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



|  |  |  |
| --- | --- | --- |
| School Name: Hyde Park Elementary School #: 77 |  |  |
| Principal Name: Shirley Winfrey  School Website: <https://dcps.duvalschools.org/hydepark> |  |  |

TABLE OF CONTENTS

[OVERVIEW 3](#_Toc33426256)

[ASSURANCES 4](#_Toc33426257)

[NEEDS ASSESSMENT 5](#_Toc33426258)

[Previous Year Financial and Programmatic Outcomes 5](#_Toc33426259)

[Fiscal Overview from the Previous Fiscal Year 5](#_Toc33426260)

[Programmatic Overview from the Previous Fiscal Year 5](#_Toc33426261)

[Barriers 6](#_Toc33426262)

[Overarching Outcomes/Goals for the Current School Year 7](#_Toc33426263)

[COMMUNICATION AND ACCESSIBILITY 8](#_Toc33426264)

[FLEXIBLE PARENT AND FAMILY MEETINGS 10](#_Toc33426265)

[INVOLVEMENT OF PARENTS and FAMILIES 10](#_Toc33426266)

[FLEXIBLE FAMILY MEETINGS 11](#_Toc33426267)

[REQUIRED ANNUAL MEETING 11](#_Toc33426268)

[REQUIRED DEVELOPMENTAL MEETING 12](#_Toc33426269)

[BUILDING CAPACITY 13](#_Toc33426270)

[BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS 13](#_Toc33426271)

[PARENT AND FAMILY ENGAGEMENT EVENTS 14](#_Toc33426272)

[PARENT COMPACT 16](#_Toc33426273)

[INSTRUCTIONAL STAFF 17](#_Toc33426274)

[BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS 18](#_Toc33426275)

[COLLABORATION OF FUNDS 19](#_Toc33426276)

# OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

**Below is an approach that can be used for Parent and Family Engagement.**

|  |  |
| --- | --- |
| *“Treat children like they make a difference and they will.”* |  |

# ASSURANCES

I, Shirley Winfrey, 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.

|  |  |
| --- | --- |
|  | 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.  
  
Shirley Winfrey 06/23/2020  
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)*

|  |  |  |
| --- | --- | --- |
| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3400 | $3,070.00 | $329.93 |
| **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** | | |
| Funds were unable to be fully expended **due to our restrictions on activities and events. Meeting face to face was not an option for two scheduled meetings on campus**. FSA Writes ($129.93) and the Parent and Families Developmental Plan Breakfast ($200.00) which resulted in a total of $329.93 not utilized. | | |

## Programmatic Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

|  |  |  |
| --- | --- | --- |
| Summative Overview of the Parent Resource Room | | |
| Total Visits  to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet) | **Total Resources Checked Out from the Parent Resource Room** | **What plans do you have to fully use the Title I Parent Resource Room?** **(include inventory that was not returned or any other information pertaining to parent involvement resource room)** |
| 16 | 41 | The Parent Resource Room will be utilized throughout the school year for parents and families to checkout standards-based Reading, math and science educational games. |
| Summary of Parent Engagement Events from the Previous Year | | |
| Annual Meeting (Beginning of Year) | 47 | Parent Feedback/Input Forms |
| Developmental Meeting  (End of Year) | 6 | Parent Feedback/Input Forms |
|  |  |  |
| Math Nightg4 | 72 | Parent Feedback/Input Forms |
| Literacy Night | 61 | Parent Feedback/Input Forms |
|  |  |  |
| Science Night | 53 | Parent Feedback/Input Forms |
|  |  |  |
| Highlighting the Arts | 68 | Parent Feedback/Input Forms |
|  |  |  |
|  |  |  |

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

|  |
| --- |
| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan. |
| The findings from the input collected from the Developmental meeting, revealed parents and/or guardians would like to continue effective communication via email, school website, automated phone system, flyers and the school marquee. The activities were all beneficial and assisted parents with working with their child(ren) at home. In addition, parents indicated that flexibility in meeting and event times worked well. |

