

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



School Name: Northwestern Legends Elementary **School #:** 1241

Principal Name: [Lawanda Polydore]

School Website: [<https://dcps.duvalschools.org/scea>]



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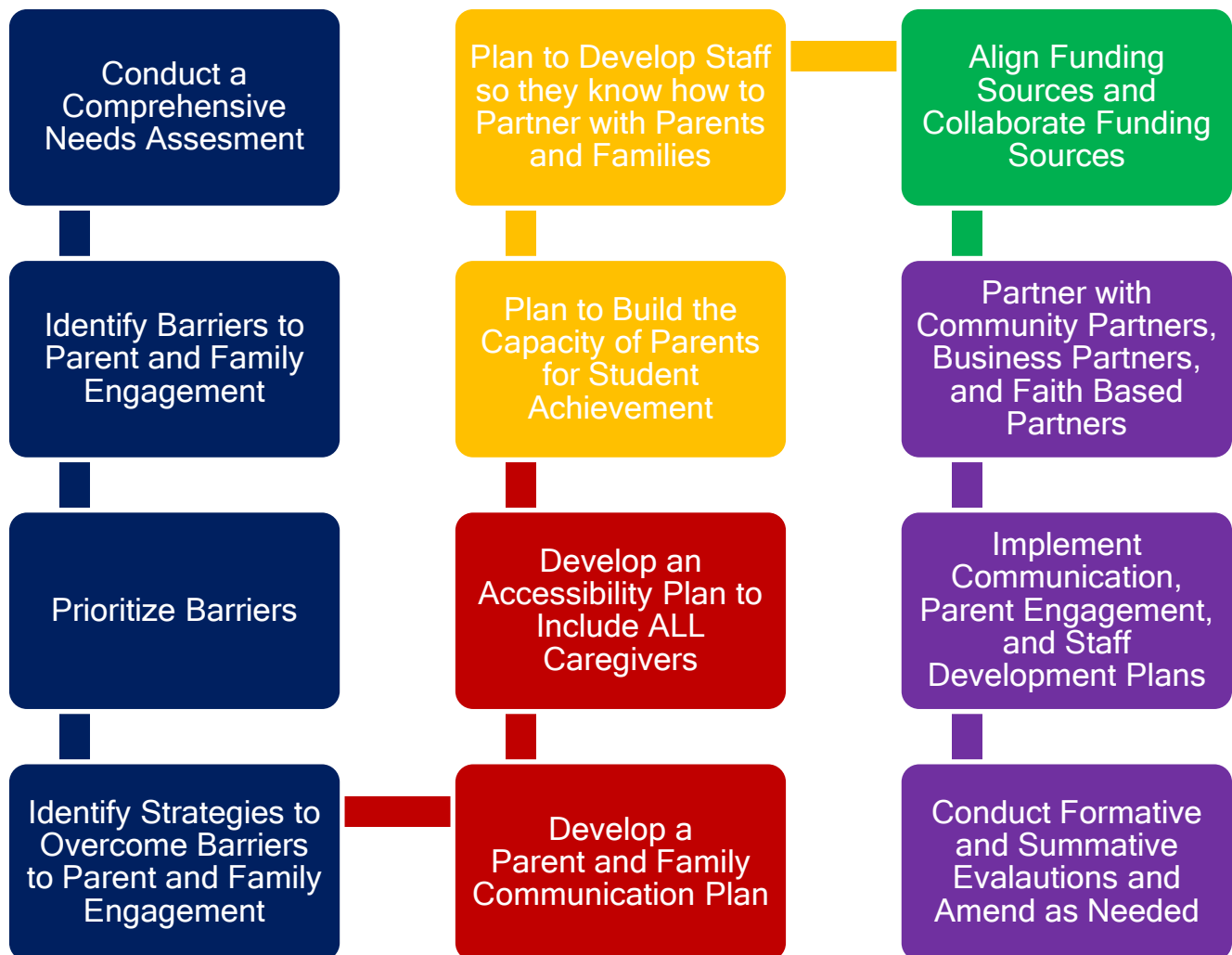
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OVERVIEW

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, Lawanda Polydore, 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.

