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



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| School Name: Central Riverside School #: 18 |  |  |
| Principal Name: Dinah Stewart  School Website: Central Riverside@duvalschools.org |  |  |

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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.  
  
\_\_\_\_\_\_\_\_\_\_Dinah Stewart\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_6/30/2020\_\_\_\_\_  
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 |
| $3000.00 | $1850.01 | $1149.99 |
| **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** | | |
| Some of the funds were not used due to circumstances beyond the school’s control. A total amount of $259.31 was due to lack of need for childcare and translator. Therefore, these funds will not be set aside for 20/21. $890.69 was set aside for supplies and manipulatives for the Parent Resource Room, however due to issues beyond the school control the funds were not expended. For the 20/21 school year, we will closely monitor spending of funds to make certain all funds are expended. | | |

## 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)** |
| 41 | (18) Teachers  (23) Parents | **CRES is searching for parent volunteer to supervise the Parent Involvement Room during the school day. Check out system already in place, however, personnel is needed to properly monitor the system on a daily basis. All inventory was returned.** |
| 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) |  | **Feedback Forms** |
| Developmental Meeting  (End of Year) | 0 | **N/A** |
| Muffins for Moms and Donuts for Dads | 113 | **Feedback Forms and Sign In Sheets/survey**  **Parents expressed they learned quite a few strategies they can use with their children in improving their academics.** |
| Literacy Night | 98 | **Feedback Forms and Sign In Sheets/survey**  **Parents enjoyed the activity and rated it high on their responses. They learned quite a bit about literacy activities they can use with their children.** |
| FSA Night | 48 | **Feedback Forms and Sign In Sheets/survey**  **Parents were appreciative of all the resources that were made available to them with the FSA.** |
| Grandparents Tea | 132 | **Feedback Forms and Sign In Sheets/survey**  **Grandparents expressed they enjoyed the activity and liked learning different ways they can help their children.** |
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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. |
| Parents provided feedback on CRES survey about the effectiveness of each parent event as well as indicated additional activities they would like to have implemented at Central Riverside. Parent feedback was positive. Parents felt the meeting was very informative and provided relevant information. |

## 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. Parent would like more activities held during the school day 2. Transportation 3. Working hours conflict with time of activities | | |
| (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) | Activities during the school day | Due to instructional restraint and adhering to the framework, CRES will develop activities to support instruction as well as parent concerns. |
| 2) | Transportation | Communicate bus passes availability to families in a timely manner. |
| 3) | Working hours conflict with time of activity | Offer Parent Engagement Activities at various times during the day to provide all parents in opportunity to attend events/activities. |

## 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? |
| The mission at Central Riverside is to provide an enriched and comprehensive opportunity for all students. In addition, families are invited to participate as equal partners in the growth and development of their child academically. |

# 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?** |
| When parents, families and members of the community are involved with schools, all children benefit. Central Riverside takes a comprehensive approach to partnering to address the needs of all students and parents, (e.g. foster parents, ESOL, and parents with disabilities) to ensure that barriers will not impede their academic success. The school effectively communicates with families and families with special circumstances in transportation needs and personal needs. Central Riverside provides translator, interpreters, etc. for individuals in need of these services. The school will also offer meetings and activities at various time of the day to ensure all parents are afforded an opportunity to attend events, before school, during school and after school. All information will be sent home in students’ chosen language. |
| **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?** |
| The Administration, faculty and staff effectively communicate with having a welcoming school culture and consistently support students. At Central Riverside communication is made through school website, agenda’s, telephone link, Marques and suggestion box. Because Central services DHH, parents will be provided with an interpreter for all at Parent Meetings and Special Programs. For non-English speakers, information will be sent home in students’ chosen language. |
| **What are the different languages spoken by students, parents and families at your school?** |
| At Central we have two spoken languages outside of English, (1) Spanish (2) Arabic |

