A. Quinn Jones Title I, Part A Parent & Family Engagement Plan

I, Mr. Darin Jones, do hereby certify that all facts, figures, and representations made in this application 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 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.

Assurances

- The school will conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all of its Title I, Part A programs consistent with Section 1116 of the Every Students Succeeds Act (ESSA). Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]
- The school will work to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part will develop a Home-School Compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [ESSA Section 1116(d)]
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section1116(e)(f)]
- The school will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities. [ESSA Section 1116(3)]
- The school will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and is expected that to carry out programs, activities, and procedures in accordance with this definition.
- The school will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).

D.J. 5/8/2023

Signature of Principal or Designee Date Signed

Parent & Family Engagement Mission Statement

Response: Parent involvement is essential in raising student achievement. At A. Quinn Jones Center, the administration and teachers are committed to involving parents in their students' performance at school. Daily student progress reports, monthly parent meetings, conferences, the A. Quinn Jones Journal and the Title 1 parent/school/student compact are some of the ways home/school communication is accomplished.

Involvement of Parents

The school will involve parents in the planning, review, and improvement of Title I programs including parental involvement and in the decisions regarding how funds for parental involvement will be used by:

- Holding a Title I Annual Family Engagement meeting at the beginning of the school year
- Discussing family engagement at monthly SAC meetings; including the budget, the SIP, PIP and Compact
- Phone calls and emails to invite parents to Family Engagement activities
- Parent surveys and evaluation of Title I sponsored activities

Coordination and Integration

The school will coordinate and integrate the following Parent & Family Engagement programs and activities with other Federal Programs, to the extent feasible and appropriate, in an effort to teach parents how to help their children at home.

Count	Program	Coordination
1	Title X: McKinney-Vento	Students will be identified during registration and through our guidance department. Parents will receive assistance from staff on completing paperwork to be submitted to the Homeless Education Coordinator.
2	Meridian Behavioral Healthcare	Identified students will be referred to Meridian for behavioral health support and/or family case management. Counselors work with students and parents to understand the dynamics between behavior and learning at home and school.
3	Title III: ESOL	ESOL report will be run quarterly and staff is notified of students and families who need support. Information is sent to families in their native language.
4	Title I	Family Engagement activities will be provided to assist parents in improving their children's education.
5	UF Health	Counseling services and PALS program for Positive Behavior Support will be available.
6	Reichert House	Behavior Intervention programs and counseling will be available for students.

Annual Parent Meeting

The school will conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), and the rights of parents through the following activities.

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	School will hold the Annual Parent Meeting in September	Principal, Title I Lead Teacher	September	Parent Input Evaluations, sign-in sheets, agendas, PowerPoint handout, and minutes from meetings.
2	Development of agenda for Annual Parent Meeting.	Principal, Title I Lead Teacher	August-September	Completed Agenda
3	Develop/plan materials (presentation, school/district handouts) for Annual Parent Meeting.	Principal, Title I Lead Teacher	August-September	Copies of presentation and all handouts
4	Send notices in school newsletter, send invitations via backpacks, alert parents of meeting.	Principal, Title I Lead Teacher	August-September	Photograph of marquee, copy of newsletters and invitations

Flexible Parent Meetings

The school will offer flexible opportunities for parents and families to participate in organized and ongoing workshops and meetings by:

- All new families are provided information and review the FEP and Compact during a scheduled intake.
- Opportunities are provided throughout the school day in conjunction with parent conferences.
- Meals and childcare are provide for evening family engagement activities.
- At least one activity is held at noon to accommodate parent lunch breaks.

Building Capacity – Parent/Family Workshops

The school will implement the following activities as a means to build the capacity for strong parental and family engagement and to support a partnership among the school, families, and the community to improve student academic achievement.

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Presentation to Parents: AQJ Curriculum	Classroom Teachers	Improve ability of parents to work effectively with their child to increase achievement	Aug	Parent Survey Evaluation, Sign in sheet Signatures and Agendas
2	Presentation to Parents: PBIS and Success at School	Assistant Principal, Deans, Guidance	Improve ability of parents to work effectively with their child to increase achievement	Sep-May	Parent Survey Evaluation, Sign in sheet Signatures and Agendas
3	Presentation to Parents: Music/Art and Math	Art and Music teachers	Improve ability of parents to work effectively with their child to increase achievement	Dec	Parent Survey Evaluation, Sign in sheet Signatures and Agendas
4	Presentation to Parents: Progress Monitoring, FSA and EOC Success toward Graduation	Principal, AP, Graduation Coach	Improve ability of parents to work effectively with their child to increase achievement	Dec-May	Parent Survey Evaluation, Sign in sheet Signatures and Agendas