Lawanda Polydore
Signature of Principal/School Administrator

4/15/2020
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	\$2,975.20	\$424.80
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
We will continue to work with parents and all stake holders to ensure all funds will be utilized for the 2020-2021 school 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)
56	26	To ensure parents take advantage of the parent resource room as often as we would like. We have a parent liaison who will make the room inviting during parent events. She will invite parents to the room and show them the various items in the room and how they can be of benefit to their family. Well will give parents tours of the room.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	60	Parents were able to provide positive feedback through discussion and

		evaluation forms. They were very excited about scheduled events and learning about school goals
Developmental Meeting (End of Year)	18	Parents and stakeholders were able to provide feedback and suggestions for activities and events held at the school that are meaningful to student success.
Donuts with Dads	59	Feedback forms gave a majority level 3 “strongly agree” to the goals of the workshop. Dads and father figures attended a workshop to hear information about how attendance impacts learning and behavior, how and why volunteering is needed by them and how dads can support student learning. Dads learned and participated in activities that will increase parent accountability and support literacy at home.
Tree Hill Family Night	44	Families were able to have a hands-on encounter with difference animals including a live snake. They learned about different animals and their habitats. Families saw skulls of animals and were able touch their fur and or scales. Feedback forms were positive and many parents and students asked if we can bring this event back for next year. Our school has a low science achievement level and this event helped to encourage students to be more intrigued in science content.
Science Fair Night	25	Through discussion and feedback forms parents gave a majority of Level 3 “Strong Agree” to the goals of the workshop. Parents went through a scavenger hunt which included observing science projects from our students, conducting science experiments with teachers and visiting the Parent Resource room. Our school has a low science achievement level and this event help to encourage students to be more intrigued in science content.
Literacy Wonderland	70	Through discussion and feedback forms families gave positive feedback for this workshop. Students were able to perform for their family and schoolmates for this holiday celebration promoting reading. There were various performances form students including singing and dancing. The Jax Public Library came out to present and signed families up for a library card. Every student received a book at the end.

		This is a yearly event at Saint Clair Evans Academy to help promote reading and increasing achievement levels in reading.

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.
Overall feedback were ways to improve after school activities, parent/teacher conferences, requested different times for meeting to occur; parents felt that the activities held this year were enlightening, meaningful and engaging. They definitely want to see many of these events again for the upcoming school year.

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.
<ol style="list-style-type: none"> Barrier 1 Parent work schedules Barrier 2 More information and emphasis on parent engagement resources Barrier 3 Decreased parent motivation
<p>(1) Prioritize the TOP THREE the barriers (it may be possible to combine some)</p> <p>(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</p>

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	Provide meetings and events at various times during the day
2)	More information and emphasis on parent engagement resources	Utilize multiple means of communication to share reminders of resources that are available and parent engagement activities. Parent/Family activities and meetings will allow opportunities to encourage families to visit the Parent Resource Room to view information and sign out resources to help student learn from home.
3)	Decrease in parent motivation	Provide a variety of activities that both parents and students will enjoy that are interactive. Additionally, highlight student's artifacts or performances on each parent night.

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?

The overarching outcomes/goals for the current year is to have more parents involved as a whole. This includes attending parent meetings and family events as well as utilizing the Parent Resource Room as a source for parents to help their children at home. We want parents to understand the value of the them participating in the child's educational experience.

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?

We will provide full opportunities for all parents and families to participate in family engagement activities by:

1. Making sure parents with transportation issues are provided bus passes to attend parent meetings and events.
2. Offer workshops at various times of the day to meet the needs of working parents.
3. Provide flyers in various languages for parent who speak second languages.
4. Develop and offer activities/events based on parent and student input from the developmental meeting.
5. Communicate with parents in a timely manner of events using multiple forms of communication: flyers, school website, social media, school marquee, monthly calendar of events, automated phone calls, emails and text messages.

