

2020-21

Title I, Part A **School**



School Name: Kings Trail Elementary

School #: 203

Principal Name: [Sanethette Shubert]

School Website: [<https://dcps.duvalschools.org/kingstrail>]



TABLE OF CONTENTS

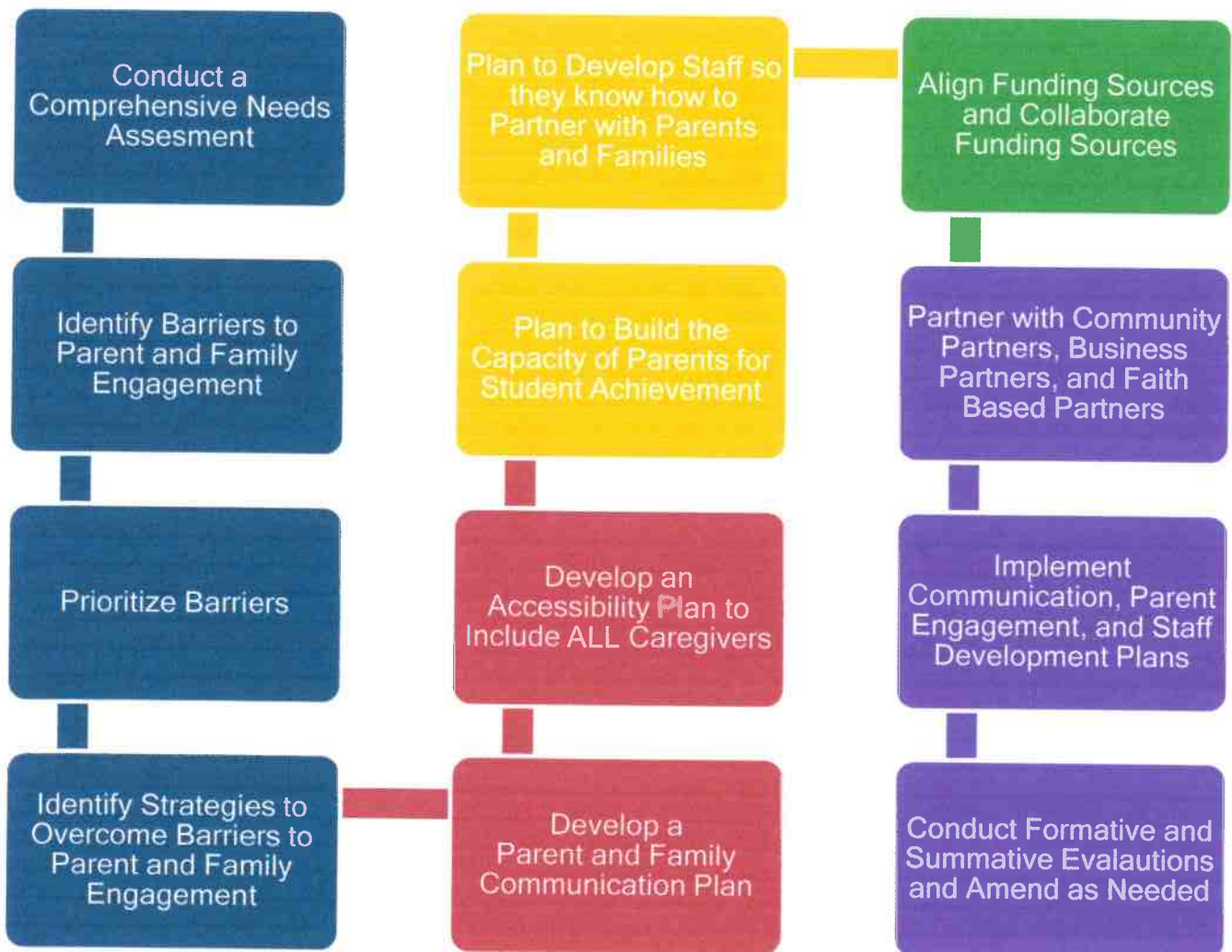
OVERVIEW	3
ASSURANCES	5
NEEDS ASSESSMENT	7
Previous Year Financial and Programmatic Outcomes	7
Fiscal Overview from the Previous Fiscal Year	7
Programmatic Overview from the Previous Fiscal Year	7
Barriers	9
Overarching Outcomes/Goals for the Current School Year	10
COMMUNICATION AND ACCESSIBILITY	11
FLEXIBLE PARENT AND FAMILY MEETINGS	14
INVOLVEMENT OF PARENTS and FAMILIES	14
FLEXIBLE FAMILY MEETINGS	15
REQUIRED ANNUAL MEETING	15
REQUIRED DEVELOPMENTAL MEETING	16
BUILDING CAPACITY	18
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS	18
PARENT AND FAMILY ENGAGEMENT EVENTS	19
PARENT COMPACT	26
INSTRUCTIONAL STAFF	27
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS	28
COLLABORATION OF FUNDS	29