## Barriers

|  |  |  |
| --- | --- | --- |
| Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years. | | |
| 1. Barrier 1 - Parent Disabilities/Migrant Families- Based on feedback from parents, family members with disabilities and/or parents that were employed seasonally, were challenged with involvement at the school. 2. Barrier 2 – Limited English Proficiency- Based on parent feedback collected via surveys and needs assessment data, parents with Limited English Proficiency is a barrier for families that are learning English as a second language. 3. Barrier 3 – Work Schedules- According to data collected during the Title I Developmental Meeting, our parents and families in order to increase involvement, a need was established for flexibility in scheduling events due to various work schedules. | | |
| (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)). | | |
| 1) | Parent Disabilities/Migrant Families | Hyde Park will coordinate with the guidance counselor and district personnel to include and accommodate parents with these barriers. |
| 2) | Limited English Proficiency | Hyde Park will coordinate with district personnel to provide information translated in the language necessary. The language most often translated will be Spanish. |
| 3) | Work Schedules | Hyde Park will provide events with flexible times to accommodate parents. |

## Overarching Outcomes/Goals for the Current School Year

|  |
| --- |
| Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement? |
| Hyde Park strives to continue to promote parent and family engagement with its parent events. Though some of our events did not have the participation we anticipated, we will work toward holding these events at a time more convenient for our parents to attend. |

# COMMUNICATION AND ACCESSIBILITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.

|  |
| --- |
| 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?** |
| Hyde Park Elementary will ensure that parents receive notification of Title I programs through the school website, flyers, automated phone system, and parent organizations such as SAC and PTA. Flyers will be sent at least a week in advance. We will implement a wider variety of grade specific activities, better explanations of event topics, as well as accommodate parents with limited English and Literacy proficiencies, and provide more flexibility in events and/or parent workshop times. |
| **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?** |
| This information will be given in meetings such as: IEP meetings, MRT meetings, AIT meetings, ELL meetings, and parent conferences. Additionally, information will be available on our school website, through flyers, automated phone calls, and/or parent organizational meetings such as SAC and PTA. The language used, information shared, and any communications will be easy for parents to understand, including translations when needed. |
| **What are the different languages spoken by students, parents and families at your school?** |
| English and Spanish |

|  |
| --- |
| COMMUNICATION |
| (1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication. |
| 1. Information will be provided in a timely manner through paper flyers, school marques, emails, school website, and/or automated phone system. 2. Flyers will be sent two (2) weeks before events are held to ensure adequate notification, with flyers and/or phone calls sent the day before an event. |
| 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) The school will hold monthly core subject meetings to explain grade specific curriculum expectations and strategies. During these meetings, parents will be informed of the assessments used and the expected achievement level they are striving for. Take home sheets and grade level activities will be provided at each meeting. Parent-teacher conferences are also available upon request to further explain specific student progress.  (2) Open house, content specific parent engagement activities, SAC meetings.  (3) Achievement level information will be presented during parent meetings and workshops. |
| (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. Parents are invited to monthly SAC meetings for decision making and feedback. Parents are also invited to the Roundtable Developmental meeting held yearly to discuss the previous year's PFEP and provide input on the next year's PFEP, which is also communicated through flyers and the school marquis. 2. Flyers are sent out at least two (2) weeks in advance of monthly meetings, as well as emails to those who have attended a meeting previously. |
| 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] |
| Hyde Park will contact the LEA through email and/or by phone to discuss next steps addressing any concerns had by parents. |
| (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? |
| Hyde Park will have posted paper copies of the Parent and Family Engagement Plan in our front office and in our Parent Center. Our plan will also be available for review on our school website, with paper copies being made available to parents upon request. Parents will be notified via school marquee, flyer and School Messenger. |

# 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)]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

|  |
| --- |
| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)]. |
| Hyde Park Elementary will inform parents monthly about the improvements of Title I through the school website and automated phone system. School administration will meet with parent representatives to plan, review, and improve the Title I program. Parents will be equally chosen on a voluntary basis to represent both primary and intermediate grades on our SAC and PTA. These committees will discuss the development of the school’s parent and family engagement plan. Our school parent and family engagement plan will be available in hard copy in the front office, parent resource room, and on our school website. Materials and resources such as childcare will be made available to ensure parent participation upon request. |
| **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 – Not a barrier at this time * Childcare – Not a barrier at this time * Home Visits – Not a barrier at this time * Additional Services to remove barriers to encourage event attendance - Work schedules are a continued barrier for our parents. To accommodate our parents, Hyde Park will provide more flexibility in events and/or parent workshop times |

