

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



**School Name: Whitehouse Elementary School #: 3051**

Principal Name: Angela Jordan-Long

School Website: <https://dcps.duvalschools.org/whitehouse>



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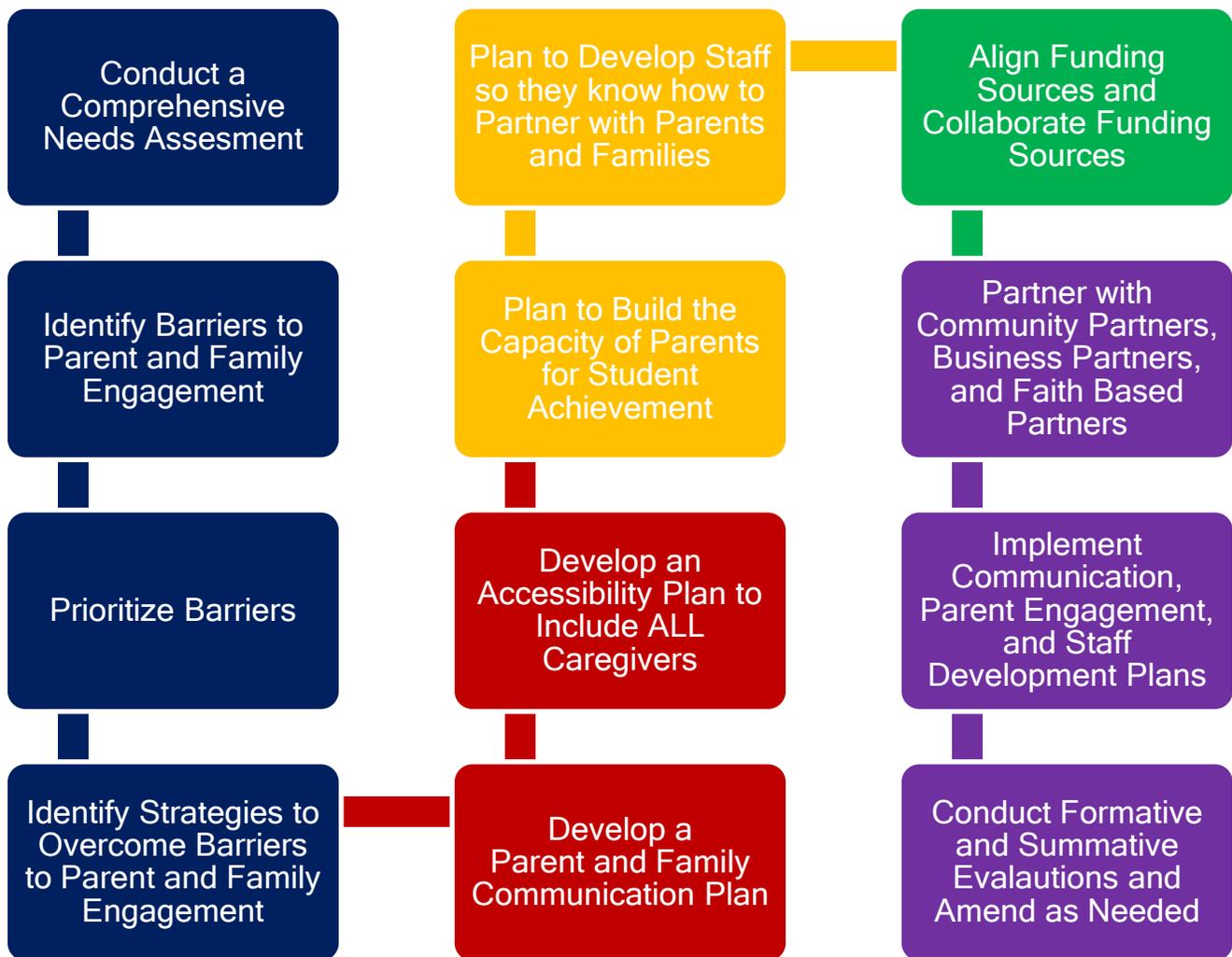
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# OVERVIEW

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.



