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



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| School Name: Grand Park Educational Center School #: 3014 |  |  |
| Principal Name: Dr. Tyrone Blue  School Website: <https://dcps.duvalschools.org/grandpark> |  |  |

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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, Dr. Tyrone Blue, 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.  
  
\_\_Dr. Tyrone Blue\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ June 13, 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 |
| $3400.00 | $2720.60 | $679.40 |
| **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** | | |
| None | | |

## 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)** |
| 0 | None | **Incorporate a tour of the Parent Resource Room during new student orientation.** |
| 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) | 7 | **Parents provide expectations for Title 1 for the upcoming year. Survey at the close of the meeting indicates meeting information was conveyed.** |
| Developmental Meeting  (End of Year) | 8 | **Parent were able to provide input on Title 1 expectations for next year. Survey at the close of the meeting indicates meeting information was conveyed.** |
| Parent’s Senior / Transition to High School | 9 | **Parents were able to know the process for Transition to High School. Survey at the close of the meeting indicates meeting information was conveyed.** |
| Parent Empowerment Event | 14 | **Parents receive information on various developmental behaviors and stages. Survey at the close of the meeting indicates meeting information was conveyed.** |
| FSA Parent Event | 14 | **Parents were allowed to review the guidelines and expectations during testing. Survey at the close of the meeting indicates meeting information was conveyed.** |
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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. |
| Several of the parent’s enjoyed the events and found them informative. |

## 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. Barrier 1: Work schedules prevented parent/guardians ability to attend meetings. 2. Barrier 2: Family issues or Uninvolved parents 3. Barrier 3: Neighborhood Judgement: The neighborhood, which surrounds the school is viewed as an unsafe environment by several parents. 4. Barrier 4: Parent’s continued to support home school | | |
| (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) | Parent’s Work Schedule | Meeting at various time during the day on campus |
| 2) | Family Issues and Community Concerns | School has a dedicated School Psychologist, School Social Worker, Administrator, Guidance Counselor, and School SRO |
| 3) | Neighborhood Judgement | Meet with parents and students during orientation to share the separation of school from community. Task performed by School Social Worker, Administrator, Guidance Counselor, and School SRO. |

## 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? |
| Grand Park will provide more information and documentation to parent during the orientation process. The goal is to ensure that the stakeholder is provided feedback concerning the academic and social enhancement of their child. The goal is for parents to be fully engaged with the learning procedure during the student’s assigned time at Grand Park. |

# 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?** |
| All Parent will be given assistance with:   * Parents Work Schedule * Family Issues and Community Concerns * Neighborhood Judgement   Provide School messages via website and MicrosoftTeam |
| **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?** |
| Grand Park provides information to our parents regarding their child in a timely manner (via phone and/or email). Communication will be shared through: school letter s and information flyers given to students. Also teachers and staff making phone calls to parents regarding parent meetings, along with SAC meeting and inviting the parents to shadow their child for 1 to 3 hours monthly. Parents will visit the “Parent Resource Room” during orientation and introduced to its resources. |
| **What are the different languages spoken by students, parents and families at your school?** |
| Presently our student and parent utilize English only (No Spanish speaking families). However, Grand Park Educational Center is unique from other schools in the district, because of enrollment. The school receives students every day. Student’s may come from within the district, out of county, or out of state with a variety of need for services. Students are assigned to the school for 45, 90, 180, or Remainder Of The Year. The requirement for special services are fluid, due to the students not being permanently enrolled at Grand Park Educational Center. |