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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. |
| At Central Riverside information is sent home three weeks prior to the events.   1. Information is placed on the marquee and fliers are sent home 2. Information via Telephone Link 3. Central Riverside Webpage 4. Information will be sent home in various languages as needed by each individual family |
| 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 disseminate through:  (1) Open House  (2) SAC/PTA/ Stake Holders Meetings  (3) Parent/ Teacher Meetings  (4) Title 1 Annual Meeting  (5) Parent Engagement Events  (6) Information will be sent home in various languages as needed by each individual family |
| (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 Central Riverside: There is a suggestion box that can be utilized daily in the front office  (1) Parents are encouraged to join SAC/PTA (Monthly Meetings)  (2) Parents are encouraged to volunteer  (3) Title 1 Development Meeting  This information is displayed on the website, school functions and telephone links |
| 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] |
| Families, parents and community members are able to place their concerns in a suggestion box, speak with administration or voice their concerns in the monthly meetings through SAC or PTA. The school will share minutes of the SAC and PTA meetings with the district as well as share all parents concerns with the district through the communication systems set forth by DCPS. |
| (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? |
| At Central Riverside we will publish and communicate the Title1 Information through newsletters, parent meetings and school events. All school plans are available in CRES Parent Family Engagement Room, school website and front office. |

# 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)]. |
| Central Riverside benefits when parents are involved in the decision-making process, providing their opinions and preferences, they are more likely to buy-in to school policies and initiatives. At Central we hold meetings monthly giving parents a three-week notice to participate. Parents are also informed during parent-teacher conferences about different events/activities held at the school. As well as different parent/students events held throughout the school 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 * Childcare – N/A Not identified as a barrier * Home Visits – Will be provided by CRES Social Worker |

## 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 are given the opportunity to provide comments and concerns throughout the year, and during Open House, Orientation, and other school functions such as Title 1 Parent and Family Events and Title 1 Developmental Meeting. Parents also completed a “Parent Input Survey”. The information is shared with administration to ensure the needs of the parents are being met. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| At Central Riverside surveys and feedback forms are used to capture the needs and opinion of families |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)  AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)  Other \_\_\_\_\_\_Virtual as needed\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## REQUIRED ANNUAL MEETING

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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)] |
| Parents and families at Central Riverside will be given notification of the Annual Meeting by flier sent home two to three weeks prior to the event, telephone link message, the morning announcements and message on the marquee as well as CRES Webpage. The school will then host the Title I Annual Meeting where we will provide all of the information regarding our Title I program. |
| **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 given information on the Title I as expenditures as well as what is Title 1, ( PowerPoint of Title 1 Federal Programs will be shown) volunteering opportunities within the school, resources offered to assist students academically, which are located in CRES Parent Resource Room, school/parent compact and district resources offered to parents. |
| **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.** |
| The Principal will review the following:  (1) Review the data with parents, families, and stakeholders. The data shared will be from 18/19 due to no testing of FSA for 19/20 school year.  (2) Explain the School Choice process, providing contact information for parents,  (3) Copy of document in front office  (4) Rights to Know at the Annual Meeting as well as during the school year. |
| **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 utilize the following methods of communication at least 2 weeks in advance:  Telephone Link  Marquee  Central Riverside Website  Flyers  Student Planners |

## 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. |
| CRES will host it’s yearly Title I Developmental Meeting in the spring. Parents will be allowed to provide input via the Developmental Worksheet or even digitally (via a survey). At the Developmental Meeting, parents will share what they felt worked well, ways to improve, what they want to see with regards to events. As well as Feedback obtained at Parent Engagement Events during the 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? |
| The school will host a variety of activities at various times of the day. It is important to ensure that all parents, families and stakeholders are afforded the opportunity to attend events at the school. The school will provide the parents, families and stakeholders with information to assist their child at home to increase their academic performance. The school will provide training for parents, families and stakeholders on research based resources used during the school day. For example, FSA Night, Literacy Night, at this events there will be opportunities to gather information and work collaboratively with their child on the standards they are expected to master for the school year. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Central Riverside will reach out to Faith-based Churches in the area, PTA, SAC and community to build a community of volunteers for the students at Central Riverside Elementary. To show our gratitude and appreciation the school will host Good Neighbors Day for services rendered.  The school will also host Title I Parent and Family Engagement Events designed with parents in mind to build their capacity and improve student achievement |
| **(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.** |
| Central Riverside will have:  (1) Family Involvement Room with resource materials to checked out and technology. Parent-Teacher Conferences will also take place here so teachers can share resources with families to help remediate students  (2) We will conduct monthly meetings, with updates, surveys for next steps and provide training for parents on how to access the materials in the room.  (3) Teachers and Faculty training during preplanning. |
| **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?** |
| Central Riverside will reach out (e.g. have the public library to come out and speak with parents about the various workshops and programs in the areas of reading, math and science). In addition, the school will solicit the community vendors to give incentives to the parents. The school will also provide additional resources and materials to support family needs to make certain all students are afforded an opportunity to be successful. We will also purchase a printer and other office supplies that parents will have access to in order to better assist their children with projects, make and takes, and any other academic related endeavors. These supplies will also support parents in their own needs as they relate to their children. |