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



# ASSURANCES

I, Angela Jordan-Long, 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.

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | 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;   |
| <input type="checkbox"/> | 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)];  |
| <input type="checkbox"/> | 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)];  |
| <input type="checkbox"/> | 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)]; |
| <input type="checkbox"/> | 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)];   |
| <input type="checkbox"/> | 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)];  |
| <input type="checkbox"/> | 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)];   |
| <input type="checkbox"/> | 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  |
| <input type="checkbox"/> | 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 Section 1112(c)(1)(A)(ii)].   |

\*click to select each assurance, this page will require an original signature and submission to the District.

\_\_\_\_\_  
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 |
|--|----------------------|-----------------------|
| \$3000.00  | \$ 3000.00           | \$ 0.00               |
| 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 |                      |                       |
|  |                      |                       |

### 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)   |
| 10   | 0   | Parents did not check out resources. Parents came into the Resource room to use the computer, sign up for FOCUS accounts, print documents, and fax documents to the district. This year we will offer various resources to parents, that they will be able to check out and utilize at home to assist themselves, as well as their student. |
| 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)   | 20  | Evaluation Results  |

|                                       |    |                    |
|---------------------------------------|----|--------------------|
| Developmental Meeting (End of Year)   | 10 | Evaluation Results |
| Achieving Success Through Reading     | 20 | Evaluation Results |
| FOCUS on Learning                     | 20 | Evaluation Results |
| K-2 Reading Night                     | 25 | Evaluation Results |
| 3 <sup>rd</sup> Grade Portfolio Night | 2  | Evaluation Results |
| K-2 Math Night                        | 25 | Evaluation Results |
| Grades 3-5-Reading Night              | 25 | Evaluation Results |
| Grades 3-5- Math Night                | 25 | Evaluation Results |
| FSA Test Taking Strategies            | 15 | Evaluation Results |
|                                       |    |                    |

*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.*

|  |
|--|
| <b>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.</b>   |
| <p>According to the evaluation statements, the parents found that all of the sessions held were valuable and useful in helping them to support their child with academics. Statements included that the information provided created opportunities for them to learn how to problem solve in reading, math and science to support their student at home with home learning and blended learning experiences.</p> |

## Barriers

|  |
|--|
| <p>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.</p> |
|--|

- Barrier 1 Parent work schedules- Parents were unable to attend due to late work schedule.
- Barrier 2 Childcare - parents expressed that needed supervision for their children during the workshops.

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)

(2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

|    | Barrier               | Steps or strategies that will be implemented to eliminate or reduce the barrier  |
|----|-----------------------|--|
| 1) | Parent Work Schedules | Parent workshops will be offered during the morning and evenings to provide opportunities for parents to attend more sessions. |
| 2) | Childcare             | Our Faith Based partner will offer Childcare to our parents during the evening sessions.                                       |
| 3) |                       |  |

## 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?

Whitehouse Elementary will provide more opportunities for parents to participate in morning and evening workshops with adequate childcare available for evening sessions. Sign-up sheets with various times and ways to volunteer. Support monthly community family events (faith based business partners) and use part of the time to hold a meeting to provide information to parents and discuss important issues.

# COMMUNICATION AND ACCESSIBILITY



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 21<sup>st</sup> 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?

Whitehouse Elementary holds a number of meetings using various methods of communication such as Back to School Orientation, Open House, SAC meetings, parent conferences, and Annual Title I informational meetings. Parents are given opportunities to ask questions to help their understanding of all items discussed at the annual Title I Public Meeting. I-ready Math, I-ready Reading, Achieve 3000, Curriculum Guide Assessments, Writing Assessments, 3rd -5th grade FSA, and 5th grade NGSSS Science assessment data will be shared along with status of AYP through the school newsletter, and on the school website. In an effort to remove barriers, Whitehouse Elementary will provide more opportunities for parents to participate in morning and evening workshop with adequate childcare available for evening sessions, provided by our Faith-based partners.

