

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



School Name: Pickett Elementary

School #: 205

Principal Name: Carlene Smith

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



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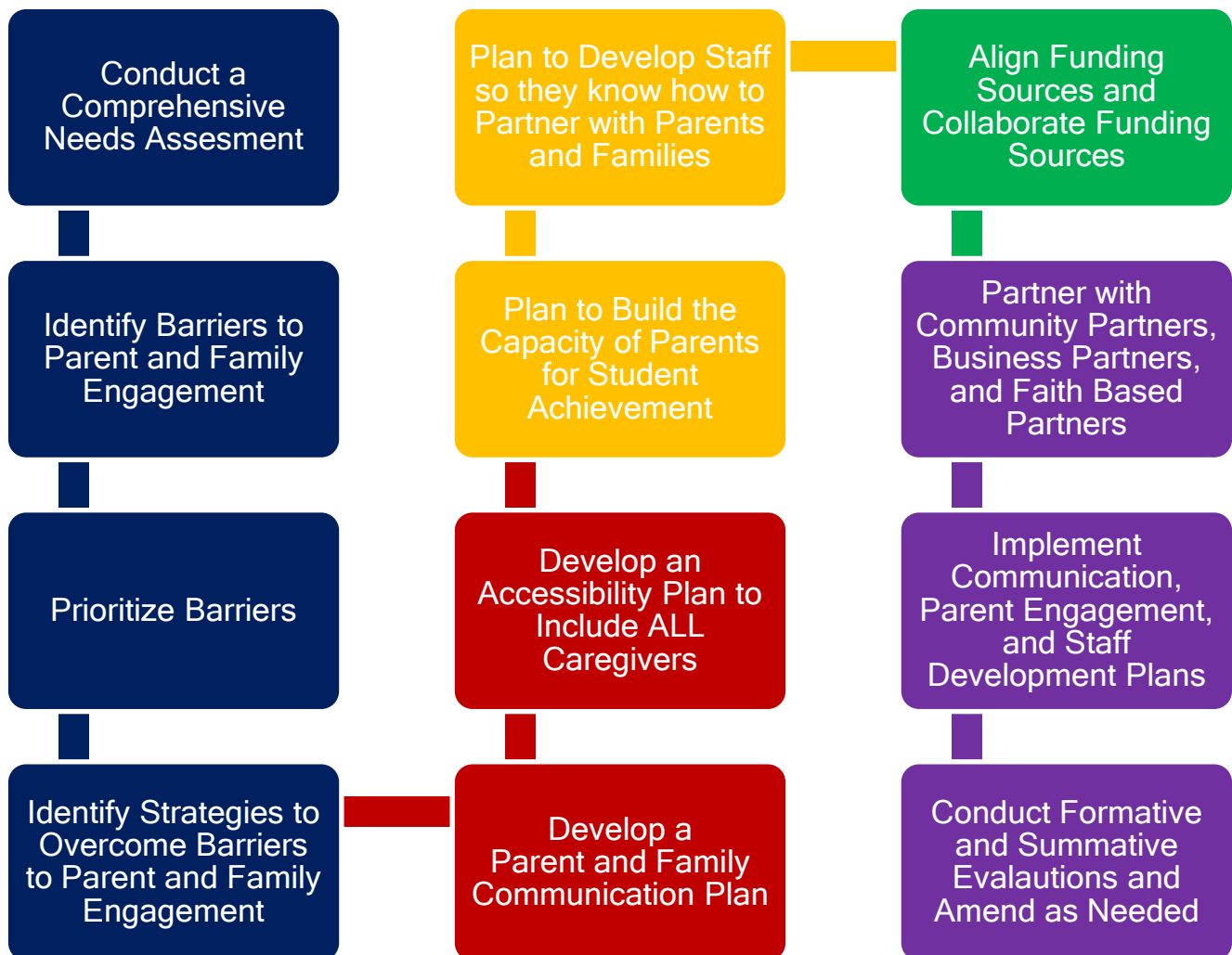
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OVERVIEW

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, Carlene Smith, 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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

6/25/20
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
\$3,400.00	\$ 3,013.55	\$ 386.45
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 not fully expended due to moving to virtual instruction in March. Funds were allocated for activities that were scheduled for the last three months of school. The parent engagement activities were cancelled due to COVID. Additionally, funds that were allocated for printing were not used.		