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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. |
| (1) Grand Park Advertises meeting through flyers in open areas of the school (school entrance, cafeteria, school entrance doors, bulletin boards, school announcements during and before dismissal.  (2) Grand Park will make necessary phone calls 5-7 business days before the meeting; email will be used as an alternative method 5-7 days before the meeting; a brief memo will also be utilized for students to take home 5-7 days before the meeting and have parents/caregivers/guardians sign an acknowledgement form.  (3) Communication tools will be phone, email, schools webpage, Microsoft Teams, and Blackboard. |
| 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) Grand Park provides a mandatory orientation/ intake process; selected school personnel will provide an informative overview of the curriculum that DCPS authorizes for all grade levels.  (2) Parents receive assessment / screening information from our School Guidance Counselors and Transition Specialist. These individuals provide parents with calendars that illustrate the month, date, and window time-frame of all assessments/ screening.  (3) Parents and students receive the achievement level information for their child during the orientation process. These educational components include: iReady, Achieve 3000, FSA Scores, and EOC (End of Course Exams), Student conduct, for all Middle and High School students. The School Counselor, Social Worker, Transition Specialist and Administrator provide this valuable information to the parent (i.e. FERPA if the student is 18 and older).  (4) Not Applicable |
| (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) The collaborative efforts involving parents within the decision making process may consist of the following: climate survey, the PFEP Developmental Meeting, and discourse between parent and staff (s).  (2) Parents and caregivers will have the opportunity to engage in decision-making processes which will consist of but not limited to: new enrollment, orientation, school advertisements, the PFEP Developmental Meeting, and family intervention meetings (F.I.M.). |
| 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] |
| If the plan for Title I, Part A, as indicated 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)]; |
| (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? |
| (1)The plan will be developed collaboratively consisting of parents/stakeholders/staff; a hard copy will be provided for viewing in the Parent Resource Room during orientation of their child. A copy of the PFEP plan will be place on the school’s website. This will empower parents to participate and actively engage and provide suggestions or concerns to Grand Park Education Center.  (2) Different information formats will be provided when necessary. School will seek assistance from a certified translator. |

# 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)]. |
| Grand Park Alternative Education Center Involves our parents/guardian through our daily, school-wide process of orientation. During orientation, all parents/guardians receive information pertaining to Grand Park’s Family Engagement Plan. The information consists of the following, dates of assessments, our priority focus plan, school-wide rituals / routines, student incentives, parental suggestions, and the budgetary process. All parents complete an orientation packet during the intake process. This packet includes forms that solicit suggestions regarding how they receive communications from each teacher, grade, dress code &important dates concerning school, district, and state assessments. |
| **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)]** |
| Parent will receive timely notification (2 week) to be invited to Title 1 meetings. Notification will be sent via front office flyer, school website, and call home. Parents needing transportation assistance will receive – JTA bus tickets.  Home visits will be conducted virtually via email and Mircosoft Teams. |

## 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)] |
| The parent and family engagement policy will be reviewed quarterly and revision will be made based on parent feedback forms; any revisions will be discussed amongst the team to determine if necessary changes are deemed appropriate. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| N/A  A questionnaire will be given during Orientation to the parents. Survey will be sent out through Survey Monkey. |
| **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 Microsoft Teams will be used to aid parent attendance to the meetings. |

## REQUIRED ANNUAL MEETING

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| 1. Step 1: during student orientation, parents will receive documentation regarding the pertinent meetings for the annual calendar year 2. Step 2: parents will also receive an automated call from the school messenger recording system; which will inform parents 3-5 days prior to meeting 3. Step 3: flyers and other advertisements will be readily available in open areas of the school 4. Step 4: teacher/parent meetings will be schedule 3-5 days in advance, prior to meetings 5. Step 5: additional information will be provided to parents at Open House session 6. Step 6: documentation will be provided to parents at student pick-up 7. And so on as needed… |
| **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.** |
| The meeting will incorporate pertinent information and documentation, which will be provided to the following individuals: families/parents/stakeholders/staff.   * School targets * Objectives and Goals * Principal’s School outlook * SIP/PIP information * SESIR Information * School Progress via sub-groups * Enrichment Services that are provided during the school time * Student data |
| **Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.** |
| 1. (Parents/ Guardians will be administered student data base upon their prospective grade levels, testing and practice scores (i.e. comprehensive overview provided to parents), grade-level aptitude (i.e. whether the student is meeting the core competencies both academically and socially), and comparison of prior grades to current. 2. Currently at Grand Park Education Center, parents/students are not permitted to participate in school choice (per the Superintendent, School Board members, and Hearing Officer).   (3) Parents/Guardians will receive copies of the monetary resources available (i.e. budget) that are authorized through Title One, Grand Park Education Center will engage the parents and family of children severed in Title I. Part A in decisions regarding the use of Title I, Part A funds will be appropriately utilized as according to [Section 1116(b)(1) and (c)(3)] |
| **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?** |
| All students attending Grand Park Education Center will receive a copy of the monthly advertisement pertaining to Family/Parent Engagement Meetings each month. This will be an on-going process since our student population consists of majority transient students. This information will be provided to students that ride the school bus, walkers, or those being picked-up after school. Teachers will contact the parents on a bi-weekly basis; this will ensure that they receive academic and other relevant information about our school. Logs will be collected as requirement from every institutional staff member. |