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?

Parents of Whitehouse Elementary School students are invited to participate in various school activities. Parents are invited to attend the School Advisory Committee and are notified of the Parent and Family Engagement Plan on the school's website. Parents are provided timely information about programs and services via Facebook, flyers and automated phone communication. Copies of the PFEP are made available in the Parent Resource Room, as well as, the main office. Spanish translators will be made available when needed. Non-English newsletters are created and disbursed to share parent information in languages parents can understand.

What are the different languages spoken by students, parents and families at your school?

The different languages spoken by students, parents and families at Whitehouse include, Spanish, and Creole/French.

### 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) Communication about events will be issued, at least, two weeks in advanced. Noticing of Title 1 PFEP events/activities will be distributed via various methods, in an effort, to ensure all parents have the opportunity to receive appropriate communications related to these events.

(2) Parents will receive flyers, communication via mail, and receive automated calls, text messages, and emails through Blackboard Communications.

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) Various Science, Literacy and Math nights will be held to address specific academic grade level curriculum regarding Florida standards. Parents are given opportunities to ask questions to help their understanding of all items discussed at such meetings including the annual Title I Public Meeting. I-ready Math, I-ready Reading, Achieve 3000, Curriculum Guide Assessments, Writing Assessments for grades 4 and 5, FSA Reading for grades 3-5, and the Grade 5 NGSSS Science Assessment data will be shared along with status of AYP through the school newsletter, and on the school website.

(2) The assessment used to measure student include teacher made assessments, Achieve 3000, Curriculum Guide Assessments, Writing Assessments, 3rd -5th grade FSA, and the Grade 5 NGSSS Science Assessment data.

(3) The achievement level for Achieve 3000 is determined by the Lexile level benchmark for the child's current grade, the students must obtain a certain benchmark on i-Ready assessments according to the student grade level, and the students must achieve a level 3 or higher to be deemed proficient on the FSA.

(4), Spanish and Creole/French dictionaries will be given to related students, as specified by the ESE/ELL departments.

(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 part of the make-up of our SAC and PFA

Parents are welcome to meet via face to face, telephone conference, Multidisciplinary team, IEP meeting, grade level team conference, with the school principal, assistant principal and school counselor to express their suggestions and participate in decisions relating to the education of their child(ren).

(2) Parents will receive flyers, Blackboard Communications via email, text, and phone calls in an effort to connect school and home/school communication and receive automated calls to attend meetings at the school. The agendas will reflect an opportunity for parents to participate in decision making.

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]

In the event the school-wide plan is not satisfactory to any parents' and/or family, they will meet with the Assistant Principal to share their concerns, at that point, the AP will share the concerns with the Parent Liaison, (Ms. Sell), who will then communicate the parents' concerns to the Title 1 office. Whitehouse, will submit all parent and family comments about the implementation of the Title1 school-wide to the district Title 1 office via email.

(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) Parents will be notified about the PFEP via the Blackboard Communication system, FB, and Title 1 flyer that will be sent home. A copy will be placed in the Title I Notebook in the parent resource room on a shelf easily identifiable by parents.
- (2) The PFEP will be communicated, in all languages that apply to Whitehouse, via requested translation from staff members whom speak the same language.

# 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)]



## 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)].

Scheduled meetings will be held at various times during the morning or evening to better accommodate parents. Whitehouse Elementary will host school several academic literacy trainings where childcare will be provided, when needed. Teachers will hold conferences, by class and grade level, with parents of children in their classrooms. Parents will be given a summary of the students' baseline assessments, curriculum guide assessments, i-Ready math and reading, Achieve 3000, and teacher made assessments. They will also provide an explanation of the interventions that teachers are using to assist the child in reaching achievement goals. Parents are encouraged to engage in discussion of how they can support these efforts.