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)
0	0	We will continue to publicize the parent resource room through telephone, email, and written communication.
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)	28	Parents asked about services mentioned in the presentation after the Annual Meeting.

Developmental Meeting (End of Year)	13	Parents provided input in the creation of the plan for next year.
Open House	98	There was an increase in parents signing up for Classroom Dojo to increase parent-teacher communication.
Reading Rally	8	Increase in parent signatures on students' reading logs throughout the school year.
STEM Night	45	Parents engaged with students in various STEM activities asking questions about STEM topics and STEM careers.
Math Night	38	Parents asked for math resources to use at home to continue math enrichment with their students.
Science Night	25	Parents engaged in the scientific process with students on annual science projects.
Literacy Night	51	Several parents applied for a library card and accepted the free books provided by business partners to read with their children.
FSA Night: Student Success (Data & Danishes)	91	Parents asked questions regarding their students' data and inquired about online and at home resources to work with their students on weak areas.
Get Booked	0	Event did not occur due to Covid-19 and school closures.
Poetry Night	0	Event did not occur due to Covid-19 and school closures.

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.

Many parents feel that Title I provides great resources for students and families. Barriers were identified and parents were able to provide input and problem solve for solution.

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. Transportation
2. Time
3. Communication between home and school
4. Interest in topics
5. Lack of motivation

(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)	Communication	We will implement Classroom Dojo school-wide, update phone numbers and email addresses quarterly to ensure that messages are received. We will use Facebook to publicize events.
2)	Time	We will vary the times of the day that events are held in order for parents to be able to participate at a time that is convenient for them. We will use Facebook Live to livestream some events.
3)	Interest in Topics	We surveyed parents to ascertain which events are of interest to them so that we may offer engaging events.

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?
Our overarching goal is to increase parent engagement through effective communication and to equip families with knowledge and skills to support students with academic, behavioral, and social needs.

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 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?

Informational letters sent by the district are provided to parents, including the Title I Handbook and Title I Parent brochure. Copies of these documents are also available in our Family Resource Center. Our Family Resource Center also has books and parent videos for parents.

Flyers, newsletters, Parent Link, message stickers, Facebook, Classroom Dojo, and the marquee sign are also used to engage parents.

Events will be held at different times of the day so that parents will be able to attend events that work with their schedule.

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?

- Send paper flyers in the home/school communication folder
- Post flyers on Facebook
- Send information via Classroom Dojo
- Teachers will send monthly calendars home
- Post events on school website
- Send updates via Parent Link (phone, email, social media)
- Post events on school marquee

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

The majority of students and parents speak English. Only one family speaks Spanish, however they also speak English.

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) Home/School Communication Folders/Notebooks will be used to send flyers, notes/notices, and school data. Parent Link will be used to share school information and communicate upcoming events. School shares information about Title I through Open House and through the school brochure. The front office also provides handouts about services and resources to parents. Parents are also directed to the Title I office website for additional information. Information about the School Improvement Plan is also provided and a copy is available for parent reference.
- (2) The majority of students and parents speak English. Only one family speaks Spanish, however they also speak English. In the event we need to send correspondence in a different language, we will reach out the ESOL office for translations.
- (3) To maintain and foster consistent parent-school communication regarding behavior and/or academic progress, report cards, family events, etc., information is shared via the school's Facebook page, school website, flyers, weekly call outs, monthly SAC meetings, parent conferences, and the school-parent communication folder/notebook sent home daily. Afterschool-Team Up along with the school, will conduct events at least once a month to provide family involvement opportunities. Parents are notified at least two weeks to a month in advance of an upcoming family activity via the tools mentioned above.

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) Presentations during orientation, open house, SAC, and parent engagement nights will describe and explain the curriculum used by the school.
- (2) Teachers present the forms of assessment used to measure student progress. These presentations are followed up during monthly SAC meetings, parent-teacher conferences, and parent engagement events. Pickett Elementary admin will share student achievement data and inform parents of the Florida State Assessment (FSA) student expectations during our monthly School Advisory Council (SAC). District Curriculum Guide Assessments in (math, reading, science), iReady Diagnostic assessments (reading and math), and formal/informal classroom assessments are reviewed and discussed with parents in informal/formal parent conferences.
- (3) Achievement levels students are expected to obtain are outlined during presentations as well as parent conferences.
- (4) The majority of students and parents speak English. Only one family speaks Spanish, however they also speak English.

