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



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| School Name: North Shore Elementary School #: 70 |  |  |
| Principal Name: Felicia Hardaway  School Website: <https://dcps.duvalschools.org/northshore> |  |  |

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 7](#_Toc33426262)

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

[COMMUNICATION AND ACCESSIBILITY 9](#_Toc33426264)

[FLEXIBLE PARENT AND FAMILY MEETINGS 12](#_Toc33426265)

[INVOLVEMENT OF PARENTS and FAMILIES 12](#_Toc33426266)

[FLEXIBLE FAMILY MEETINGS 13](#_Toc33426267)

[REQUIRED ANNUAL MEETING 13](#_Toc33426268)

[REQUIRED DEVELOPMENTAL MEETING 15](#_Toc33426269)

[BUILDING CAPACITY 16](#_Toc33426270)

[BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS 16](#_Toc33426271)

[PARENT AND FAMILY ENGAGEMENT EVENTS 17](#_Toc33426272)

[PARENT COMPACT 20](#_Toc33426273)

[INSTRUCTIONAL STAFF 22](#_Toc33426274)

[BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS 23](#_Toc33426275)

[COLLABORATION OF FUNDS 25](#_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.**

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

# ASSURANCES

I, Felicia Hardaway, 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 |
| $3400.00 | $2611.40 | $788.60 |
| **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** | | |
| Miscommunication and misunderstanding on where to take to money out for copying.  In addition, the remainder of the funds were not spent on the translator and childcare. This year our balance will be discussed at every parent meeting for accountability with spending all the money. | | |

## 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)** |
| 1 | 1 | **Our parents know we have a Parent resource room but don’t take advantage of the resources. Therefore, this year we plan to have it open during the Family Engagement Nights with a volunteer monitoring and checking out items.** |
| 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) | 4 | **Participants reviewed the PFEP, events, and dates.** |
| Developmental Meeting  (End of Year) |  | **Participants reviewed the current PFEP plan, activities and noted recommendations for the upcoming school year.** |
| Academic Family Game Show Night | 100 | **Each grade level presented a game show for Reading, Math and Science content that allowed the parents and students to participate. Parents went home having a concept of what their student is learning in school** |
| Midyear Review/Family Data Night | 80 | **The parents really enjoyed having the opportunity to meet with their child’s teacher one on one discussing their data. Only a few was interested in the school wide data and what was next for the school** |
| Family FSA Night | 50 | **The numbers were low because of the rain but the families that attended felt the information was useful and that the practice materials will be useful during the Spring Break.** |
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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. |
| Meeting Notes will be given after we meet. This meeting will take place via a phone conference. Parents will be notified via a callout for them to call in using a conference number.  Agenda:  Review PFEP components and budget.  Community Involvement – Invite more surrounding businesses to participate in our Family Nights. This will allow them feel a part of the school and could open the doors for donations to offset some of the funding for Family Night dinners.  Parent Communication – Continual to communicate on DOJO, parent phone tree, important dates flyers. We need to use the Marquee as we have done years past.  2020-2021 Calendar- We added Bullying Night and PK family night to the calendar of events. This will allow us to something every month beginning in October. |

## 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. One barrier that hindered parent participation in Title 1 activities was the weather. Two of the events it rained so less parents attended. 2. The second barrier is that some parents just don’t attend. All of our events are the same parents. 3. This year we went virtual so parents were not comfortable with using the new platform; therefore, we didn’t have a great turnout. | | |
| (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) | 1 | Reschedule if the weather is too bad |
| 2) | 2 | Keep promoting and offering incentives for participation |
| 3) | 3 | Educate parents on using the virtual platform or get district permission to schedule the meeting through Zoom. |

## 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 outcomes/goals will be:  Parent involvement  Improve student achievement by having the parents play a larger role in their children’s education  Build the capacity of your parents so that they are better equipped to help improve student achievement? |