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)]

- Childcare will be provided by our Faith Based partners, who will care for children of parents attending PFEP events.

## 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)]**

Parent input was gained from the majority of parents about the times that best met their need for parent involvement meetings and activities during open house. The parents indicated the times that fit them best on a survey offered by the teachers.

**What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?**

The workshop evaluation forms provide documentation of parent needs for meeting times, childcare, and family engagement. The information was assessed and considered for future planning of meetings.

**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 Inform parents via automated calls, post on Whitehouse media platforms, flyers and announcements at Open House.
2. Step 2 Provide information regarding the Title I program and family engagement activities during Open House
3. Step 3 Provide parents a tour of the title I parent resource room and provide assistance with checking out the materials

**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 nature of the Title 1 Part A School-wide program that will be shared with parents during the Annual Meeting include, defining what Title 1 is an that Title 1 funds serve all needs for academic achievement and growth, and how the academic progress of the individual students served is readily monitored and evaluated. We will illustrate how Title 1 funds are budgeted, expended, and accounted for, and identify gaps between current school status and vision of where we want to be.

|  |
|--|
|  |
| <b>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.</b>  |
| (1) The agenda will outline yearly progress using FSA data broken down by subgroups and will be shared and discussed<br>(2) The agenda will also outline state laws that govern school choice. It will be explained and discussed.<br>(3) The agenda will also outline the rights of parents when schools receive Title I, Part A funds and will be explained and discussed. |
| <b>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?</b>   |
| Whitehouse Elementary will ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates via flyers and home/school communication journals.   |

## 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.

|   |
|---|
| <b>Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to <u>evaluate</u> Parent and Family Engagement that occurred during the year and to <u>prepare</u> for the upcoming year if the school continues to qualify for Title I, Part A funding.</b>  |
| Step 1: A Meeting Notice will be created, and sent to parents, at least two weeks prior to scheduled Developmental Meeting.<br>Step 2: The agenda will highlight an evaluative summary of the Parent and Family Engagement that occurred during the year that will include an action plan of how to prepare for the upcoming year if Whitehouse Elementary continues to qualify for Title I, Part A funding.<br>Step 3: Signature sheets, and parent data forms, will be collected at the conclusion of the Q & A Session.<br>Step 4: An Evaluation of the information presented will be conducted and collected. |

# 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?**

Using parent survey data, grade level team members along with school administrators and cabinet members plan to provide various family workshops geared toward supporting academic achievement on various days of the week at various times. The parents will be offered the workshops once a month throughout the school year.

**How will the school implement activities that will build relationship with the community to improve student achievement?**

Community partners will be utilized to foster increased, positive relationships between school-family- and community.

Teachers on various grade level will plan various family workshops geared toward supporting academic achievement. Parents will be trained in specific research based reading strategies to help support their child. Parents will be kept abreast of current progress that their child is making. School and individual classroom expectations, orientation, how to access teachers and school administrators. Other goals include plans to increase interactive literacy activities and encourage love for reading and to increase father involvement in their children's education.

**(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.**

During (ERD) Early Release, by grade level, we will take a Gallery Walk thru the Parent Resource Room, in an effort to show our teachers what resources are available to parents, how to check the material out to parents, and how to log a parent into the computer in the PR room.

(1) Whitehouse will provide materials by encouraging use of academic enrichment activities and provide the training during interactive academic enrichment activity workshops for families to work with their children. The materials will be checked out by parents using a system so that the items are accounted for.

(2) The Parent and Family Engagement Room is advertised to parents via invitation during orientation, open house, parent handbook and upon school visitation for various events. Parent Involvement is posted above the room doors in the main building of the school.

(3) The volunteer liaison trains parents on how to use the Parent Resource Room and how to check out materials.