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, Sanathette Shubert, 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.

Sanethette Shubert
Signature of Principal/School Administrator

05-01-2020
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
\$3,400.00	\$3041.28	\$358.72
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		
The funds were not fully expended because we allocated money for resources that were donated to our school unexpectedly. For example, we allocated money for a translator, and the translator expressed that she did not want to receive compensation for attending the event. We were unable to ask for an amendment to reallocate the 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)
25	2	In the 20-21 school year, our goal is to increase utilization of the Parent Resource Room. We will do this by re organizing the room to make it more inviting and conducive to parent and family engagement. We will continue to encourage teachers to meet in the Parent Resource Room for parent conferences. During that time, teachers can offer the resources to support both parents and students with learning. Additionally, we will advertise the Parent Resource room during Open House and on our school's website. We will continue to communicate to teachers that when we meet with parents in the resource room, parents must also sign the log to document the actual amount of parents that entered the 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)	11	Based on the evaluations , parents had an understanding of the purpose of Title I.
Developmental Meeting (End of Year)	13	Parents were able to support with planning activities for the school year.
Trunk or Treat /FSA Night	3	Parents completed the evaluation and indicated that the goals of the workshop were met.
Science Fair Night	31	Parents completed an evaluation that indicated that the goals of the workshop were met.
Mid-Year Stake Holders Meeting	8	Parents completed an evaluation that indicated that the goals of the workshop were met. Additionally, parents indicated that they gained knowledge on the topic.
FSA Night Feb	4	Parents completed an evaluation that indicated that the goals of the workshop were met. Additionally, parents indicated that they gained knowledge on the topic.
International Night	29	Parents completed an evaluation that indicated that the goals of the workshop were met.
Polar Express Night	53	Parents completed an evaluation that indicated that the goals of the workshop were met. Additionally, parents indicated that they gained knowledge on the topic.
Career Day	N/A	This event was cancelled due to COVID-19.

*Schools may add additional lines as it is aligned to the **Parent and Family Engagement Plan** from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an **explanation** why the event wasn't held in the "Results" column.*

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

Based on the evaluation and parent feedback collected from the Developmental Meeting, our school will implement the following to increase Parent and Family Engagement:

- Leverage the Tuesday folder, Class Dojo, and Facebook to communicate with

parents.

- Offer more virtual meetings to increase parent participation.
- Offer flexible **scheduling** for data meetings.
- Continue with Family Nights such as Trunk or Treat and Polar Express.
- Engage families in a Night of the Arts.
- Plan Family Nights for any time after 4:30.

Barriers

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

1. Barrier 1 - Language is a barrier because many of our **parents** speak a language other than English.
2. Barrier 2 - Scheduling is a barrier because many parents are **working** to **provide** for their families. According to parents, work is the biggest barrier **preventing** them from engaging in their student's education.
3. Barrier 3 - Lack of Resources - Economically disadvantaged parents do not have additional resources to support their **students** with school. For example, our **survey/Developmental** meeting suggests that parents would like books, **games**, and other manipulatives. Parents feel that they do not have the necessary tools to engage their students in learning at home.

(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)	Language	We have allocated more money in the PFEP budget for translators. This will ensure that we have someone to translate at each of our events. Additionally, we have increased the number of translators that will attend our Data Chats. Lastly, we will leverage technology from the ESOL department that allows for the parents to use headphones while the translator translates.
2)	Scheduling	Our school will utilize flexible scheduling and technology such as GoMeeting to allow parents to engage with the school from anywhere using a laptop, computer, or Smart Device.

