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

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| School Name: Dinsmore School #: 45 |  |  |
| Principal Name: [Wanda Reese] School Website: [dcps.duvalschools.org/dinsmore]  |  |  |

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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, Wanda Reese, 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.

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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 |
| $3,000 | $2,983.69 | $16.31 |
| **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** |
| We made every effort to expend all funds to benefit our Title I students and parents. The funds remaining would be due to a matter of we possibly could have purchased a few more supplies but at the same time was mindful not to be wasteful so came as close as possible while being sure to remain within budget. |

## 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 | 0 | **Due to lack of parent use of supplemental materials and activities available in the Title I Parent Resource Room, we will aim to make the resource area and resources available more visible. We will use ideas from the parent engagement area examples provided on the DCPS website in conjunction with incorporating the practice/training of front office staff and teachers sharing the benefits of and referring parents to visit our Title I Parent Resource room.** |
| Summary of Parent Engagement Events from the Previous Year |
| Name of Activity | **Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)** | **Results of Evidence of Effectiveness** **(How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)** |
| Annual Meeting (Beginning of Year) | 86 | **Parents and students were highly engaged in meeting new teachers for the year and learning about the curriculum and learning expectations, Title I resources and benefits, behavioral expectations, and FSA requirements for applicable grade levels evidenced by conversations held with parents and teachers observed in multiple classrooms, hallways, and in cafetorium with admin, teachers, and staff answering questions.** |
| Developmental Meeting (End of Year) | 11 | **According the input from the meeting both through the online qualtrics survey as well as the virtual go-to-meeting, we were able to gather a consensus of the majority of parents preferring evening events, additional activities/events parents would like to see, share and discuss Title I fund allocations, staff development as to considering having spelling tests, more examples of math problems, and more ways for parents to assist their child at home. Additionally, with survey feedback after the meeting that included neutral ratings as to feeling the school really considers stakeholder input and being pleased with participating, our goal is to take the input of our valued stakeholders into consideration and implementing as part of our school improvement plan.** |
| Literacy Night | 21 | **Parents and guests noted that the unique learning tasks, tips from the author, Jane Wood, novel interaction, librarian questions to students about what they have read, and the activities were most helpful and/or engaging. Additionally, everyone that completed a survey checked that they “strongly agree” the literacy night provided vital information to improve their child’s literacy, which was the intent of the activity.** |
| Science Night | 150 | **The hands-on experiments, science project presentations, activities such as “making rain in a bottle”, robotics, inclusion of entire family, and student participation were particular mentions from parents as to what was most helpful/engaging per the feedback from completed surveys. Additionally, all surveys agreed or strongly agreed that they are likely to attend other events held at Dinsmore and that there were interesting topics and information being shared that was beneficial for the parent and child.**  |
| FSA Parent Night | 30 | **Parents’ participation in solving various questions that students encounter to get a sense of what students will have to be capable of in tested subjects and their reactions/comments to level of difficulty as well as witnessing their child’s ability, and for some problems lack of ability, to complete was evidence of the FSA parent night being effective in the intent of parents getting first-hand experience in what their children will face and the importance of being prepared for various questions types.** |
| Candy Crush Math Night | \*150*Based on amount of math & candy bags distributed during virtual learning* | **According to qualtrics survey comments, the part of the Candy Crush Math drive-thru or bus pick-up found to be most helpful/engaging was that the activities made math relatable, children wanted to work together, and the ease/availability of being able to participate.** |
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*Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn’t held, a 0 should be included for the “Number of Participants” column with an explanation why the event wasn’t held in the “Results” column.*

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| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan. |
| Parents, once again gave input and interest in continuing with current parent nights (i.e. Literacy night, candy crush math, and the Science Showcase Night) but would like to see a STEM night and/or a technology night (helping parents to be familiar with the various Duval approved and already purchased technology platforms to be able to better assist students at home), and other family fun nights such as parent and child dances. Parents appreciated getting a breakdown of Title I funds and how they are used to benefit their students such as the funding for instructional coaches and a full time media specialist, tutoring, and materials/supplies for parent events. Current forms of communication and accessibility, such as Dojo, texts, flyers, email, and social media, work well for parents.  |