(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 share in the decision making process via monthly SAC meetings, parent-teacher conferences, and Chat and Chew events with the Principal.
- (2) Parents are notified of decision making opportunities via phone/email messages, Facebook, the school website, flyers, and sticker reminders.

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]

The school will submit parents' and families' comments to the district Title 1 office by communicating comments/concerns to the Title 1 specialist assigned to the school in order to collaboratively resolve the issue.

Pickett has an open door policy for parents to become active stakeholders in their children's education and within the Title I program. We invite parent and community input in all of our meetings and will gladly set up parent meetings to address any concerns. Parents and community members are invited to participate in the development of the school improvement plan and the plan must be voted and approved by our SAC board. We invite all of our parents to participate in our monthly SAC meetings and contribute to the discussion.

(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?

The school will publish a copy of the Title 1, Part A Family Engagement Plan to parents and families by presenting during the Title 1 Annual meeting, posting the plan on the school's website, posting copies on a bulletin board in the main entry way of the school, and in the parent resource room.

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)].

Parents are an integral part of the school community. Communication with parents is a top priority at the school and parents are provided many opportunities to be involved. Parents are encouraged to fill out a volunteer application. Letters and flyers are sent home periodically to parents informing them of how they can volunteer in Pickett's learning community. Parents' surveys indicate that parents are most interested in activities that involve both academic and enrichment activities. Parents will be invited to become active members of the School Advisory Council (SAC). This is done through the school website, Facebook page, and flyers, as well as personally through teachers, staff and administrators. An election is then held to elect the SAC members. Members may also be appointed. SAC meetings will include information regarding the Title I allocation, including the budget set aside for parent involvement. SAC members will be informed of how these funds are utilized to provide parent resources and assist parents in being involved in their children's education. Parents will be invited to participate in the development of the Parent Involvement Plan through input forms, SAC, and a suggestion box in the main office. An annual evaluation will be conducted using the Title I Parent Involvement survey. It will be completed by parents and the results will be analyzed and evaluated for effectiveness.

Parents are invited to sign up for a FOCUS account to receive notifications of upcoming school events and communicate with school staff. At orientation and Open House, parents are recruited and invited to attend our monthly SAC meetings. At Pickett Elementary school it is vital that our parents attend our monthly meetings to share their ideas, comments, and concerns to influence school matters. By serving on SAC, parents are able to provide feedback on school-wide events that benefit them and their families. Information regarding these events is distributed via e-blast, flyers, the school webpage, the school Facebook page, Parent Link, and the school's marquee. Parental input is documented through minutes, evaluation forms, and sign-in sheets. All information is shared through the school webpage, the school Facebook page, and Parent Link. Parents are invited to complete an evaluation rubric to gauge the overall effectiveness of the plan at the conclusion of parent involvement events. Feedback provided will be discussed at monthly SAC meetings to

improve events moving forward as well as amend the Parental Involvement Plan as necessary.

The Title I Annual meeting was held in August to discuss parental involvement opportunities and ways parents can best engage at Pickett Elementary. At this meeting, discussions were centered around the responsibility of the school to recruit and retain parents and the responsibility of the parents to maintain stamina and stay encouraged to be involved throughout the school year. The Title I Parent Involvement Plan will be available for parents and the surrounding community to access via the school's website. Copies of the plan will also be made available in the main entry way of the school and in our parent resource center. Teachers and Administration are also responsible for reviewing the compact agreement with parents during family nights, literacy workshops and parent-teacher conferences.

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 - We will livestream some events via Facebook Live so that parents who cannot attend in person may attend virtually. We will hold parent conferences and meetings virtually or via phone when necessary.
- Childcare - Children are welcome to attend parent engagements events along with their parents.
- Home Visits - Home visits are conducted as needed to ensure parents are engaged.
- Additional Services to remove barriers to encourage event attendance - We will offer events at different times of the day to work with parents' varying schedules.

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 surveyed regarding the times that best meet their needs for parent engagement activities. The majority of parents selected PM sessions.

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

Parents were surveyed at each parent engagement event.

