

**2020-21**

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



**School Name: The Bridge to Success    School #: 3029**

Principal Name: Aleya Prier

School Website:



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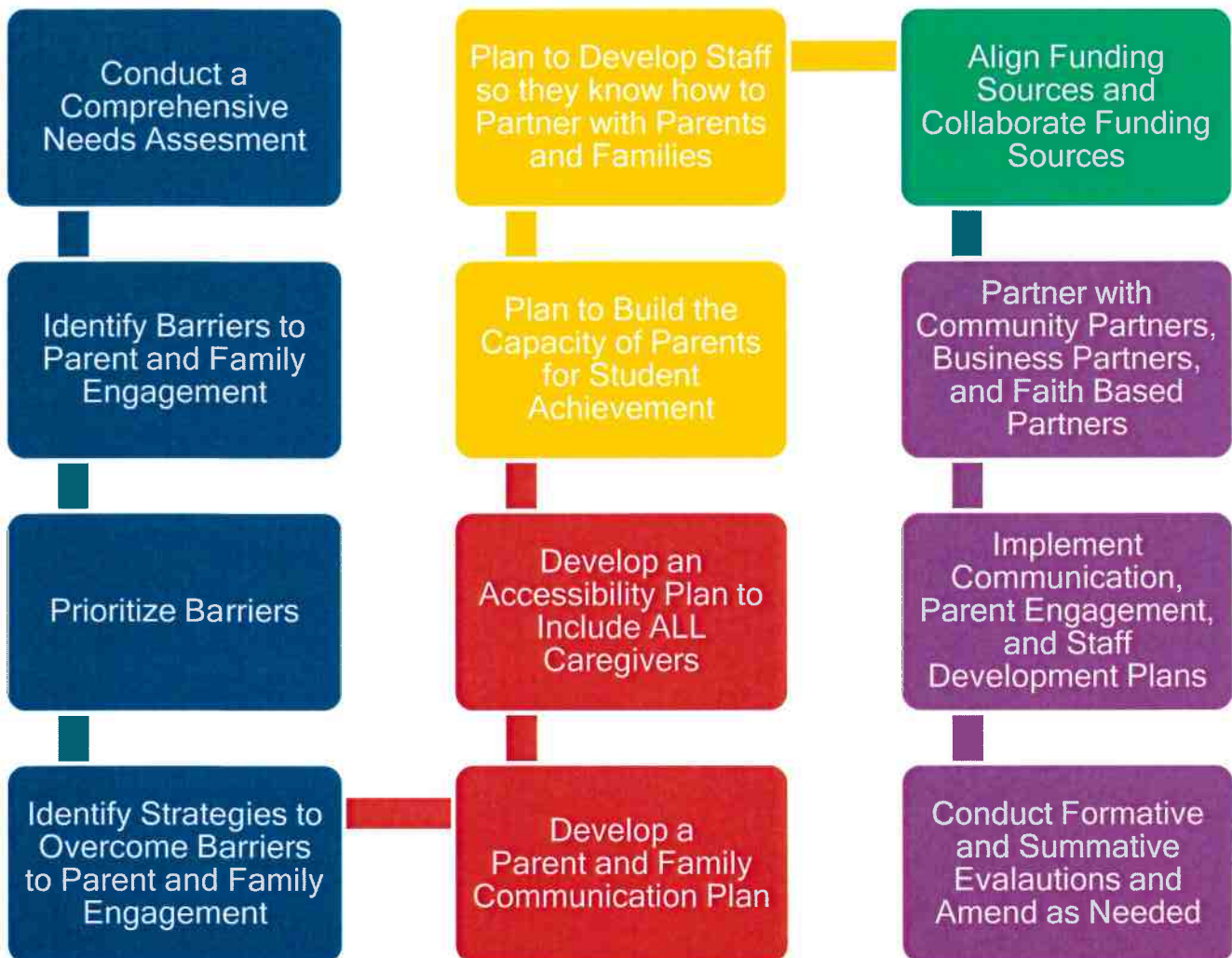
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# OVERVIEW

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, Aleya Prier, 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.

Aleya Prier  
Signature of Principal/School Administrator

July 14, 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
\$3,400.00	\$980.00	\$2,420.00
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
Due to the school closure and inconsistent communication and planning, we were unable to hold our events. This year we will delegate a team to review and ensure funds are fully expended.		

### 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)
At this time, we do not have a Parent Resource Room due to lack of available space. However, we have an area in the office where parent involvement materials and brochures are accessible.	Parent brochures which teach parents communication skills for use with their teen, as well as information on bullying.	Plans include, but aren't limited to: <ul style="list-style-type: none"> <li>• Instructions for parent portal and FOCUS.</li> <li>• Parent Academy Course Guide.</li> <li>• Scrabble and Monopoly games for parent and student fun night.</li> </ul>
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)	10	
Developmental Meeting (End of Year)	50	Parents indicated verbally that they benefitted from the workshops/events held throughout the school year and would like more activities.
Parent Night	100	Parents received useful information
SAC Meetings	3	Only one parent attended with principal and a community member

*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.**

Parents indicated verbally that they benefitted from the workshops/events held throughout the school year and would like to see more of the same.