3)	Lack of Resources	To support parents and families with limited resources, we will leverage the resources in the Parent Resource Room and make and takes to provide parents with resources to support their student's education.
----	-------------------	--

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

Our **overarching** goal is to increase Parent and Family Engagement in an effort to support families and increase student achievement. This will be evidenced by the increase in the number of participants at each event, the number of resources checked out of the Parent Resource Room, and the amount of students who make gains and are proficient on the state assessment.

COMMUNICATION AND ACCESSIBILITY



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

Accessibility

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

Kings Trail will provide full opportunities for all parents and families to participate in all parent and family engagement activities by removing the barriers that prevent them from engaging in **school** events. More specifically, we will **leverage** the PFEP budget to pay translators to translate in the native language of parents and families. Additionally, Kings Trail will utilize flexible scheduling to **accommodate** parents busy work schedules. In addition to flexible scheduling, we will utilize district technology such as GoMeeting to allow parents to **access** school events remotely. Lastly, our goal is to work with parents to set dates for the events planned during our Developmental meeting in an effort to create a yearly **calendar**. The calendar will provide **parents** with tentative dates for all of our main parent and family events. This will allow parents time to make arrangements for attending the events virtually, or in person. Along with the yearly calendar, we will provide parents with adequate reminders about events via the following: school messenger system (voice calls), displaying information on school marquee, **school** website, school calendar via One View, Class Dojo, and the Tuesday folder. During each of the events will **provide** parents with the knowledge and resources needed to support student **achievement**.

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?**

Kings Trail will share information **related** to school and parent and family programs in a variety of ways. We will utilize Class Dojo, the Tuesday communication folders, Facebook, and the school's marquee at least two weeks in advance. **Copies** of all the flyers, newsletters, surveys, and **teacher/parent** feedback forms will be used for monitoring **purposes** and provided in various **languages**. Lastly, we will keep acronyms to a minimum in an effort to provide parents with communication that makes sense and **provides** clarity.

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

At Kings Trail most of our students speak 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) Parents will be notified through Parent Link, flyers, the school's website, Class Dojo, parent communication folders, social media, and the school's marquee at least two weeks in advance.
- (2) Copies of all the flyers, newsletters, surveys, and teacher/parent feedback forms will be used for monitoring purposes and provided in various languages.
- (3) Marquee, Facebook, Instagram, School planners, Communication Folders, Class Dojo, and the school's website.

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

- (1) Parent Nights, Newsletters, Conferences, Data Chats, Annual Title I Meeting, and SAC
- (2) Parent Nights, Newsletters, Conferences, Data Chats, Annual Title I Meeting, and SAC
- (3) Parent Nights, Newsletters, Conferences, Data Chats, Annual Title I Meeting, and SAC
- (4) We will utilize translators and translate documents as needed.

(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) Kings Trail Elementary will utilize SAC, PTA and the Developmental Meeting as forums/opportunities for the parents to help make decisions. Additionally, we will offer parents regular meetings to formulate suggestions in decisions related to the education of their child via parent/teacher conferences. Parents will receive newsletters that include examples of student work that meet the standard for their grade level.
- (2) Marquee, the school's website, social media, Class Dojo, School planners, and Communication Folders

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]

Any parents that are concerned about the implementation of the Title I school-wide plan can do one of the following: Submit a letter to the principal. Speak with the Title I representative/Assistant Principal who will communicate this to the Title I office. Additionally, parents can share concerns with our school's parent liaison. Lastly, we will provide parents with information on our district's Title I office via our school's website and other publications, which would allow parents to contact

the office directly.

(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?

First we will notify parents via flyer and Class Dojo that the Engagement Plan is available on our website, in the parent resource room, and copies are available upon request. Then we will place a copy of the plan in Parent Resource Room, post a copy on our school's website, social media, Class Dojo, and make copies available per parent request. We will leverage parent events such as SAC, the Annual Title I meeting, and other parent nights to review the PFEP and provide copies to parents. Lastly, the PFEP will be reviewed and discussed at our school's 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)]



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)].