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. Collectively brainstorm and draft presentation materials including information about services available to families and dates for parent engagement events throughout the year.
2. Draft and distribute a parent/family invitation flyer
3. Advertise/Publicize event through multiple means (school website, Facebook page, marquee, Parent Link, etc.)
4. Create sign in sheets
5. Maintain documentation and record meeting minutes
6. Obtain feedback via parent survey

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.

At our Title 1 Annual meeting, we will share with our parents the projected dates for upcoming family workshops and family night events. We will review the School-Parent Compact Form, Parent Involvement Plan and budget, School Improvement Plan and budget as well as invite parents and community members to give their input and propose changes. Parents and community members will be encouraged to brainstorm ideas to include in our parent involvement plan and school improvement plan. We will dedicate the most time in our agenda for discussion and parent/community input.

Parents will be informed that Title I programs are conducted school-wide. All students receive free breakfast and lunch every day. Literacy is a key focus of the school and parents are provided many opportunities to be included in the school-wide literacy activities. The Million Word campaign and book of the month activities are shared with parents through Classroom Dojo, flyers, the school website, the school Facebook page, and Parent Link.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

- (1) Parents and community are given a brief overview of school data along with goals for the upcoming school year. The meeting will cover academic student achievement trends and progress over the years. Administration will share School Improvement Plan goals for this school year and invite parent input in those goals. We will cover

parent and community input and the need for evaluation after family engagement events.

- (2) The school will inform parents of school choice options including our own theme of Leadership. Parents will be informed of the school choice office and programs that allow parents' choice among public and private schools.
- (3) This meeting will cover the Parents Right to Know letter and inform parents that they have the right to request information about:
 - Whether the teacher has met state licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Whether the teacher is teaching under emergency or other provisional status through which state qualifications of licensing criteria have been waived.
 - The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - Whether your child is provided services by paraprofessionals, and, if so, their qualifications.

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?

Parents without technology will be provided notification via paper communication in the home/school communication folder/notebook. Signs are posted in the student drop off zone and information is posted on the school's marquee. Verbal invitations are given to parents as they drop off and pick up students. Parent Link is utilized to provide information by phone.

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 invited to a Title 1 Developmental meeting to evaluate the 2020-2021 Parent and Family Engagement Plan. Parents will be asked to provide feedback and input. Their suggestions will be charted and categorized to identify areas for improvement. Parents will provide suggestions for activities and communication methods that can be used to target the problem areas needing improvement. This information will be shared with faculty and staff and will be included in the 2021-2022 plan.

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?

Parent surveys will be used throughout the year for parent input on how best to engage the community and how we can best serve them as parents to better assist their students. Pickett will implement activities that will build capacity for meaningful parent and family engagement by incorporating the feedback that was given at our end of year meeting in May 2020. Parents completed a survey to offer valuable feedback on the types of events they wanted the school to host and ways to best communicate with them. Parent feedback is of upmost value to our school and we have reviewed this feedback carefully and applied it while developing our parent and family engagement plan.

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

Pickett is committed to engaging parents in many ways by building community partnerships to support student achievement. We are actively pursuing additional partnerships by inviting community members to school events and our School Advisory Council. We value community input and their participation is important to us. When a partnership is established, we complete the school-based partnership plan to outline the commitment and responsibilities for both parties. We invite community members to participate in variety of events throughout the school year such as the quarterly Panther Store, parent nights, guest readers, guest speakers, and the School Advisory Council (SAC). To thank our community partners, we host a Volunteer Breakfast to celebrate and honor our committed partners for supporting our school and helping us achieve our goals.

(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) Faculty and staff will receive professional development on all resources available for parents at Pickett. Faculty and staff will refer parents to the Title I Parent Resource Room to explore resources as specific needs arise. Parent meetings will be held in the Title I Parent Resource Room. Parents will be given time to explore the resources before and after each meeting.
 (2) The Parent and Family Engagement Room will be advertised to parents through our school website, Facebook, flyers, and our school's marquee. Signs indicating the location of the room will be posted throughout the school's hallways.
 (3) School staff will receive ongoing Professional Development on the resources available and the use of the Parent Resource Room. As new resources are purchased and added to the Parent Resource Room, staff will be informed.

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?

