level</li> </ul> </li> </ul>
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## Barriers

<p>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.</p>
<ol style="list-style-type: none"> <li>1. Providing Food (snack isn't enough for families to come)</li> <li>2. Scheduling Conflicts</li> <li>3. Communication from parents</li> </ol>

(1) Prioritize the <b>TOP THREE the barriers</b> (it may be possible to combine some) (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).		
	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Providing food	*Food is provided through Title I. However, it cannot be full meals. Parents want the full meal. Work with the local churches to provide full meals for families and use the Title I funds as only a portion.
2)	Scheduling Conflicts with Baldwin High School	*See if can schedule events on different night than Baldwin * Provide information by posting on Facebook and school's website *Master Calendar planning with Baldwin Middle-Senior High
3)	Communication with Parents	*Using postcards to communicate with family's about parent events *Continue to gather parent email addresses to communicate electronically. *Encourage parents to use our Facebook page for information

## 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?

Improve parent participation and activity in students' academic endeavors. Make sure that parents are communicated with in many ways.

# COMMUNICATION AND ACCESSIBILITY



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

## Accessibility

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

Presentation materials will be posted online on the school's website. Exploring the possibility of doing a Facebook Live so parents can go on and view the live interaction. We could also do a voice over recording of the PowerPoint presentation.

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?

In order to keep parents and families informed, we used the Daily Communications Folder (red folder), monthly calendars, monthly newsletters, social media posts, website calendar and Blackboard robocalls, texts to parents. This year, we are adding postcards that will be mailed for each event.

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

English and Spanish



## COMMUNICATION

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

(1) Daily Communications Folder (Red Folder) for all paper communications  
 (2) Social Media posts on the school's website, Facebook and Instagram pages  
 (3) Blackboard phone call-out system. All communications will begin 2 weeks in advance of the event.

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?

During Open House, the teacher will explain the curriculum resources we will be using with their students. Within the first month of school, teachers begin holding conferences to review goals set by students with their teachers. Parents are asked to weigh in on the goals and to help support students to achieve by ensuring students do homework and complete technology expectations. During these meetings, parents are shared what the expectation for the grade level is and in comparison to where the individual student is. Strategies and resources are shared with parents how they assist their scholars. Curriculum materials and resources will be shared at each event.

(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?

At Orientation and Open House, parents are invited to stop by a table to discuss volunteer opportunities, leadership opportunities (SAC and PTO). Parents sign up and receive an invitation email for a training date. School Advisory Council (SAC) is the main way that parents can participate in decision making at the school level. By being a part of the monthly meetings, parents can gain insight on school based initiatives and concerns. Through this group, parents can make suggestions of how to spend SAC dollars to address school needs. PTO does a great job of encouraging parent involvement and volunteering. PTO board members engage in decision making. The PTO board looks for ways to increase positive relationships between the school and families that promote student engagement. Parent surveys and evaluations from Title I events provide input so school based leadership groups can reflect on parent input prior to making school based decisions. Parents have the opportunity to participate through the surveys and/or attending the Developmental Meeting held each spring. This is the forum where they can give ideas and present barriers that provide insight to the school admin.

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]

Evaluation sheets are one way that parents have to let schools know that they are not satisfied with Title I services or events. Evaluations are uploaded to our district's digital compliance portal for district office review. Parent/Principal conferences would allow parents that opportunity to voice concerns about Title I events or expenditures. They have the ability to immediately discuss this with the principal as well as cite their concerns on the evaluation sheet. These will be uploaded to the Digital Compliance site for district review. Our school also provides feedback to the Title I office as well. Finally, the District Title I meetings are also a forum for parents.

(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?

The principal writes a letter to parents explaining that a published copy of our Title I documents are in the front office and kept in the parent resource center. In the letter, it states this information can also be found on our website. Parents are also informed that if they would like a copy to email the principal and one will be provided to them. The PFEP plan will be made available through our website at [www.duvalschools.org/majones](http://www.duvalschools.org/majones) and our Facebook account.