## FLEXIBLE FAMILY MEETINGS

|  |
| --- |
| How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)] |
| Parents were invited to the Roundtable Developmental meeting to provide their input. Parent input is also collected at IEP meetings, MRT meetings, as well as SAC and PTA parent organizational meetings. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Evidence collected from the Roundtable Developmental meeting held at Hyde Park includes flyers and sign in sheets, as well as a parent questionnaire and evaluation form that were completed during this meeting. |
| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## REQUIRED ANNUAL MEETING

|  |
| --- |
| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| 1. Step 1 - Advertise event through flyers, school marquis, and/or automated phone system 2. Step 2 – develop agenda and presentation materials 3. Step 3 - Create sign in sheets and feedback forms 4. Step 4 - Conduct Annual Meeting 5. Step 5 – Collect parent feedback forms 6. Step 6- Analyze feedback data 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.** |
| A slideshow presentation will be presented with information regarding Title I, which includes the following: Title I use, parents’ right to know, school-parent compacts, parent and family engagement plan, and parent workshop dates, with parents having the opportunity to have their questions answered. |
| **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.** |
| A section of the Annual meeting presentation will be dedicated to covering adequate yearly progress displaying data that shows students broken down by subgroups, school choice, and parent rights with their meanings and steps explained in detail. |
| **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?** |
| Hyde Park will continue to provide parents with information regarding Title I through paper copies, Parents flyers, school marquis, and/or automated phone calls. |

## REQUIRED DEVELOPMENTAL MEETING

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

|  |
| --- |
| Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding. |
| Parents will be informed of the developmental meeting through flyers, school marquees, and/or automated phone calls. During the meeting parents will be asked to provide their input and feedback regarding communication efforts, event timing, barriers, school parent compacts, staff training, and workshop topics. A review of the previous year and budgeting will also be discussed along with any changes parents feel should be made. |

# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child’s academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child’s progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

|  |
| --- |
| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| Hyde Park Elementary will implement activities that will build the capacity for meaningful parent and family engagement by ensuring that the parents are involved in the process in order to ensure that the activities we are hosting are relevant to them. For example, the parents will be given a survey at the beginning of the school year in order to provide feedback about times and the activities that they feel are most beneficial to their family. With this information, we will develop activities that are relevant to our parents and families. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Hyde Park Elementary will continue working with our local Aldi grocery store to create activities within the store to promote parent/ student engagement. Our faith based partners, Elevation Worship Center, Lion of The Tribe of Judah Ministries and community members are invited to participate in workshops in order to establish a strong connection between school and the community. |
| **(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. We at Hyde Park Elementary will continue to add more resources to our center for parent use. A special area has been designated as our Parent Resource Center. 2. Parents will be notified through flyers, school website, teacher conferences, parent organizational meetings, and/or IEP, MRT, or AIT meetings. 3. Teachers will be informed of available resources and parents will be able to use the center after workshops. Office staff will assist parents interested in using the center from 8:45 AM to 3:30PM Monday through Friday, or by scheduling times to accommodate parents. |
| **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?** |
| Parent workshops focusing on core subject areas are held to provide parents with grade specific understanding of student expectations. An example activity is conducted at each workshop, as well as suggested resource sheets provided for parents to help their children at home. |