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?

We have many ways that we communicate with our parents as it relates to school activities and family nights:

1. Monthly school calendar
2. Marquee
3. Event Flyers
4. Website
5. Social Media
6. Emails
7. Automated phone calls and text messages
8. Social Media

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

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) All parents will receive a flyer containing all events at open house/ annual meeting, each month parents will receive a RSVP flyer to register for the events, information on the school marquee, monthly calendar of events, school messages through phone calls, emails and text, signage in front office and various locations at the school, social media and school website
- (2) We will share information in an understandable way about programs, meetings, school reports and other activities through multiple ways so that parents and families can understand: school calendars, marquee, event flyers, websites, social media, phone calls, emails and text

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?

During SAC meetings, parent nights, parent/teacher conferences and Open House/Annual Meeting we will describe and explain to parents the curriculum used throughout the district, forms of assessment used to measure student progress and achievement levels students are expected to obtain.

- (1) The school will describe and explain the curriculum by hosting several parent nights specific to content areas (Reading, Math, Science, and Writing)
- (2) Parents will also have an opportunity to engage in parent/teacher conferences that will give them more insight on the curriculum and students achievement. The school will explain and describe forms of assessment used to measure student progress including state and local assessments. (Achieve 3000, i-Ready, FSA, Progress reports etc.)
- (3) Student achievement is the center piece of what drives our work here at St. Clair Evans. During Open House and at many of the parent nights, we share information regarding the achievement levels and expectations for proficiency and promotion criteria by grade levels through meaningful and engaging sessions and activities. We will utilize conferences, SAC meetings, progress reports, report cards, Annual Title I meeting, and Mid-Year Stakeholder report.

(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) Every month parents are invited to the school to participate in decision making through our SAC meetings. In addition, parents are invited to a yearly Developmental meeting and developmental revision meetings up to 3 times per year, and the Annual Title 1 meeting. Parents are also invited to attend monthly PTA meetings.
- (2) We will share information in an understandable way about programs, meetings, school reports, and other activities through multiple ways: school calendars, marquee, event flyers, school website, emails, phone calls, text and social media.

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]

Parents that have concerns regarding the Title I program at our school will have the opportunity to submit evaluations of programs and activities after each event. Feedback from the evaluation forms is reviewed and taken into consideration for future events. The Title I liaison will forward an information regarding parent complaints to the Title I specialist for our school via email. Title I office information will be posted in the Parent Resource Room.

(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?

Our PFEP will be available for review by our parents and families in the front office lobby and the Parent Resource Room. We will communicate this through a notification on our school website and visible signage.

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)].

A Developmental Meeting is held yearly to involve parents in planning for the yearly Parent and Family Engagement Plan. As the school year starts, the PFEP is monitored and the parents are involved through SAC and PTA to determine if needs have changed and if the PFEP budget needs to be revised. If any revision to the PFEP needs to be made a Developmental Revision meeting will be held with the parents during approved months. Parent and guardians are encouraged to contribute ideas and suggestions for improvement during these meetings.

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 - Bus passes will be provided on a case by case basis if advance notice is given
- Childcare - Childcare will be provided as needed
- Home Visits - As needed by the school social worker and/or leadership team
- Additional Services to remove barriers to encourage event attendance - Schedule events at various times of the day and give timely notice of events through a RSVP flyer, updates on the website and social media, marquee, emails, texts, phone calls, signage, etc.