To provide parents with timely information about Title I programs, Kings Trail Elementary will hold an annual meeting for all parents to attend. School Advisory Council meetings will be held on the first **Tuesday** of every month. If a **revision needs** to be made to the PFEP a **Developmental revision** meeting will be called during a **month** that revisions can be made. Parents will have the opportunity to attend each meeting and share their views. Parents will be notified through Class Dojo, flyers, the school's newsletter, parent communication folders, and the school's marquee at least two weeks in advance. Copies of all the flyers, newsletters, surveys, and **teacher/parent** feedback forms will be used for monitoring purposes and provided in various languages as needed.

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** - Kings Trail is a true neighborhood school. Most of the parents are in walking distance. For this reason, we have not allocated funds for transportation. To support those parents who cannot **transport** to Kings Trail we will utilize GoMeeting which is a free program paid for by the district. GoMeeting will allow parents the opportunity to engage in parent event **remotely**.
- **Childcare** - We will create events that **foster** an environment that is **conducive** for the entire families. Money from Title I funds will not be **leveraged** for childcare.
- **Home Visits** -The leadership team will coordinate with the guidance counselor to support families with home visits as needed. The leadership team will voluntarily conduct home visits.
- **Additional Services** to remove barriers to **encourage** event attendance - Title I funds have been used to pay for translators. This will allow all parents and families to engage in events regardless of the language that is spoken in the home.

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Parents completed a Qualtrics survey that was shared on Class Dojo, Facebook, and our school's website.

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

The school has a report created from the Qualtrics Survey.

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 Meetings

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. The school will plan the Annual Title I meeting for parents.
2. The school will use the Tuesday folders to send out an invite/flyer two weeks in advance. Additionally, this information will be placed on Class Dojo, the school's marquee, social media, and the school's website.
3. An Annual Title I Meeting will be held to explain to parents the Title I programs and requirements. During this time, the previous plan will be reviewed.
4. The following school accountability data will be shared: **school grade**, state assessment data, and school goals for the current **school year**.

5. Finally, as a part of our Title I meeting, parents will be made aware of the Title I guidelines and 20-21 budget

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 receive the following information about our Title I program:

- What is Title I
- How we qualify for the Title I program
- Title I funds
- What is the Parent and Family Engagement Plan
- The Amount of money allocated for the PFEP • How we will implement the School-Parent Compact
- Parents Right to Know
- Parent Resource Room
- Academic Goals/AYP/School Choice
- Academic Parent trainings

In an effort to diminish barriers we will plan to utilize GoMeeting for parents who cannot attend in person.

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.

Information on adequate yearly progress, school choice, and the rights of parents will be included in our power point presentation for the Annual and Mid-Year Title I Meeting. Additionally, we will discuss our feeder patterns at various times during the year. We will meet with parents of upcoming kindergarten students that are in our VPK program/VPK programs around the area, as well as pairing with Dupont Middle to allow their 6th grade dean to speak with our 5th grade parents.

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?

Our school will utilize Class Dojo, our school's marquee, phone blasts, communication folders, our school's monthly calendar, and the planner to provide parents without access to technology notification of events, updates, and student progress

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Our school will hold the End of Year developmental meeting in the Media Center in the morning and afternoon. We will utilize all forms of communication (phone blasts, parent communication folders, marquee, etc.) to inform parents of the meeting. Additionally, we will utilize technology such as GoMeeting for those who cannot attend in person. Lastly, we will provide a survey in Qualtrics to receive specific feedback on ways to diminish barriers.

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?

The school will take the following steps to implement **activities** that will build the capacity for meaningful and family **engagement**: 1. Review the School Improvement Plan in an effort to **leverage** our SIP to plan for activities that will engage parents and families. 2. Meet with parents to review activities from the previous school year, decide which activities we would like to keep for the 19-20 school year, and come up with additional activities for the year. 3. After deciding which **activities** parents and families would like to **engage** in for the current school year, stakeholders will collaborate to plan dates, list materials, assign committees/roles, and plan the logistics for all activities. 4. Each activity will be **added** to our school's monthly parent calendar. Additionally, the school will send **phone** blasts, flyers, and add information on the marquee at least two weeks prior to each event. All information communicated to parents will be translated as needed.

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

Initially, administration will provide parents with classroom expectations and projected outline of content to be covered this school year. This helps the parents to be on board with the teachers to encourage academic success for their children. Also, as a part of the school's PFEP plan, Parent Nights centered around **academic** achievement will be held. Some examples include: Math, Science, Literacy, and FSA nights. Not only is it important to build relationships amongst parents and teachers, it is also important for us bridge a relationship between parents and our school community, which **includes** community partners. To do this we will include our business partners in many of our events, hold school parent nights at some of our **business** partner's establishments such as Sweet Frogs, and pass out fliers. Lastly, we will host some of these events virtually where possible.