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of Activity | Person Responsible | What will parents learn that will have a measurable,  Anticipated impact on student achievement | Month Activity will take Place | Evidence of Effectiveness |
| Title I Annual Meeting (required) | Judy Howard  Assistant Principal | Parents will be provided with information outlining Title I, the Parent and Family Engagement Plan, School-Parent Compact, and parent’s rights | September  2020 | Parent Survey/sign-in sheets and evaluation form |
|  |  |  |  |  |
| Open House | All staff | Parents will be provided with grade/classroom specific information and expectations outlining and identifying the standards and strategies they can use to assist their student(s) at home | September  2020 | Survey/evaluation form, & sign-in sheet |
|  |  |  |  |  |
| Math night | 3rd-5th Math Teachers | 1.Parents will be provided with grade/classroom specific information and expectations outlining and identifying the standards and strategies they can use to assist their student(s) at home | October  2020 | Survey/evaluation form, & sign-in sheet |
|  |  |  |  |  |
| Science Night | 3rd-5th Science Vertical Learning Committee | Parents will be provided with grade/classroom specific information and expectations outlining and identifying the standards and strategies they can use to assist their student(s) at home | November  2020 | Increase in student science scores by evidence of Unit and Module tests, Progress Monitoring Assessments  Survey/evaluation form, & sign-in sheet |
|  |  |  |  |  |
| Highlighting the Arts Night | All Staff | Parents will participate in student led presentations of art, music and poetry that showcase the integration of Speaking, Listening, Reading, and Writing standards. | December  2020 | Survey/evaluation form, & sign-in sheet |
|  |  |  |  |  |
| Literacy Night | 3rd-5th Reading Vertical Learning Committee | Parents will be participate in engaging, grade level specific, standards-based games to support family interaction and strategies they can use to assist their student(s) at home | January  2021 | Parent Survey/  evaluation form, & sign-in sheet |
|  |  |  |  |  |
| FSA Reading | 3rd-5th  ELA Teachers  Amanda Porter  Reading Coach | Parents will be provided with grade specific information and expectations outlining and identifying the standards and strategies they can use to assist their student(s) at home to prepare for the FSA Reading Assessment | February  2021 | Increase in student reading/math scores by evidence of Unit and Module tests, I-Ready, Achieve 3000.  Survey/evaluation form, & sign-in sheets |
| FSA Writes Night | 3rd-5th  ELA Teachers  Amanda Porter  Reading Coach | Parents will be provided with grade specific information and expectations outlining and identifying the standards and strategies they can use to assist their student(s) at home to prepare for the FSA Reading Assessment | March  2021 | Increase in student reading/math scores by evidence of Unit and Module tests, I-Ready, Achieve 3000.  Survey/evaluation form, & sign-in sheets |
| Title I Developmental Meeting (Required)/Breakfast | Judy Howard  Assistant Principal | Parents will be provided with activities and suggestions on becoming more involved in their student(s) education and social behavior, as well as provide input toward the PFEP for the upcoming year | March  2021 | Increase in parent and family engagement  Survey/evaluation form, & sign-in sheets |
|  |  |  |  |  |

# PARENT COMPACT

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

|  |
| --- |
| As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? |
| |  | | --- | | Annually, Hyde Park Elementary facilitates a meeting with parents to discuss and develop a collaborative Parent Compact. The Parent Compact is revised based on parent input and presented to parents during the Annual Title I Meeting. Parents are asked to provide additional feedback at that time and that feedback will be utilized to create the Parent Compact used during parent/teacher conferences. Hyde Park Elementary will provide evidence of jointly developed school-parent compacts through parent and teacher conference log documentation, Parent In-Put forms and sign-in sheets. | |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| Administration will ensure that required conferences are implemented with all parents by requiring teachers to retain Parent Compacts signed by the parent during a conference. The signed Parent Compacts and teacher conference log will be submitted to the principal or principal designee. |

# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.  
  
If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

|  |
| --- |
| As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan. |
| As a Title I school, Hyde Park Elementary will provide evidence of parent notification according the ESSA State Plan via The Four Week Right to Know and the Principal Attestation Letter. The Right to Know letter explains the parents right to know if their child(s) teacher meets the licensure qualifications for the grade level, subject area taught. In addition, Hyde Park Elementary sends out a Principal Attestation Letter that states all teachers and para-professionals must be “Highly Qualified.” |

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

|  |
| --- |
| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on… |
| 1. **The assistance of parents and families and in the value of their contributions.** 2. **How to reach out to, communicate with, and with parent and families as equal partners.** 3. **Implementing and coordinating parent and family programs and building ties between parent and families and the school.** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness | | Book Study on The Growth Mindset Coach | Leadership  Team | Improved relationships between teachers and students and families | Aug-Dec 2020 | Sign-in sheet  Completed book review form, teacher discussions, evaluation | |  |  |  |  |  | | "Healthy Minds, Healthy Kids" | Parental Involvement Team | Improved relationships between teachers and students and families | Sept. 2020 | Sign-in sheets, evaluation sheets, follow up with teachers | |  |  |  |  |  | | Supporting Blending Learning at Home | Amanda Porter | Improved ability for staff to provide support with parents and families understanding of  i-Ready | Dec. 2020 | Sign-in sheets, evaluation sheets, follow up with teachers | |  |  |  |  |  | |

# 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 | These funds are used to support ESE students who are in the inclusion class settings. Parents are invited to give input on the program and individual student IEPs through scheduled IEP and MRT meetings. |
|  | **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. | These funds are utilized to provide supplemental support via after-school tutoring to our students in the areas of Reading, Math and Science. |
|  | **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.*