## 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 – Time of day
2. Barrier 2 – Child care
3. Barrier 3 – Conflicting extracurricular events (i.e. sports activities)
4. Barrier 4 – Work schedule
5. Barrier 5 – Day of the week
 |
| (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) | Time of day | We will make every effort to make meeting times more flexible for parents to be involved by continuing to notify parents far in advance to allow ample time for scheduling, provide two week prior reminders and day(s) of upcoming events through our monthly newsletters, Class Dojo, blackboard text blasts, Dinsmore Facebook, and other means of communication such as flyers.  |
| 2) | Day of the week | To consider conflicting extracurricular activities that may occur regularly on a certain day of the week (i.e. Tuesday), as well as work schedules, we will survey parents for the best day of the week and time(s) to carefully consider when planning for events to increase the amount of participation. |
| 3) | Child care | SAC members and potential members, the school-wide leadership team, and parent event committees will brainstorm creative ways to include parents/families who are unable to attend Title I meetings/events through use of newly trained in virtual platforms and/or provide child care for the duration of meetings (i.e. children provided with supervision through extended-day program). |

## Overarching Outcomes/Goals for the Current School Year

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| Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?  |
| The overarching outcome/ goal for this year is to incorporate parents’ suggestions for ways to help them help their child as well as further develop and implement collaborative input/feedback from parents, teams, and community to increase parent and family engagement/participation by being flexible and innovative in ways to accommodate various home situations and schedules.  |

# 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?**  |
| Dinsmore is committed to providing opportunities for all parents to participate in family engagement activities while keeping in mind the diverse needs of our parents. Especially in consideration of current times and nationwide events, various methods (i.e. virtual), times (i.e. recorded meetings on TEAMs), and days of conducting meetings/events and even parent conferences are ways in which our school will provide full opportunities for all parents. We will provide timely notification and conduct surveys prior to events to assess specific needs (i.e. child care, transportation, ELL parents) to make special arrangements and contact appropriate providers of services when and where applicable to remove barriers. It is our hope that parents would let us know of specific needs at least 48 - 72 hours in advance to secure staff, special needs, or individualized scheduling when applicable to deter hindrances from attending or participating in parent meetings/events. We will contact district personnel for translators of different languages if needed. Google translate apps and ELL dictionaries are other resources when applicable as well as Eureka Math parent letters being available to print from online resources for parents of non-speakers of English. |
| **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?**  |
| At Dinsmore Elementary we have many ways that we communicate with our parent as it relates to school activities and parent involvement nights include:* School website
* Remind 101(Text messaging)
* Monthly Newsletters
* Twitter
* Class Dojo
* Flyers
* Marquee
* Social Media (Facebook)
* Microsoft Teams
* GoToMeetings.com
* Email
* Phone
 |
| **What are the different languages spoken by students, parents and families at your school?** |
| The different languages spoken are:* Asian (Cambodian and Vietnamese)
* Spanish
* English (primarily)

PFEP available in these languages upon request. |

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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) PTA Meetings and announcements(2) Open House Presentation(3) Signage in Parent Resource Room(4) Information on Marquee(5) Send home flyers and monthly newsletters(6) Online link on school website(7) School Messenger, Class Dojo, and Remind text messaging system(8) Facebook and Twitter posts(9) Remind 101 messages in language of parents of ELL |
| 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. During our SAC meetings and Parent nights, we describe and explain to parents about the curriculum used throughout the district.
2. Parents will also have an opportunity to engage in parent teacher conferences that will give them more insight on the curriculum and students achievement