# 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?** |
| North Shore Elementary will provide opportunities for all parents to participate in activities and meetings. All activities are designed around engaging parents.  Parent Participation Examples:  Academic Game Show Night  Pertinent Parent information disseminated in their native language  Family FSA Night – this will include inviting community stakeholders to participate  Stopping Bullying in School |
| **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?** |
| All information that is distributed to parents will be written in a form that can be read and understood by the parents. Parents whose primary language is not English may request from the principal or assistant principal, to receive information in their native language, translated by TransACT. Additionally, any parent who has difficulty understanding school reports or school documents may contact the school and an available staff member will provide assistance. North Shore has three faculty member fluent in speaking, reading, and writing Spanish. |
| **What are the different languages spoken by students, parents and families at your school?** |
| The majority of the school population speak English as their native language. However, we have several students that speak the following languages (primary) and English as a secondary language; Spanish and Haitian Creole. |

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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. |
| Information will also be provided through School Messenger, Marquee, and Social Media Platforms such as; ClassDojo and Facebook. See below regarding all forms of communicating with parents  Parent Communication  Flyers (two weeks prior to the scheduled event)  School Messenger (email and phone calls)  Class-Dojo  Face Book School Page  Student Monthly calendar  Updated Marquee  Parents requesting translating information to their native language. |
| 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 North Shore’s Open house, parents will be informed regarding the following: curriculum, student software, homework help, etc. Parents will be provided with student data throughout the school year using the school wide data report form. At each parent conference, teachers are encouraged to bring current student data, grades and examples of student work. In January, all parents are invited to attend our annual Midyear Review. At this event, Administration discuss school wide data and teachers have individual data chats with parents and students. 2. North Shore Elementary will utilize the district mandated curriculum for our Core Instruction. Additionally, students will use supplemental material and have access to blended learning platforms such as; iReady Reading/Math and Achieve3000. 3. FSA testing, Module Assessments, Monthly Lexile Updates and Baseline, Midyear and Spring district testing. Grade level expectations. 4. We encourage all teachers to use TransAct for our families first language isn’t English. Also, we have two employees that speaks Spanish fluently and have students that assist with translating Creo for us. |
| (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. Monthly SAC Meetings 2. Public Comment Cards and Parent Conferences with teachers and administration 3. PFEP Developmental Meeting 4. Annual Title I meetings |
| 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] |
| These concerns will be brought to SAC via the Public comment card and discussed at that time. If warranted the parent concerns may also be brought to the attention of school based leadership.  Any concerns that involve the school-wide plan, implementation or area concerns will be shared if warranted at the Area SAC meeting and/or district Title 1 office. |
| (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. North Shore Elementary will provide copies of each plan upon parent request. A notice of availability for each plan will be sent home via school website and noted on the Parent Monthly calendar. Hard copies will be available for parents in the front office and posted on the Front office bulletin board. 2. We use TRansAct to communicate in all the languages. |

# 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)]. |
| The school’s Administrative Team and the School Advisory Council, and invited parents will take part in the development of the Parent and Family Engagement Plan (PFEP). During this meeting, we will establish dates and times to review and continually improve the PFEP and Title 1 programs. Prior to the meeting dates all parent will be informed, invited, and encouraged to attend the meetings via flyers and emails. Additionally, during the monthly SAC meetings the committee will review the success of the PFEP and determine the next steps to ensure academic success of the school and of the students. Attendance and minutes will be recorded during each meeting. When developing the plan, all parents will be given a survey during the month of May for the planning process of the PFEP. |
| **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)]** |
| North Shore Elementary will plan to accommodate any parents that are in need of transportation by providing public transportation passes to those families. Parents are encouraged to notify school administrators prior to attending the event if possible. In addition, childcare will be provided during all activities that do not have an activity which engages students. Home visits will be conducted when needed to communicate with parents who are unable to attend engagement events. |

## 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 gained from the majority of parents regarding the times that best meet their needs for parent involvement meetings and activities through the following: SAC meetings, Activity feedback forms and Parent comment card. Also, input was gained from online surveys due to COVID 19 stay at home order. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| North Shore Elementary will plan to retain any comment cards and/or activity forms that document parent request for meeting time change, childcare and home visits. |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)  AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)  Other: Virtual Meetings through TEAMS or ZOOM |