Staff Training

The school will provide the following professional development activities to educate the teachers and school staff in how to reach out to, communicate with, and work with parents and families as equal partners and in how to implement and coordinate family programs, and build relationships between families and the school.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Review of District and School-level Parent & Family Engagement Plans	Title I Lead Teacher	A positive student impact will result from the staff's ability to effectively work with families.	August	Training agendas and sign-in sheets Training evaluations Parent Surveys
2	Review of Home-School Compact and School Improvement Plan	Title I Lead Teacher and Principal	A positive student impact will result from the staff's ability to effectively communicate the academic expectation to families.	August	Training agendas and sign-in sheets Training evaluations Parent Surveys
3	Discuss importance of family engagement and share ideas to encourage parent involvement	Title I Lead Teacher and Principal	A positive student impact will result from the staff's ability to effectively work with families.	Sep-May	Training agendas and sign-in sheets Training evaluations Parent Surveys
4	Book Study: Trauma Sensitive Teaching	Principal	A positive student impact will result from the staff's ability to effectively work with families.	Feb-Mar	Training agendas and sign-in sheets Training evaluations Parent Surveys

5	Positive Behavior Intervention Support training	Dean	A positive student impact will result from the staff's ability to effectively communicate the behavior expectation to families.	Aug-May	Training agendas and sign-in sheets Training evaluations Parent Surveys

Other Activities

The school will conduct activities, make resources available to parents and families and provide encouragement and support to families so that they can more fully participate in the education of their children by:

- Maintaining a Parent & Family Resource Area consisting of information related to the school and Title I Program as well as academic resources available for home use.
- Making the Parents Make a Difference newsletter available through the school website, The Parent & Family Resource Notebook, and is hard copy upon request.
- Purchasing books and materials to enhance the Parent & Family Resource Area

Communication

The school will provide parents of participating children with:

Timely information about the Title I program and activities by;

- Conducting the Annual Meeting.
- Provide a Title I packet at the beginning of the school year.

Descriptions and explanations of the academic curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through;

- Information shared at the Annual Meeting.
- Title I packet includes the District and school Family Engagement Plans, Family Compact and Title I information.

Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;

- Quarterly conferences to discuss graduation progress and readiness.
- Educational Planning meetings or IEP meetings are scheduled at least twice per year for all students.

A means to document parent comments/concerns regarding the school wide program plan when it is not satisfactory to the parents of participating children. The school will include documentation of parent comments/concerns with the plan that will be made available to the local education agency by;

- Evidence of parental input, including evidence of dissatisfaction, will be submitted to the Title I office as part of the regular Parent & Family Engagement Plan review process.

Accessibility

The school will provide full opportunities for participation in parent & family engagement activities for all participants (including parents with limited English proficiency, disabilities, migratory, and homeless children) by:

- Utilizing quarterly Skyward reports as a means to identify families who may need accommodations in order to actively participate in school activities.
- Work with McKinney-Vento contact and transportation department to assist homeless families.
- Trans Act can be utilized in translating informational documentation when needed.

TITLE I SCHOOL-FAMILY-STUDENT COMPACT

This compact pledges **A. Quinn Jones Center** and the parents of students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) agree that the entire school staff parents and students will share the responsibility to increase student achievement in reading and math so that all students will meet state graduation requirements

This school-parent compact is in effect during school year 2020-2021

School's Responsibilities

A. Quinn Jones Center's teachers and staff will:

- Create a partnership with every family.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the Individual child's achievement.
- Help families plan for their child's graduation and future.
- Provide parents with frequent reports on their children's progress, (i.e. daily progress report, interim progress report, report card)
- Provide parents access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Family Responsibilities

We, as parents, will support our children's learning in the following ways:

- Let the school know if there are problems at home that may affect my child's learning or behavior.
- Review and discuss my child's point sheet with him/her every day.
- Help my child see how to use math and reading to pursue his/her interests and goals.
- Promote positive use of my child's extracurricular time.
- Communicate with the teacher and/or administrator about my child's achievement and behavior.
- Work with staff to keep track of my child's graduation progress

Student Responsibilities

We, as students, will share the responsibility to increase our reading and math skills to meet the State's high standards. Specifically, we will:

- Let my teachers know if I need help.
- Be willing to accept help for my problems.
- Read on my own every day outside of school time.
- Write down my assignments and make sure I understand them and when they are due.
- Be invested with my behavior plan and make an effort to improve.
- Be respectful, responsible and ready to learn.

We understand that complying with the terms of this Compact and the Student Code of Conduct will result in a positive education experience.

Principal or Designee	Parent(s)/Guardian	Student
5/8/2020		
Date	Date	Date