(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) Our resource center has materials and books parents can **check** out that coincide with what students are learning in each **grade** level. There is a computer **available** for parent use. The center includes pamphlets that include a variety of strategies to support student learning. Finally, the center has activities and games for various grade levels for parents to utilize that support both ELA and Math.

(2) We have several signs throughout our front office, we are planning to advertise on Class Dojo, Facebook, and our school's website.

(3) Staff will be trained during Early Release.

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?

In an effort to eliminate the language barrier, we have purchased translation devices for teacher and **parent** use. In addition to the devices we are leveraging the PFEP budget to hire more translators for parent and family events. This will allow us to communicate during conferences. We have also purchased resources for the Parent Resource room to build **parent's** capacity such as: Communication Folders, books that integrate literacy and math from Hand2Mind, family engagement kits from Lakeshore learning, and supplies such as pencils to utilize with consumables.

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. How to complete the parent portions of FASFA 2. How to research college websites for what their child need for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding	<i>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)	Ms. Lowndes Assistant Principal	Our goal is for parents to be aware of how taking advantage of what Title I offers our schools will increase student achievement.	August 2020	Parent surveys
Title I Developmenta	Ms. Lowndes Assistant	Collaborate with parents to improve	May 2021	Increased parent support

I Meeting (required)	Principal	our PFEP and increase student achievement.		as evidenced by the number of attendees at each event and in the Parent resource room, sign in sheets, and parent feedback
FSA Night	3-5 th teachers	Educating parents on the FSA and rudimentary testing strategies to use with their children at home to prepare them for testing. The information presented and provided to parents and students at this event will directly align to the state ELA, Math, and Science Standards. The goal is to give parents a better understanding of the type of assessments students will face in the Spring and free resources that are available through FLDOE for home use. As a part of FSA night, our Lego Robotics team will demonstrate the hard work and ingenuity that they have displayed in the creation of a robot and various other tasks.	October 2020 (In Conjunction with Trunk or Treat)	Increased Student Achievement, sign in sheets, and parent feedback
Science Night	3 rd -5 th Math Science Teachers	Parents and students will participate in weeklong STEM based activities that will provide hands	November 2020	Increased student achievement in Science, sign in sheets, and parent

		<p>on experiences and application of in the classroom curriculum building their science process skills each day. In addition to participating in hands on activities, parents will learn ways to help their students at home with science. Lastly, parents will be provided with activities to support the Nature of Science benchmark. The activities are directly aligned to the Next Generation Sunshine State Science Standards. These activities will help students and parents use strategies like critical thinking. All activities are literacy based and connected to the LAFS. Using informational text and hands-on science is key to increasing student proficiency in science</p>		feedback
Parent Data Chat	Teachers and leadership	<p>Parents, teachers, and students will participate in a small group data chat that will support teaching and learning. During this time together, we will discuss individual student data, goals,</p>	September 2020, Quarterly	Increased student achievement, sign in sheets, and parent feedback

		and provide parents with practical ways to help at home. Additionally, we will review blended learning opportunities that will benefit individual student success such as: iReady and Achieve 3000		
Polar Express Literacy Night	K-5 ELA teachers	In this event our Literacy Team will show families diverse reading strategies as well as provide them with the opportunity to make games/activities that will promote literacy in the home. We will model a read aloud for parents and use reading strategies while reading, to show parents how to help students comprehend text. All activities for this event will be directly aligned to the Language Arts Florida Standards for Literacy in which students are assessed on annually by the state	December 2020	Increased student achievement in ELA, sign in sheets, and parent feedback
FSA Night	Instructional coaches	Educating parents on the FSA and rudimentary testing strategies to use with their children at home to prepare them for testing. The information presented and provided to parents	February 2021	Increased student achievement on state tests, sign in sheets, and parent feedback