FLEXIBLE FAMILY MEETINGS

<p>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)]</p> <p>Surveys were given to parents at Orientation, Open House, Annual Meeting</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>The documentation that the school has are parent surveys and meeting minutes.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input checked="" type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input type="checkbox"/> Other _____</p>

REQUIRED ANNUAL MEETING

<p>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)]</p> <ol style="list-style-type: none"> Step 1: Set date and time for Annual Meeting Step 2: Create and send out invitation/flyer regarding the Annual Meeting to stakeholders Step 3: Create agenda, sign-in sheets, evaluation forms Step 4: Gather resources such as the Title 1 PowerPoint presentation Step 5: Reminder via phone blast, email, text, website and social media Step 6: Present the information regarding Title I along with evaluation and input surveys afterward

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

The Title I Annual Meeting is to inform parents and community stakeholders about the Title I program and how it aids school improvement; specifically, the adequately yearly progress of students by subgroups, school choice, the school's goals for this school year. The PowerPoint on the Federal Programs sight will be utilized. Parents will be given the opportunity to ask questions.

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

- (1) Administration will review the school's latest assessment data with stakeholders.
- (2) Administration will also provide parents with information regarding school choice. Parents have choices and as long as the school has vacancies and parents can provide transportation for student, they can attend a school of their choice.
- (3) Parental rights of students attending a Title I school will be clearly explained.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

We will communicate with parents by sending information home via paper form through monthly calendars and newsletters, progress reports, report cards, FOCUS, phone calls, conferences, text and email, website, social media

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.

Step 1: Set a date and time and prepare data to be shared

Step 2: Invite parents and families through flyers, phone calls, email, text, website, social media

Step 3: Review previous year's PFEP, Parent Compact and budget

Step 4: Receive parent feedback on elements of the PFEP

Step 5: Discuss flexible parent meetings, time of meetings, types of activities offered; any parent feedback on types of communication that would work best in the future and barriers to parent and family engagement and brainstorm possible solutions

Step 6: Discuss desired staff development

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?

Following the needs assessment, we have determined that we need programs to support or parents understanding of standards and the fundamentals of reading. The school will use various monthly programs to reach out and engage parents consistently throughout the school year.

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

It is with great intension that our school build positive relationships with our community stakeholders by way of inviting and encouraging parents and community members to become actively engaged in SAC and attend our parent/family events. The school will use the Parent Resource computer and printer to notify stakeholders of SAC, PTA and business partners to assist with informing the community about the student's needs before and during parent workshops. In addition to regularly updating the school marquee and social media.

(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) The school will implement the Title I Parent Resource room as a free resource to support all students learning through positively promoting the room, as well as have teachers recommend it to parents to use the room to support learning at home.

(2) Parent Resource room is advertised on the website, parent flyers and the parent resource computer for use, face-to face conversations with parents and guardians to make sure they are aware of the resource room. We will advertise during all Title I events and meetings.

(3) Teachers will use Open House to explain to parents how to utilize the Parent Resource room to support learning during parent classroom visit.

(4) Parents will tour the Parent Resource room during Open House.

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?

No additional resources at this time.

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</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>

		<i>for receiving funding</i>		
Title I Annual Meeting (required)	Principal and Assistant Principal	Parents will understand the purpose and requirements of a Title I school. Parents learn how Title I supports improvement of education that contributes to the growth and performance of all students.	August 2020	Sign-in, survey, parent feedback form, visit and/or check out from the Parent Resource room
Title I Developmental Meeting (required)	Principal and Assistant Principal	Parents evaluate and provide feedback for Title I parent events and workshops throughout the year. Parents also give input for the upcoming school year parent and family engagement activities.	March 2021	Sign-In, discussions (minutes) evaluation forms will document effectiveness of meeting outcomes.
Morning Mommy's Breakfast	Administration and Parent Involvement Liaison	Mothers and female role models establish positive relationships with their child/children which assists with overall academic success. In addition, share reading strategies with moms on how they can reinforce key reading skills and strategies at home. Parents will be shown iReady and how to read the reports. We want to	September 2020	Sign-In, evaluation forms will document effectiveness of meeting outcomes.