# 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)].**

After each Title I event is held, a feedback form is given to parents to complete and provide feedback on. These feedback forms are reviewed to look for ways to improve Title I programs at the school. Student, staff, and parent surveys are reviewed to look for ways to improve. The district also reviews them through our Digital Compliance portal as they are uploaded for review. Finally, families are able to share information at the district's Title I meetings.

**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)]**

- Childcare - Parents stated childcare was not an issue during the May 2020 Developmental Meeting.
- Home Visits -Team members can make home visits
- Additional Services to remove barriers to encourage event attendance - Social worker and attendance intervention to do home visits. Admin will follow up.

## FLEXIBLE FAMILY MEETINGS

<p><b>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)]</b></p> <p>End of Year Developmental Meeting</p>
<p><b>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</b></p> <p>Survey Summary Sheet</p>
<p><b>How flexible meetings will be offered to accommodate parents? Check all that apply.</b></p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> Mixture of AM &amp; PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM &amp; PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other <u>Meeting Presentation will be posted on the school's website</u></p>

## REQUIRED ANNUAL MEETING

<p><b>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)]</b></p>
<ol style="list-style-type: none"> <li>1. <u>Step 1: Blackboard Messenger Alert (multiple times)</u></li> <li>2. <u>Step 2: Website Calendar</u></li> <li>3. <u>Step 3: Printed Calendars (sent home monthly)</u></li> <li>4. <u>Step 4: Facebook Reminders</u></li> <li>5. <u>Step 5: Marquee Posting</u></li> <li>6. <u>Step 6: Title I Powerpoint Presentation</u></li> <li>7. <u>Step 7: Review evaluation slips for reflection</u></li> </ol>
<p><b>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.</b></p> <p>Parents Right to Know” Ways to be involved in student's academic life. What Title I programs are offered. 4 Week Notice if a class goes without an effective teacher</p>

These are all covered during the Back to School/Open House Informational Annual Meeting.
<b>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.</b>
<p>(1) Shared in Opening Meeting with powerpoint.</p> <p>(2) Available on Website</p> <p>This year we will add voice over information so it makes more sense to parents.</p>
<b>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?</b>
<p>Parent Flyers in main office and in Parent Resource Room. Printed calendar goes home in the daily home folder; on school marquee; Phone call alert out will also provide notification Flyers are also provided on our Facebook page. This year, parents will have postcards mailed to them for parent events, including Title I Annual Meeting</p>

## 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.

<b>Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to <u>evaluate</u> Parent and Family Engagement that occurred during the year and to <u>prepare</u> for the upcoming year if the school continues to qualify for Title I, Part A funding.</b>
<p>Step 1: Set date and time for meeting; Develop Developmental Meeting Survey for Parents</p> <p>Step 2: Announce on Facebook and Website; Robocall/email to all families that include Developmental Meeting Survey</p> <p>Step 3: Send 2<sup>nd</sup> Reminder and Go To Meeting link for parents to participate</p> <p>Step 4: Produce agenda for meeting</p> <p>Step 5: Conduct meeting on Go To Meeting site and provide evaluation link for meeting.</p>



# 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?**

Continue to offer foods for parents and a variety of meeting times  
Offer homework passes for kids who come to the events with their parents.  
Continue Cocoa & Conferences, Books and Bingo, Math Make and Take, etc to deepen parent academic knowledge capacity.

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

Implement "Kindness and Character" night to provide access to Social-Emotional learning and academic activities.  
\*Encourage teachers to continue to promote the Title I Parent Resource Center  
In the case of Social Distancing requirements, the school will publicly post presentation materials that will include a voice over for directions and guidance.

**(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) This year, a video will be made to inform parents of the materials and resources available in the center. The video will then be posted on the school's website, Facebook and advertised in our MAJ Monday Message that goes out each Monday via robocall/email.  
(2) Teachers will spotlight the room. It is on the Scavenger Hunt that families do during Open House/Back to School meeting.  
(3) Once new items are added, they are shared with teachers in faculty meetings and in weekly newsletters.  
(4) Encourage teachers to use the Parent Resource Room for conferences. This could especially true for the interventionists that are working with students in addition to their regular classroom teacher.