## 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)] |
| The schools Administrative team will strive to engage all parents in our annual Title 1 meeting that will inform parents and families about the Title 1 programs at North Shore Elementary Schools. (1) The Admin team will conduct a series of activities/task to ensure that parents are well informed such as; scheduled Title 1 meeting date, development and disseminate invitations, publicize the event, maintain sign-in sheets, provide flexible parent meeting times.  In order to accommodate our parents, (2) North Shore will provide flexible meeting time. Our Title 1 and other noted meetings will be held in the evenings. (3) During the evenings, the school will provide children centered activities as a part of the presentation, for younger children and older children, who otherwise would not be unable to attend. (4) Information concerning the school and the community is disseminated at the meeting as well as strategies to improve student learning. |
| **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.** |
| During the annual Title I parent meeting, the Administrative team will share information regarding afterschool tutoring. These students are targeted based on teacher recommendation, current data and significant need. We will also discuss the parent family nights and SAC meeting dates. |
| **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. The annual parent meeting presentation will follow the district suggested PowerPoint to ensure each sub group is covered. 2. School Choice information will be given out at the meeting 3. Parents will be informed on their rights and responsibilities according to Duval County District Policy. |
| **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?** |
| Flyers and monthly calendars sent home with students along with being posted in the front office, Team Up office, on the School website and School Wide Social media. We will continue to call parents and update the school Marquee. |

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## 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. |
| Prior to the end of the school year, North Shore Elementary will send home a survey to grades PK – 4th. Students will be motivated to return information. We found that sending it digitally worked this school year so we will also post it on DOJO an and in TEAMS. |

# 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? |
| North Shore Elementary will provide a range of activities that will engage all parents and support each content area. Each event will be centered around topics that parents can take home and recreate to support learning. Parents will gain valuable information in the areas reading, math, science, testing and student data. Every grade level will be represented to model student learning. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Our Parent Family Engagement Plan will include activities that will build relationships with the community. Parents will be encouraged to attend the following activities; Open house, Family Engagement Night events, Book Fairs, and parent conferences. During open house and other events; vendors and community organizations will be on campus to inform parents of community based programs for students. |
| **(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. Parents will be able to check out resource material from our parent resource area and have access to the computer if needed. During each event parents will receive material which support student learning and the Parent Room will be open for them to have access during that event. Each quarter the Parent Academy class schedule will be posted on our Social Media accounts. (2) Additionally, all parents will receive information regarding the parent resource room via; school messenger, flyer and posted monthly calendar. (3) All Faculty and Staff will be trained in during Pre-Planning regarding effective ways parents can utilize resources at home.   Parent Material and/or activities   * Make and takes * Homework assistance for parents * Blended Learning Software * Parent resource rooms |
| **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?** |
| We will have the parent resource room open during Open House so parents can see what we have in place for them to use to assist their child(ren) academically and other things. We have ordered Channing Bete materials to give out to parents. The materials correlate with our Parent Engagement Night Topics. Also, we will have hygiene bags for our displaced families to assist them. |