(3) Student achievement is the centerpiece of what drives our work here at Dinsmore. During Open House and at many of the parent nights, we share information regarding the achievement levels and expectations for proficiency and promotion criteria by grade levels through meaningful and engaging sessions and activities. |
| (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) During our SAC meeting, our parents will have the opportunity to share and provide input as it relates to the School Improvement Plan. Dinsmore heavily considers and evaluates input from parents based on the benefit of the whole school.(2) Each month, there is a parent newsletter sent home with students and information regarding our parent nights. SAC meetings are posted on our marquee. Additionally, a School Connect message is sent out prior to the events. There are several ways that we at Dinsmore communicate with our parents regarding opportunities to be involved.(3) Annual Meeting, Title I Developmental Meeting, and Title I Parent Night Feedback |
| 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]  |
| Dinsmore Elementary school is committed to the improvement of our programs. Parents that have concerns regarding the Title I program at our school will have the opportunity to submit evaluations of programs and activities after each event. Feedback from the evaluation forms is reviewed and taken into consideration for future events. The Title I liaison will forward any information regarding parent complaints to the Title I specialist for our school via email. We will also check with the district specialist to see if there are opportunities for them to come out to one of our parent meetings to discuss parent concerns. The information to the Title I office will be posted in the Parent Resource Room. Parents can call the Title I office themselves if needed.  |
| (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? |
| In the front office of the school, there is a sign that states that the PFEP is available upon request for parents. It can also be available in multiple languages if necessary/or requested by parents. The PFEP will be stored in the Parent Resource Room’s Title I binder for their review. There will also be a link added to our school website to our online PFEP. |

# 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)].  |
| At Dinsmore we will involve parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs by inviting and engaging parents in the developmental meeting and through SAC. Parents will have the opportunity to participate in the Title I parent meetings where they will be able to evaluate, provide feedback and input into the program. It is our desire that parents fully engage in our school through the Title I program. |
| **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 – If there are parents that need transportation, a day bus pass can be issued if advance notice is given.
* Childcare – provided for parents by a district employee(s) if advanced notice is given.
* Home Visits – Particularly, home visits are not an option unless requested by the parent due to transportation and inability to leave the home due to medical reason. Home visits will take place as needed or on a case-by-case basis.
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## 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)] |
| Parent input was gathered from parents regarding flexible times during our developmental meeting, qualtrics surveys, evaluations presented at the end of our parent night activities, and attendance/number of participants at each event. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| In our meeting notes from the May 2020 Virtual Developmental Meeting and data gathered from a qualtrics survey, parents were able to identify/name barriers that would keep parents from participating in activities/events. It is documented that parents stated that work schedules, conflicting extracurricular activities, day of the week, and childcare can sometimes prevent involvement of our parents. |
| **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)X Other \_\_\_\_Virtual\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## 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. Set date and time for Annual Meeting
2. Create and send out invitation/flyer regarding the Annual Meeting
3. Create agenda and sign-in sheets
4. Gather resources such as the Title I PowerPoint presentation
5. Choose room and set up for presentation.
6. Present the information regarding Title I
7. Provide parent evaluation surveys
 |
| **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 Title I Annual Meeting is to inform parents and community stakeholders about the Title I program and how it aids in school improvement. It will also inform parents of their rights of attending a Title I school. PowerPoint presentations explain that Dinsmore is a Title I school and what that means including the benefits (such as we are a Full Service school providing counseling, and services for Homeless, ELLs, and families in need). Parents are informed that Title I funding covers the cost of having a reading and math coach. Parents will be informed of a “right to know” the qualifications of teachers and paraprofessionals. PTA, SAC, Parent Family Engagement Nights, and volunteer opportunities. Curriculum instruction resources/materials for all grades and content areas are shared along with blended learning components and online weekly requirement goals. Other topics shared are behavioral expectations and the school-wide CHAMPs system along with classroom/grade-level schedules, grading categories/percentages, and FSA requirements – achievement levels.  |
| **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) Administration will review school’s latest assessment data with stakeholders.(2) Administration will also provide parents with information regarding school choice. Parents have choices, and as long as the school has vacancies and parents can provide transportation for students.(3) Parental rights of students attending a Title I school will be clearly explained. |
| **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?** |
| At Dinsmore, we work hard at providing our parents with many streams of communication. Some of the ways we communicate with parents is by sending information home via a paper form parent monthly newsletter, phone calls, in-person conferences, text messages via Remind 101, and messages on students’ weekly communication folder. We ensure many ways for parents to stay connected to what is happening at Dinsmore.  |