## 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. |
| Step 1: Take a survey of services needed at Grand Park during each meeting  Step 2: Review current funding and reallocate if necessary.  Step 3: Invite school’s administration is available to the members of the PFEP team about concerns  Step 4: Intergrade the PFEP teams observed needs into to plan for the next year.  Step 5: |

# 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? |
| Grand Park Education Center will build capacity that will be beneficial to family engagement through the following developments:   * Engage parents and families by organizing community, on-going processes; which may consist of planning and reviewing, and improving programs offered. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Grand Park Education Center will build relationships with community stakeholders which will enhance and improve student academic achievement by the following:   * Develop a relationship with community stakeholders who will then be asked to participate in career, military, and college day week. * Neighborhood involvement through enrichment activities through connecting and collaboration |
| **(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. All parents/guardians that have a child attending Grand Park Education Center will receive a tour of the Family/Parent Engagement Center. This will be incorporated during the orientation process. 2. Materials will be provided through brochures, pamphlets, and flyers, during parent team conferences and orientation. 3. All staff members at Grand Park Education Center receive an overview of the Family/Parent Engagement Center during the week of Pre-planning and preparation. Staff are required to attend several meetings during the Family/Parent Engagement sessions. |
| **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?** |
| **Parents have access to meetings via Microsoft Teams, also there are book and games for check out in the family resource room.** |

## 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) | Dr. Blue / Mr. King | Parents will learn:  1. Various roles and procedures of Title 1.  2. The proposed funding for 20-21 Title 1 year. | September 2020 | Sign-in; Event Evaluation; Parent comments; Microsoft Teams Meeting virtually |
| Data Chat | Dr. Blue / Mr. King / Mr. Mitchell | Parents will learn:  1. Different methods that students are evaluated.  2. How the school identifies low performing students?  3. Ways that teachers reach out to all students.  4. Behavior concerns that distract from learning  5. The process of student transition to High School and College | October 2020 | Sign-in; Event Evaluation; Parent comments; Microsoft Teams Meeting virtually |
| Mid-Year Stakeholders | Dr. Blue / Mr. King | Parents will learn:  1. Visit the procedures for the Title 1 process.  2. Review the budget for Title 20-21. | January 2021 | Sign-in; Event Evaluation; Parent comments; Microsoft Teams Meeting virtually |
| Data Overview Pre-Testing | Dr. Blue / Mr. King / Mr. Mitchell | Parents will learn:  1. Methods teachers are using to move students.  2. Behavior concerns that distract from learning | February 2021 | Sign-in; Event Evaluation; Parent comments; Microsoft Teams Meeting virtually |
| Title I Developmental Meeting (required) | Dr. Blue / Mr. King | Parents will learn:  1. Outcomes and effectiveness of the Title 1 20-21 yr.  2. Projections for Title 1 21-22.  3. Review of roles and effectiveness of Title 1 members. | March 2021 | Sign-in; Event Evaluation; Parent comments; Microsoft Teams Meeting virtually |
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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? |
| Grand Park Educational Center will use Point Sheets, MTSS, and Black Board to communicate with parents. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| The principal or designee will meet with parents during new student orientation. |

# 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. |
| (1) Grand Park will send home notification to parents via United States Postal Service to inform them that their child was assigned or taught for four or more weeks by a teacher who was not properly licensed or endorsed.  (2) Grand Park will provide a list of teachers who were ineffective, out-of-field, or inexperienced via the school’s parent resource center. |

## 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* | | Getting To Know Your Students | Ms. Hutchinson | Improved relationships between teachers and students and families | Aug-Mar 2020-2021 | Sign-in sheet  form, teacher discussions, evaluation | | Blackboard Training | Ms. Hutchinson | Improved ability for staff to communication with parents and families | Dec 2020 | Sign-in sheets, evaluation sheets, follow up with teachers | | Orientation | Mr. King | Improved relationships between teachers and students and families | Aug-Mar 2020-2021 | Sign-in sheets, evaluation sheets, parent self reporting | |  |  |  |  |  | |  |  |  |  |  | |

# 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)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act |  |
|  | **VPK** - Voluntary  Pre-Kindergarten |  |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. |  |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. |  |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. |  |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. |  |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*