## 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) | Assistant Principal, Jamia Baker-Madden  Assistant Principal | Parents will have information about the different programs and ways to assist their child | August 2020 | Agenda, Attendance, Meeting minutes  Participant Feedback |
| Title I Developmental Meeting (required) | Jamia Baker-Madden  Assistant Principal | Participants will evaluate previous year PFEP activities | May 2021 | Agenda, Attendance, Meeting minutes  Participant Feedback |
| Academic Family Game Show Night | Academic Coaches: L. Robinson, E. McIntosh and K. Britt.  Assisted by  Lead Teachers:  Grade Level Lead Teachers from each Content area. | Parents will be exposed to reading, math and science activities along with strategies, take a-ways and experiments. This will allow them to see what their students are learning and how to assist their students learning at home.  Parent will also receive materials we order from Channing Bete as an additional resource. | October 2020 | Agenda, Attendance, Meeting minutes  Participant Feedback  Increase Student Achievement |
| Say No to Bullying Family Night | School Counselor: T. Daniels-Lee  Assisted by:  Assistant Principal Baker-Madden | This will event with coincide with our Red Ribbon week. Parents will receive information regarding bullying and how to detect if your child is being bullied or if your child is the bully. Parents will also receive the information about the District Bullying Policy.  Parent will also receive materials we order from Channing Bete as an additional resource. | November 2020 | Agenda, Attendance, Meeting minutes  Participant Feedback |
| 5th Grade Night: Transitioning to Middle School | School Counselor: T. Daniels-Lee  Assisted by:  Assistant Principal Baker-Madden | Parents will be given information about different Magnet schools and their Magnet and student qualifications; what the feeder school offers and what is Choice.  Parents will also be trained on how apply for a Magnet School through Focus | December 2020 | Agenda, Attendance, Meeting minutes  Participant Feedback |
| Midyear Review and Family Data Chat Night | Felicia Hardaway, Principal  Teachers | School wide data will be discussed with parents by the Administration and individual data chats with parents/teachers.  Parent will also receive materials we order from Channing Bete as an additional resource. | 01/2021 | Agenda, Attendance, Meeting minutes  Participant Feedback |
| FSA Family Night | Jamia Baker-Madden, Assistant Principal  Academic Coaches: L. Robinson, E. McIntosh and K. Britt | Parents will receive FSA testing information, take a-ways and strategies that will prepare students for 2020-2021 FSA. | 03/2021 | Agenda, Attendance, Meeting minutes  Participant Feedback  Increase Student Achievement |
| Transition to KG Family Night (PK students’ parents) | School Counselor: T. Daniels-Lee  Assisted by:  PK Teachers: Lightner and Cook | Parents will receive information about what their students learned during the school year and what to expect in KG. Information will be given out about CHOICE and Neighborhood schools.  Parent will also receive materials we order from Channing Bete as an additional resource. | 04/2021 | Agenda, Attendance, Meeting minutes  Participant Feedback  Increase Student Achievement |
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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? |
| North Shore Elementary School will develop along with Parents and Teachers our School Parent/Teacher Compact for the School year of 2019-2020. Our school compact addresses the following with parents to strengthen the partnership:  **The School Agrees to:**   * Plan a flexible curriculum to meet the needs of ALL students. * Provide engaging learning experiences for ALL students. * Provide communication to parents daily, through student agendas/class Dojo and weekly, through Tuesday Folders. * Encourage parent participation in various student events and school activities. * Provide workshops/trainings for parents based on the needs of the students and the school. * Provide a flexible schedule for parent/teacher conferences.   **The Parent(s) Agrees to:**   * Read, sign and return the student agenda each day. * Join, read and collaborate with teacher through classroom Dojo. * Read, sign and return Tuesday Folders to school every Wednesday. * Send my child to school on time each day PREPARED and ready to learn. * Read to/with my child each day and complete the school/home reading log. * Attend all parent/teacher conferences. * Provide my child with a specified time and place to complete homework. * Review and enforce the Student Code of Conduct. * Work with the staff to ensure my child receives a quality education.   Teachers will discuss with Parents the School –Parent Compact during the Parent/Teacher conference. Teachers will discuss the role of the school and how together both the School and Parent are partners in their student(s) success. Parents will then sign the compact. A roster of the class with meeting dates and times will be kept by the teacher. The Parent/Teacher conference roster and original signed School-Parent compacts are turned in at the end of the year. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| An administrator or school counselor will sit in on a Parent Conference and will end the conference with the Parent Compact form. Also, all teachers will be train on the Parent Compact and it will be mandatory for them to get it signed. This is another way we working with parents to increase student achievement. |

# 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. |
| North Shore Elementary will provide Parents with the most updated information regarding our teachers’ instructional certification in accordance with Duval County Public Schools. Letters will be sent home indicating the teacher that is teacher out-of-field and their current certification. |

## 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* | | Successful Volunteering | Baker-Madden | Increase parent involvement to impact student learning | Sept. 2020 | Sign-in sheets, evaluation sheets, follow up with teachers | | Effective Parent Teacher Conferences | Baker-Madden and Daniels Lee | Increase and strengthen parent/family and school partnerships by being prepared for parent conferences and providing strategies that enhance positive communication during a conference. | Oct. 2020 | Sign-in sheets, evaluation sheets, follow up with teachers | | Information on Title 1 | Hardaway and Baker-Madden | Informing the staff on all Title 1 activities schedule for the upcoming school year. Faculty and other instructional staff will work together during Academic Night and once a month to develop activities that engage parents. | Aug. 2020 | Sign-in sheets, evaluation sheets, follow up with teachers | |  |  |  |  |  | |  |  |  |  |  | |

# 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 |  |
|  | **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.*