## 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.  |
| In May, we will conduct a developmental meeting with parents and community stakeholders. During this meeting, parents will have the opportunity to provide feedback regarding the parent engagement activities and nights that took place during the year. We will utilize a rubric provided by the Title I district as a guide of measure to assess our program. Parents will then brainstorm activities for the upcoming year to include in the PFEP. Parents and community stakeholders engage in conversation about the successes and outcomes of previous parent activities. They determine whether to repeat some events because of the impact, or eliminate activities due to low impact or attendance. After brainstorming of ideas for the upcoming year, we compile suggestions onto one document and review whole group. These ideas go back to the Title I liaison and administrative staff for final approval. |

# 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?  |
| Based on the information from our developmental meeting, parents responded well to the activities we had this year and gave great suggestions for new activities, such as a STEM night, for the upcoming school year. To build capacity for meaningful parent and family engagement, we will address barriers, such as work schedules and childcare, to utilize alternative ways for parents to engage such as virtual means and assess further best times and day of the week to increase capacity. Additionally, we will communicate using various forms of communication in advance and intermittently to allow for better planning. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| It is with great intention that Dinsmore Elementary build positive relationships with our community stakeholders by way of inviting and encouraging parents and community members to become actively engaged in SAC and attend our parent nights. It is here that we are able to provide information regarding what is happening at Dinsmore and how parents can become involved. Parents will have an opportunity to get hands on practice and experiences with strategies to help their children be successful at home. Additionally, grade level teams utilize TDE days to schedule data chats during parents on a designated day during school hours, and tutors are solicited and funded with Title I funds to provide support to improve student achievement.  |
| **(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.**  |
| (1) At Dinsmore, we make every effort to ensure that our parents are aware of our Parent Resource Room. Parents are free to visit our resource room at any time throughout the day except during morning arrival and dismissal due to students and personnel moving about the building. Safety is our primary goal for all students and these times focus on students during these transition periods.(2) The advertisement of the Parent Resource Room will be achieved in three ways. We will send out information about our resource room in our monthly newsletter to parents along with other school wide activities. We will also advertise our Parent Resource Room at every event and activity that we have at our school. We will be sure to make announcements regarding our Parent Resource Room and what it entails. Another way we will advertise our Parent Resource Room is through signage and personal invitation from teachers and staff throughout the building. (3) Prior the beginning of school, the administration team will train the front office staff and teachers on how to work with parents in the resource room, and encourage parents in parent-teacher conferences to check out the Parent Resource room and the benefits thereof. |
| **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?**  |
| The purpose of the Science Guy is for him to give parents ideas of things the parents can do with their children. He will provide them with activities that can be done daily at home. We are also purchasing additional kits for parents to use with their children. MOSH will also provide similar support for parents regarding science activities at home. Our goal with these activities is to provide parents with the materials needed to improve student achievement. |