		<p>and students at this event will directly align to the state ELA, Math, and Science Standards. The goal is to give parents a better understanding of the type of assessments students will face in the Spring and free resources that are available through FLDOE for home use. As a part of FSA night, our Lego Robotics team will demonstrate the hard work and ingenuity that they have displayed in the creation of a robot and various other tasks.</p>		
International Cultural Awareness Night	Literacy Team	<p>Provides awareness to all students, parents, and stakeholders about the diverse community of Kings Trail. Celebrating traditions, various languages, customs and differences of different countries. This event will allow parents and students to share personal experiences and traditions of their native countries. Additionally, parents will learn about different cultures and how to communicate with people from</p>	March 2021	Increased cultural awareness, sign in sheets, improved parent satisfaction surveys, and feedback

		different cultures (such as school staff). The activities linked to this event will be aligned to Social Studies Standards along with Language Arts Florida Standards. This is a way to integrate informational text to learning		
Career Day - Literacy Week	Leadership Team and all K-5 teachers	In this weeklong event our Literacy Team will show families diverse reading strategies as well as provide them with the opportunity to make games/activities that will promote literacy in the home. We will model a read aloud for parents and use reading strategies while reading, to show parents how to help students comprehend text. All activities for this event will be directly aligned to the Language Arts Florida Standards in which students are assessed on annually by the state. Specifically, these activities will support To culminate Literacy week, we will have Career Day. This will provide students an opportunity to see what careers are available. Most	May 2021	Increased student achievement in ELA, sign in sheets, and feedback forms

		what careers are available. Most importantly, participants will discuss how much reading is involved in various career paths.		
Night of the Arts (no cost)	Resource Teachers	Our school's Night of the Arts will be a culmination of the student's accomplishments in resources. During this time we will provide parents with resources on how to engage their family in extracurricular activities that spark creativity and support learning.	May	Parent Surveys, increased participation in school clubs, and increased student achievement, parent sign in sheets, feedback, and improved parent satisfaction surveys
Mid Year Data Review (see budget)	Admin	Parents will learn how the school is progressing in terms of our schoolwide data at this point in the year. Parents will also be provided with ways they can help their children at home in core subject areas.	February	Increased student achievement in core subjects, sign in sheets, and feedback forms

Schools may add or remove rows as needed.

PARENT COMPACT

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

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

Kings Trail will use meeting minutes, sign in **sheets**, and a copy of the updated **school-parent** compact as evidence that we have jointly developed the parent compact.

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

The principal will require teachers to meet with all parents to **discuss** student performance and review the Parent Compact. This information will be discussed with teachers during our pre planning meetings, and reviewed during faculty meeting(s). Additionally, we will leverage quarterly Data Chats to ensure that we reach all parents. Lastly, if parents are unable to meet with us face to face, we will make arrangements for us to meet virtually using GoMeeting.

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.

As a Title I school, we will retain a copy of the "4 Week Notice" that was provided parents. This letter will be uploaded to our school's digital compliance as evidence that parents received the notice.

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>
Book Study (still determining based on PD needs as they relate to parent needs)	Admin	Improved relationships between teachers and students and families	Ongoing	Sign-in sheet, feedback forms
WIDA	Districts ESOL Specialist	Improved ability for staff to work with parents and families.	September - November 2019	Sign-in sheets, feedback forms, follow up with teachers
Parent Data Chats	Admin and Teachers	Improved relationships between teachers and students and families	Parent Data Chats	Admin and Teachers, improved student achievement
CPT: Strategies to Support Language Learners and their Families	District ESOL Specialist	Improved relationships between teachers and students and families	CPT: Strategies to Support Language Learners and their Families	District ESOL Specialist, improved parental involvement

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	Kings Trail utilizes additional IDEA funds to support our ESE students and provide them with the additional services they need to be successful. To integrate those funds with PFEP funds, we offer parent engagement events to build the capacity with those parents so they are better equipped to assist their children.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	We will leverage our VPK program to support families with Kindergarten readiness activities.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness .	
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities .	Monies from SAI are utilized to provide additional support for students such as before , during, and after school tutoring.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Kings Trail utilizes Title I monies to purchase an ELA Coach, Math Coach, and Math Interventionist. The instructional coaches are additional support for teachers in the area of both ELA and Math. The interventionist provides additional support in Math.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Money in the PFEP has been allocated for translators. Additionally, our school partners with the Center for Language and Culture (CLC) where parents receive support with learning English and homework .

Schools may add lines as needed.