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?

\*Postage has been included in this year's budget in order to mail postcards to families to ensure they are notified of events. We realize that students don't always share the flyers we send home to them.

\*We also have made some game activities (Oriental Trading purchases) to provide a more engaging events for families. We don't parents to feel like it's a "sit and get". We want them to feel more actively involved.

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Principal Marianne Lee		September 2020	Sign-in; Evaluation Forms
Title I Developmental Meeting (required)	Principal Marianne Lee	Parents will provide feedback to school personnel about Title I programming and resources needed; Adjustments, etc..		Sign-in Evaluation Forms

Character, Computers & Confetti	Various including school counselor and teachers	Provide parents with counseling resources, teaching character with students, and using technology at home	October 2020	Sign-In Evaluation Forms Discipline Data
FSA Night	Various teachers	Provide parents with information regarding upcoming FSA testing and the requirements of students. Also provide parents with tools to work with their students specifically in the area of reading and math	November 2020	Sign In Evaluation Forms FSA Data from 2020-21
Cocoa, Caroling and Conferences	Various Teachers	Provide parents with mid year data in reading and math and share strategies to increase achievement	December 2020	Sign In Evaluation Forms Increased student achievement percentages on Blended Learning platforms
Math Make and Take	Various Teachers	Provide families with strategies and ways to help their students in the area of math	January 2021	Sign In Evaluation Forms FSA Math Data from 2020-21
Career Day	Various Presenters	Provide families with resources like building resumes, discovering careers for themselves and their students; Credit requirements as students transition to Middle-Senior High	January 2021	Sign In Evaluation Forms *Sample resume from parent
Books and Bingo	Various Teachers	Provide families with reading strategies for decoding and comprehension while having an engaging activity	February 2021	Sign In Evaluation Forms. Numbers from Book Campaign
Middle School Transition	Various Teachers & Presenters	5 <sup>th</sup> grade parents will understand the options they have when choosing a middle school; Students will also get the opportunity to	February 2021	Sign In Evaluation Forms Increase in the number of students applying for

		explore electives in middle school		magnet/school choice programs
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# 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?**

Discussed at School Advisory Council and annual Title I Developmental Meeting that included items from the Title I compact.

\*Teachers invite parents to come in for a conference for the Title I compact form. This is a good opportunity for parents to see baseline data (especially this year since we were on distance learning for COVID-19.)

\*Data is reviewed and can be a part of the compact that is added, if needed.

\*All parties sign that they will follow through on these items.

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

Collection of the Parent Compact by administration.



# 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.**

Yes.

No teachers are listed out of field, in effective or not meeting statewide certification requirements. We upload to our district's Digital Compliance tool a copy of this notification. This includes whether or not there are teachers that this applies.

## 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 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Tribal Tribune (weekly Newsletter)	Classroom Teachers	Student Engagement and Research-based Best Practices	August-May	Photos of classroom or other documents that support evidence of implementation

# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	<b>IDEA - The Individuals with Disabilities Education Improvement Act</b>	
<input checked="" type="checkbox"/>	<b>VPK - Voluntary Pre-Kindergarten</b>	VPK (4 year old class) for ease of transition into Kindergarten at the school; VPK program serves the community and prepares our future kindergarteners for success. VPK parents are always invited to school events so they are aware of the requirements for their children as they go through the grade levels in school.
<input type="checkbox"/>	<b>Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.</b>	
<input checked="" type="checkbox"/>	<b>Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.</b>	While we typically do not have many, if any, but when we do we do share with the parent the district resources available for them.
<input checked="" type="checkbox"/>	<b>SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.</b>	SAI funds are used to provide additional tutoring for students in grades 3-5 in the area of reading and math.
<input type="checkbox"/>	<b>Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.</b>	
<input type="checkbox"/>	<b>Title III, Part A - Helping English Language Learners achieve English proficiency</b>	While we only have a few ELL students that are scattered around the grade levels. ELL funding is provided to the school/district. There is not enough ELL students to provide funding for personnel at this time.

*Schools may add lines as needed.*