## 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) | Wanda ReeseShalene Peterson  | General Title I information, parent compact, and Title I budget | August 27, 2020 | Sign-in sheets, survey, agenda |
| Title I Developmental Meeting (required) | Wanda Reese | Discuss Title I parent nights, get feedback about program and budget | April 16, 2020 | Sign-in sheets, survey results, agenda |
| Literacy Night | Mary Mattscheck | Parents will learn about our Million Word Campaign; our Media Program and we will promote reading through incentives | September 24, 2020 | Sign-in Sheets,Survey,Event aligns to the standards in the CNA so that students will achieve more in language arts with the increased parental involvement |
| Science Showcase Night | Wanda ReeseTeachersAcademic Coaches | Parents will learn about our school science magnet. Parents will view their child’s science projects, and participate in science activities with their child | November 20,2020 | Sign-in Sheets,Survey,Event aligns to the standards in the CNA so that students will achieve more in science with the increased parental involvement |
| FSA Parent Night | Wanda ReeseAcademic Coaches | Parents will learn about the FSA and how it impacts their child, the format of the test and be provided activities to help them understand how the test is formatted | January 21. 2021 | Sign-in Sheets,Survey,Event aligns to the standards in the CNA so that students will achieve more in math and language arts with the increased parental involvement |
| Pastries with Mom | Wanda ReeseAcademic Coaches | Moms will learn about the importance of reading aloud to your child and there will be a celebrity reader from the community. | February 11, 2021 | Sign-in Sheets,Survey,Event aligns to the standards in the CNA so that students will achieve more in language arts with the increased parental involvement |
| Candy Crush Math Night | Lauren Collins | Parents will play math games with their child using candy. The parent will learn more about math standards and the skills students need to complete higher level math.  | March 25, 2020 | Sign-in Sheets,Survey,Event aligns to the standards in the CNA so that students will achieve more with the increased parental involvement |
| Donuts with Dad | Wanda Reese | Dads will learn about how they can help their child with science. Every day activities they can do to engage students in thinking about science.  | August 10, 2020 | Sign-in Sheets,Survey,Event aligns to the standards in the CNA so that students will achieve more in science with the increased parental involvement |
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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?  |
| Teachers will have multiple means and opportunities (i.e. Open house, Class Dojo, Parent Letters, and scheduled conferences) to discuss school-parent compact agreement elements. Responsibilities of each stakeholder (teacher, parents, and students) are outlined along with ways to effectively communicate and how Dinsmore Elementary will provide high-quality curriculum and instruction. The agenda and minutes from the end-of-the-year developmental meeting will show evidence that parents gave input to the development/amendments to the school-parent compact. Sign-in sheets and parent-teacher conference records will show that conferences were held describing/discussing the compact. Collected signed 2020-2021 school-parent compact agreements from each teacher at the end of the year will be kept in Title I documents file.  |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?**  |
| The principal will require a copy of all parent-teacher conferences with documentation/proof that the school-parent compact was discussed and/or require a signed copy from all parents be turned in to the designee (i.e. Title I coordinator/Assistant Principal) and kept for record of conference. |

# 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.  |
| A letter will be sent home to notify parents of students assigned a teacher identified as “out of field” or not properly endorsed for subject area(s) taught and/or due to being assigned a student who is ELL. A copy will be kept on file for our records. According to Florida Statutes, sections 1003.3101 and 1012.42, we will give a parent the right to request his or her child be transferred to another classroom teacher based on the teacher’s out-of-field certification status and follow DCPS guidelines and procedures to process requests for change of teacher assignment. Teachers with out-of-field certification are named on our district website 30 days before the beginning of the semester. |

## 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.**
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| 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* |
| Book Studies | Various Teachers | Teachers will participate in various book studies of their choosing on the following topics: behavior, small group instruction, brained-based learning, guided reading, and putting information into long term memory  | Monthly August 2020- May 2021 | Sign-in sheets, surveys, focus walks, lesson plans, progress monitoring |
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# COLLABORATION OF FUNDS

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| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)] |
| ☒ | **IDEA** - The Individuals with Disabilities Education Improvement Act  | The Individuals with Disabilities Education Improvement Act (IDEIA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEIA at home to be successful in the classroom and give families strategies for providing a safe environment. |
| ☒ | **VPK** - Voluntary Pre-Kindergarten | The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5 year olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school aged children adjust to their new parenting roles. |
| ☒ | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment. |
| ☐ | **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.  | This super categorical is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. |
| ☐ | **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.*