Title 1 resources are stored in the media center. Each month, information regarding those resources and how to use them are shared during SAC meetings.

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>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>1. How to complete the parent portions of FASFA</i> <i>2. How to research college websites for what their child need for admission</i> <i>3. How to use OneDrive and Focus to keep up on graduation indicators</i> <i>4. About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</i>	<i>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</i>
Title I Annual Meeting (required)	Principal Smith, Assistant Principal McCormick	To inform parents about school procedures, available resources and services, and acquire their input to improve parental involvement. To review and approve the school-home compact form and revise the School Improvement Plan. To inform parents of the Parent Resource Room location and resources.	August 2020	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, PowerPoint/handouts, Workshop Evaluation & Feedback Forms
Title I Developmental Meeting (required)	Principal Smith, Assistant Principal McCormick	Provide an opportunity for parents to have input into parent workshops and resources needed to support learning.	May 2021	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, PowerPoint/handouts,

				Workshop Evaluation & Feedback Forms
Open House	Principal Smith, Assistant Principal McCormick	To help parents understand the overall instructional program and student criteria for being academically and socially successful.	August 2020	Sign-in Sheets with Parent/Guardian Contact Information, PowerPoint/handouts
Reading Rally	Principal Smith, Assistant Principal McCormick, Literacy Team	<ol style="list-style-type: none"> 1. To boost literacy knowledge and skills by involving parents and family members in the education of their children and to help them feel welcome. 2. To promote reading outside of the classroom through interactive literacy activities. 3. To encourage partnership with families in completing the million-word challenge. 4. To provide an opportunity for community members to share their love of reading with families. 	September 2020	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, Workshop Evaluation & Feedback Forms
STEM Night	Principal Smith, Assistant Principal McCormick, Math/Science Team	<ol style="list-style-type: none"> 1. Develop the concept of and encourage a love of STEM. 2. Provide an evening of hands-on science, technology, engineering, and math activities for students and families to complete together. 3. The event exposes students and families to a range of STEM topics and exciting STEM careers. 	October 2020	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, handouts, Workshop Evaluation & Feedback Forms
Chat & Chew	Principal Smith, Assistant Principal McCormick	<ol style="list-style-type: none"> 1. To improve and increase communication between families and the school. 2. To provide an opportunity for parents' voices to be heard and changes to 	November 2020	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, Workshop Evaluation & Feedback Forms

		be implemented based on their feedback.		
Middle School Transition Night	Principal Smith, Assistant Principal McCormick	1. To provide information to families on school choice options for middle school including various magnet programs offered by the district. 2. To strengthen trust and relationships between the school and families.	December 2020	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, handouts, Workshop Evaluation & Feedback Forms
Literacy Night	Principal Smith, Assistant Principal McCormick, Literacy Team	1. To foster the love of literacy by providing books for students and families to read at home. 2. To expose parents and family members to strategies they can use at home to nurture kids' love for literacy. 3. To boost literacy skills by involving parents and family members in the education of their children and to help them feel welcome as learning partners.	January 2021	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, handouts, Workshop Evaluation & Feedback Forms
Math Night	Principal Smith, Assistant Principal McCormick, Math/Science Team	1. To bring parents and students together to engage in a variety of activities that review and strengthen math concepts. 2. To provide homework support to parents and build self-esteem in math for students. 3. To provide an opportunity for students in KG - 5 th grade to engage in a math competition.	February 2021	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, handouts, Workshop Evaluation & Feedback Forms
Data & Danishes	Principal Smith, Assistant Principal McCormick	1. To provide information to parents on Florida Statutes, how test results are utilized, tested grades and subjects, time requirements, test	March 2021	Sign-in Sheets with Parent/Guardian Contact Information, Handouts, Workshop Evaluation & Feedback Forms