**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?**

During the Open House message, Whitehouse Administration will encourage parents to volunteer in their child's classroom and at Whitehouse Elementary in general. Parents are also encouraged during ceremonies. In the First Days of School packet, parents receive an invitation, which as directions on how complete the volunteer screening process via the district's website..

Volunteers can read to students  
Volunteers can mentor students

Volunteers can chaperone field trips

Volunteers can help a teacher in the classroom

Volunteers can work with school projects

Volunteers can help with school programs/activities

## 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 |
|------------------|--------------------|--|--------------------------------|---------------------------|
|------------------|--------------------|--|--------------------------------|---------------------------|

|   |                            |  |                             |   |
|---|----------------------------|--|-----------------------------|---|
| <i>Example: FASFA and Scholarship Writing Night</i> | <i>Principal Brad Pitt</i> | <p>Parents will learn:</p> <ol style="list-style-type: none"> <li>1. How to complete the parent portions of FASFA</li> <li>2. How to research college websites for what their child need for admission</li> <li>3. How to use OneDrive and Focus to keep up on graduation indicators</li> <li>4. About the most popular scholarship websites and tips for receiving funding</li> </ol> | October 2020, February 2021 | <p>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</p> |
| Title I Annual Meeting (required)                   | Jordan Sweet               | <p>Parents will Learn:</p> <p>How Title 1 works and how the funds will be used to increase parental involvement and increase parental academic awareness in an effort to assist parents in better understanding how to help their student become more academically sound.</p>  | August 2020                 | <p>Sign-in, Evaluation/Feedback form. Parental involvement increase.</p>  |
| Title I Developmental Meeting (required)            | Jordan and Sweet           | <p>Parents will Learn:</p> <p>How Title 1 works and how the funds will be used to increase parental involvement and increase parental academic awareness in an effort to assist parents in better understanding how to help their student become more academically sound</p>   | May 2021                    | <p>Sign-in, Evaluation/Feedback form. Parental involvement increase.</p>  |
| Achieving Success                                   | Jordan and Sweet           | <p>Parents will learn: Increased Student Achievement and</p>   | September 2020              | <p>Evaluation forms; Sign- in Sheets 25%</p>  |

|                                       |                               |  |                |   |
|---------------------------------------|-------------------------------|--|----------------|---|
| Through Reading                       |                               | Parental Involvement - Parents will learn about Reading strategies, and how help their students at home.   |                | Increase in academic achievement in Reading for all students.   |
| FOCUS on Learning                     | Jordan and Sweet              | Parents will learn: Increased Student Achievement and Parental Involvement- Parents will learn about Focus and how to use the platform to help their students at home.   | September 2020 | Evaluation forms; Sign- in Sheets 25% Increase in academic achievement in all content area for their students.            |
| K-2 Reading Night                     | Jordan, Sweet, and Spottswood | Parents learn how to help their child with comprehension question and common core reading standards. Bottom quartile level of Increase in academic achievement in reading comprehension for all students, as well as Increase in academic achievement in reading fluency for all students. | October 2020   | Evaluation forms; Sign- in Sheets 25% Increase in academic achievement in Reading for all K-2 students.                   |
| 3 <sup>rd</sup> Grade Portfolio Night | Sweet                         | Parent learn how to help their child with the steps in the process of creating a portfolio for those students working towards higher levels of proficiency in Reading and Writing. Results for bottom quartile students.   | October 2020   | Evaluation forms; Sign- in Sheets 25% Increase in academic achievement in Reading for all 3 <sup>rd</sup> Grade students. |
| K-2 Math Night                        | Jordan and Sweet              | Parents learn how to access blended  | November 2020  | Evaluation forms; Sign- in  |