		increase parent participation at home and school to increase and support student achievement.		
Donut's For Dad	Administration and School Counselor	Fathers and male role models establish positive relationships with their child/children which assists with overall academic success. In addition, share reading strategies with fathers on how they can reinforce key reading skills and strategies at home. Parents will be shown iReady and how to read the reports. We want to increase parent participation at home and school to increase and support student achievement.	October 2020	Sign-In, evaluation forms will document effectiveness of meeting outcomes.
Miracle of Science Night	Administration and Grade Level Teachers	Parents will be provided with hands-on activities including labs/experiments and animal encounters to improve the student's understanding of the Scientific Process (Nature of Science). Students will also display their science projects (grades K-5). The purpose of this night is to increase student learning achievement in Science.	November 2020	Sign-In, evaluation forms will document effectiveness of meeting outcomes.
Literacy Wonderland Evening	Administration, Reading Coach, Reading Specialist	Families will learn about reading while celebrating its importance through student	December 2020	Sign-In, evaluation forms, feedback forms will document

		performances including singing, dancing, poetry reading and skits. Families will have the opportunity to sign-up for a library card through the Jacksonville Public Library. Each student will receive a book to take home to help increase reading proficiency.		effectiveness of meeting outcomes.
FSA Family Kahoot Night	Administration, Leadership Team	FSA scores will be positively effected as parents will learn strategies to take home to help their child/children succeed on the state assessments. Parents will learn and discuss FSA strategies, answer questions they may have about the test, see practice questions. Parents will go over a Mock FSA to help them understand the complexity of the test.	February 2021	Sign-In, discussion and evaluation forms will document effectiveness of meeting outcomes.

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?

Teachers will have multiple means and opportunities (Open House, parent letters, scheduled conferences and school events) to discuss school-parent compact agreement elements. Responsibilities of each stakeholder (teachers, parents, and students) are outlined along with ways to effectively communicate and how our school will provide high-quality curriculum and instruction. Sign-in sheets and parent-teacher conference records will show that a conference was held describing and discussing the compact. Collect signed school-parent compact agreements from each teacher and it will be kept in Title I documentation files.

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

The principal and/or assistant principal will collect copies of each parent-teacher conference notes along with signed school-parent compact agreements throughout the school year. Teachers will be expected to turn them in as they are completed.

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.

A letter will be sent home to notify parents of students assigned to a teacher identified as "out-of-field" or not properly endorsed for subject area(s) taught and/or due to being assigned a student is ELL. A copy will be kept on file for our records. According to Florida Statutes sections 1003.3101 and 1012.42, we will give a parent the right to request his or her child be transferred to another classroom teacher based on the teacher's out-of-field status and follow DCPS guidelines and procedures to process the request for change of teacher assignment.

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: "201 Ways to Involve Parents" by Betty Boulton	Administration, Teachers and staff	Improved understanding of the importance of parent involvement and actual methods, techniques and strategies that teachers and staff can use to increase parent involvement at the school and in classrooms.	August 2020-May 2021 (Monthly)	Sign-in sheet, Each month a grade level will present several chapters, discussion, evaluation forms, completed book review form
M.T.S.S. Training and Implementation	Administration, teachers, and staff	Early and proactive intervention strategies to promote and track progression or need to intensify support levels for students both academically and behaviorally	August 2020	PMP documentation in FOCUS, Progression Movement chart tracking, Parent/Teacher/CPST documentation
Reading Master, Corrective Reading, ACALETICS	Administration, teachers and staff	Ensure understanding and fidelity of instruction	August 2020-December 2020	Observations, follow-up and feedback, data tracking reports for correlated curriculum.
Calm Classroom	Administration, teachers and staff	Ensure understanding of the program and	August 2020	Observations, follow-up and feedback, ODR data

		how it works and what the techniques look like in the classroom		

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 type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	Provides a paraprofessional and classroom teacher; Free program for prekindergarten program 4 and 5 year olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for Kindergarten.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	The fund assists districts in providing supplemental instruction to students K-12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.