		<p>formats, question types, score reports, and FSA website resources.</p> <p>2. To provide information on how to prepare at home using FSA online resources and other materials.</p> <p>3. To inform parents of their students' present level of performance and strategies to use at home improve.</p>		
Poetry Night	Principal Smith, Assistant Principal McCormick, Literacy Team	<p>1. Provide support to parents in building positive relationships with children and provide resources that will facilitate this.</p> <p>2. Provide parents with resources to support their students' academic success.</p> <p>3. Provide students an opportunity to engage in a speaking and listening activity by reciting original poems.</p>	April 2021	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, handouts, Workshop Evaluation & Feedback Forms
Quarterly Awards Celebrations	Principal Smith, Assistant Principal McCormick	To celebrate students who earned Honor Roll, Perfect Attendance, Citizenship, and Reading Goal awards.	Quarterly	Sign-in Sheets with Parent/Guardian Contact Information
Monthly School Advisory Council Meetings	Principal Smith, Assistant Principal McCormick	To inform parents of school procedures and upcoming events. To advise the school in the development and facilitation of the School Improvement Plan. To elevate parent and community members' voices and implement their ideas to further increase student achievement.	Monthly	Sign-in Sheets with Parent/Guardian Contact Information, Agenda, Meeting Minutes, and Handouts
Student of the Month Celebrations	Principal Smith, Assistant Principal McCormick	To celebrate students exemplifying leadership characteristics and representing the Panther Pledge.	Monthly	Student, Teacher, and Parent Feedback

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?

The School-Parent Compact will be jointly developed and revised with parents during the Title I Annual Meeting. It will be presented for revision during SAC. During conferences, classroom teachers will review the compact with parents and obtain signatures.

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

The principal will require all teachers to conference with each parent at least once a year, at which time the School-Parent Compact will be reviewed and signed. The School-Parent Compact will be submitted to administration for review.

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.

Out-of-field reports are reviewed twice a year by administrators. Notification is sent to inform 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. In addition, parents are 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.

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>
Workshop on Building Relationships with Parents and Families	Principal Smith, Assistant Principal McCormick	Improved ability for staff to communicate and partner with parents and families.	August 2020	Sign-in Sheets, Handouts, Feedback/Evaluation Forms, follow-up with teachers
Guided Reading	Principal Smith, Assistant Principal McCormick	Improved ability for teachers to plan, instruct, and assess students in reading small groups and communicate student progress with parents and students.	August-May 2020	Sign-in Sheets, Handouts, Feedback/Evaluation Forms, follow-up with teachers
Aligning Tasks and Assessments with Standards	Principal Smith, Assistant Principal McCormick	Improved ability for teachers to plan, instruct, and assess students with standards-based tasks and assessments, as well as communicate student progress and needs in relation to the standards effectively with parents.	August-May 2020	Sign-in Sheets, Handouts, Feedback/Evaluation Forms, follow-up with teachers
Planning with Students with Disabilities in Mind	Principal Smith, Assistant Principal McCormick, Counselor Bradner	Improve ability for teachers and administrators to plan for students with disabilities (SWD) in mind, including reading and understanding an IEP, understanding the correlation between grade-level standards and IEP goals, establishing strong communication with parents of SWDs, assessing and grading appropriately, understanding Access Points, and effective collaboration between the general education and ESE teacher.	August-May 2020	Sign-in Sheets, Handouts, Feedback/Evaluation Forms, 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"/>	IDEA - The Individuals with Disabilities Education Improvement Act	Pickett's parent engagement program will be available to advise parents of their rights as it regards to the education of their student(s) with disabilities. They will be encouraged to be involved in planning, problem solving, decision-making and I.E.P. input during parent/teacher conferences and meetings.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	Enrollment into the VPK program is based on a lottery system conducted by the district. Notices will be sent out to parents concerning the enrollment date. Transition to kindergarten programs will be offered during the month of May to orient parents to the expectations of the Florida State standards for Kindergarten students.
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The prevention and intervention programs for children and youth who are neglected, delinquent, or at risk seek to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I events also seek to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Pickett will inform parent/guardians of DCPS's families in transition homeless education program upon enrollment of a family who is living in a shelter or sharing the housing of others due to loss of housing. Resources and training are provided through this program on how to help parents and their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Pickett will utilize SAI funds to offer supplemental instruction to our student before and after school for remediation.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Teachers will be provided training on effective communication and building relationships with families, including working with parents/families as equal partners, how to value and utilize contributions of parents/families, how to implement and coordinate parent/family programs, and how to build ties between families/parents and the school.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	CSE will post free parent academy courses that are offered in schools, libraries, community centers and faith-based institutions, in our parent liaison's office as well as on our resource board. We will also hand out flyers and calendars during our family engagement meetings.

Schools may add lines as needed.