|                          |                               |   |              |   |
|--------------------------|-------------------------------|---|--------------|---|
|                          |                               | learning opportunities and help with common core homework. 25% Increase in academic achievement in math fluency for all students. Higher levels of proficiency level 3 and above on i-ready blended learning  |              | Sheets 25% Increase in academic achievement in Mathematics for all K-2 students.                                  |
| Grades 3-5 Reading Night | Jordan, Sweet, and Spottswood | Parents learn how to help their child with comprehension question and common core reading standards. Bottom quartile level of Increase in academic achievement in reading comprehension for all students. Higher levels of proficiency level 3 and above on FSA 25% Increase in academic achievement in reading fluency for all students. | January 2021 | Evaluation forms; Sign- in Sheets 25% Increase in academic achievement in Reading for all grade 3-5 students.     |
| Grades 3-5 Math Nigh     | Jordan and Sweet              | Parents will learn: Higher Math FSA results Parents learn how to access blended learning opportunities and help with common core homework. 25% Increase in academic achievement in math fluency for all students. Higher levels of proficiency level 3 and above  | January 2021 | Evaluation forms; Sign- in Sheets 25% Increase in academic achievement in Mathematics for all grade 3-5 students. |

|                                  |                               |   |               |   |
|----------------------------------|-------------------------------|---|---------------|---|
|                                  |                               | on i-ready blended learning   |               |   |
| FSA Test Taking Strategies Night | Jordan, Sweet, and Spottswood | Parents will learn: What strategies work best with Reading, Math, and Science core content, in an effort to help parents become aware strategic language and testing skills utilized to increase overall student achievement. | February 2021 | Evaluation forms; Sign- in Sheets 25% Increase in academic achievement in Reading, Math and Science for all students. |

*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.

**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?**

2019-2020

Parent Conference: School compact

- HR Teacher:
- Parent Name:
- Student Name:
- List three (3) items you feel are important to the School Compact
  - 1.
  - 2.
  - 3.

**How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?**

Principal Jordan will request copies of signature sheets from Parent Compact Conferences.

# 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.**

(1) We will send the Four Week Notice letters home, once we reach that time. We currently do not have any teachers "Out-of-Field"; however, we would send the "Right to Know" letter home, if necessary.

## 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   |
|--|--|---|--------------------------------|---|
| <i>Poverty Simulation with the Title I team</i>            | <i>Mr. Black</i>   | <i>Improved ability for staff to work with parents and families</i> | <i>Dec 2020</i>                | <i>Sign-in sheets, evaluation sheets, follow up with teachers</i> |
| Book Study:<br>Teaching with Poverty in Mind               | Hunt, Media Specialist,<br>Spottswood,<br>Literacy Coach, All administrators | Improved relationships between teachers and students and families   | September 2020                 | Sign-in sheets, evaluation sheets, follow up with teachers.       |
| Book study:<br>GRIT: The Power of Passion and Perseverance | Hunt, Media Specialist,<br>Spottswood,<br>Literacy Coach, All administrators | Improved relationships between teachers and students and families   | February 2021                  | 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)]   |
|-------------------------------------|---|---|
| <input checked="" type="checkbox"/> | <b>IDEA</b> - The Individuals with Disabilities Education Improvement Act   | The School Counselor will host monthly meetings at various times that will focus on a variety of topics pertinent to parents to help them with the academic success of their children. The LEA will strongly encourage parents to gain access to the Parent Portal so that they can always be informed of their child's attendance, grades, discipline. |
| <input checked="" type="checkbox"/> | <b>VPK</b> - Voluntary Pre-Kindergarten   | The Whitehouse VPK Program will be included in all communication Any materials and resources will be shared with Title I schools will also be shared with these programs. Communication between school and home is supplemented and enhanced through Title I resources in the parent resource office.   |
| <input type="checkbox"/>            | <b>Title I, Part D</b> - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.                                    |   |
| <input type="checkbox"/>            | <b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.            |   |
| <input type="checkbox"/>            | <b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. |   |
| <input type="checkbox"/>            | <b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.                              |   |
| <input type="checkbox"/>            | <b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency  |   |

*Schools may add lines as needed.*