## 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 – no cost) | Principal Stewart/ Hawthorne, Counselor | To provide parents and stakeholders to get feedback and next steps from parents. | 9/2020 | Feedback Forms/Sign-in Sheets and Agenda |
| Title I Developmental Meeting (required – no cost) | Principal Stewart/  Hawthorne, Counselor | To provide parents and stakeholders with information about Title 1 | 5/2021 | Feedback Forms/Sign-in Sheets/ Agenda |
| Open House  (no cost) | Faculty | To provide parents, families and stakeholders with the yearly objectives and expectations | 9/2020 | Feedback Forms/Sign-in Sheets |
| FSA Night  (see budget) | Principal Stewart and Assist Principal Roberts-Graham | Increase parental knowledge of literacy, math and science awareness. Administration will explain how to look at the data. | 01/2021 | Feedback Forms/Sign-in Sheets  Increase in FSA growth and proficiency and District based assessments |
| Grandparents Tea  (see budget) | Principal Stewart/ Hawthorne, Counselor | To increase parent/family awareness in the areas of reading, math, science and technology | 2/2021 | Feedback Forms/Sign-in Sheets and Agenda  Increase in FSA growth and proficiency and District based assessments |
| Muffins for Moms and Donuts for Dads  (see budget) | Principal Stewart/ Hawthorne, Counselor | To increase awareness of the resources available to assist students in academic learning. | 11/2020 | Feedback Forms/Sign-in Sheets and Agenda  Increase in FSA growth and proficiency and District based assessments |
| Literacy Night  (see budget) | Principal Stewart and Assist Principal Roberts-Graham | To increase parental, literacy involvement, by teaching multiple literacy activities (best practices for read aloud, writing, etc.,) K. Byrnes will speak to students, parents and families with additional strategies for supporting their child at home. | 01/2021 | Feedback Forms/Sign-in Sheets and Agenda  Increase in FSA growth and proficiency and District based assessments |
| Math and Science Night  (see budget) | Principal Stewart and Assistant Principal Roberts-Graham | To increase parental involvement in math and science by teaching multiple activities and strategies to support their students at home. | 03/2021 | Increase in FSA growth and proficiency and District based assessments |
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*Schools may add or remove rows as needed.*

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

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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 Parent Compact Folders are giving out to the teachers on the first day of school. Parents will be given the opportunity to view the previous form and make an addendum as needed to the form during the developmental meeting. Feedback from the Developmental Meeting will show that the compacts were jointly developed. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| During the Developmental meeting parents will be notified of the Parent Compact. Teachers will be given TDE to meet with parents to review Parent Compact and address concerns or questions. |

# 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. |
| At Central Riverside notification informing parents and families of teachers here on campus along with their qualifications are located in the front office and Parental Involvement Room. We will notify parents on an ongoing basis per state guidelines. The school will also maintain a list of the inexperienced, ineffective and out-of-field teachers on site and within digital compliance. |

## 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* | | PLC: Lowest Performing Quartile Students | Principal Stewart and Assist Principal Roberts-Graham | Improved ability for staff to work with parents and families | Aug-April  2021 | Sign-in sheets, evaluation sheets, follow up with teachers | | PLC : Assessments:  THREAT/ District | Principal Stewart and Assist Principal Roberts-Graham | Next steps for school and families by looking at the data | Aug-April 2021 | Sign-in Sheets, evaluation sheets, follow-up, student work | | PLC: Code Red, Assessments, Data | Principal Stewart and Assist Principal Roberts-Graham | Next steps for school and families by looking at the data | Aug-April 2021 | Sign-in Sheets, evaluation sheets, follow-up, student work | | PLC: Data | Principal Stewart and Assist Principal Roberts-Graham | Next steps for school and families by looking at the data | Aug-April 2021 | Sign-in Sheets, evaluation sheets, follow-up student work | |  |  |  |  |  | |

# 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 Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment. |
|  | **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 McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | This is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. These funds are used to provide tutoring for LPQ students during the school day. |
|  | **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.*