## 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.

**Barrier 1** Location of Parent Meetings and Transportation. Given that we don't have one central location (students attend several different site locations throughout the county) for many parent's transportation is the primary barrier that we face in having parents participate in after school activities. The is consistent across all grades 4-12.

**Barrier 2** Economically Disadvantaged Families: Where parents and students are working multiple jobs with limited opportunities to attend meeting and activities.

**Barrier 3** Role of the parent: There is some confusion surrounding parent's differing views of the role they should play in their child's education. This viewpoint directly affects the level and type of participation the parents that are engaged when it comes to their child's education.

(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)	Location of Parent Meetings and Transportation. Given that we don't have one central location (students attend several different site locations throughout the county) for many parent's transportation is the primary barrier that we face in having parents participate in after school activities. The is consistent across all grades 4-12.	The school will hold parent meetings in different sites strategically located to multiple areas of town. The school will investigate the possibility of hosting parent events within their community to invite the community to participate. We will also make available assistance to public transportation across all site. Virtual meetings will also take place.
2)	Economically Disadvantaged Families: Where parents and students are working multiple jobs with limited opportunities to attend meeting and activities.	The school will make use of streaming virtual meetings to allow parents to attend remotely through webinars or Zoom video conferences
3)	Role of the parent: There is some confusion surrounding parent's differing views of the role they should play in their child's education. This viewpoint directly affects the level and type of participation the parents that are engaged when it comes to their child's education.	Educators will work with parents to identify and develop strategies based on specific cases and incidents to increase the parental role.  The school will coordinate with <i>Communities In Schools</i> and <i>I'm A Star Foundation</i> to engage parents in the meetings.

## 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?

- Foster positive attitudes and actions of students to influence the involvement of the parents resulting in positive academic achievement.
- Foster positive relationships with parents and empower families to serve as an additional resource for knowledge and education in connection with the school. Facilitate successful transition of students from middle school to high school.



# COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

## Accessibility

**Describe** how the school will **provide** full **opportunities** for **all** parents and families (**keeping in mind** the **diverse** makeup of 21<sup>st</sup> Century families) to participate in all parent and family engagement activities. This includes **strategies** for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure **parents/guardians/family units** are a part of their child's **education**?

Flexible number of meetings. Also, meetings may take place at varying times of day such as mornings or evenings. Additionally, there may be provisions, with Title I funds, for transportation, childcare or home visits, as such services relate to parent and family engagement.

For our identified ESOL student, every effort will be made to translate all correspondence into the family's native language. We will also work closely with the ESOL department to better meet the family's needs.

School will provide bus passes to families with transportation challenges. In addition, a staff member will be designated to provide babysitting services during the meetings.

**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**?

Information will be shared using the following methods:

- Posting on the school Website and Social Media Platforms
- Flyers sent home to families in English and Spanish
- School Marquee and Bulletin Board for Announcements
- Messaging through Class Dojo and Remind
- School Connect phone call
- E-mails sent to the e-mail address on file using our distribution list.

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

English and Spanish

## COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

(1) Parents will be encouraged to attend and provide input at monthly SAC meetings. This allows all parents to have a voice in goals, school improvement initiatives, and concerns.

(2) Parents also will be given a copy of the student's test scores through reports that will go home with their student. The school will provide parents and explanation of the intervention's teachers are using to assist the child in reaching achievement goals. Parents will be provided an explanation of grading procedures. The school will ask parents to complete a parent survey to get information from parents concerning the activities of the school they feel are most beneficial to support their child academically. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. Parent will be asked to engage in discussion of how they can support these efforts.

(3) Parents will also be involved in updating the School Parent and Family Engagement Plan, the School Improvement Plan, in addition, the School-Parent Compact.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are **expected** to obtain? (4) in all applicable languages?

(1) The school will provide parents timely information about the Title I programs, the school's curriculum, academic assessments, proficiency levels student are expected to attain and other necessary information that parents need by having Open House where the curriculum is explained to parent's by course.

(2) Teachers will provide course syllabus which explains the grading methods and what is expected for each quarter.

(3) Parents will be provided with copies of sample student score reports and taught how to read the student scores. In addition, the SARS report for the school will be shared to show how the school is performing over time.

(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) Via participation in the School Advisory Council, parents have an opportunity to promote a positive, welcoming and safe school environment for all students, parents, and community members.

(2) Maintaining open communication with parents through devices listed in this plan (electronic, phone, print and in-person formal and informal interactions will allow the school to regularly communicate opportunities for parent to participate in the decision making process.

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]

Parent feedback will be shared with the school district's Executive Director and Regional Superintendent by the school principal following regular meetings and school visits.

(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**?

- A hard copy will be on display in the parent resource area.
- Information will be posted on the school website.
- Letters will be sent home advising parents how to access the information.
- Printed copies will be provided to families upon request

# 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)].

There will be a high degree of flexibility with respect to meetings. This includes, but isn't limited to meetings taking place virtually, meetings taking place at varying times of day, and potentially making use of Title I funds for transportation, child care or home visits, as such services relate to parent and family engagement.

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 to families in need upon request.
- Childcare - School will provide paid childcare for parent meetings using a staff member.
- Home Visits - *Communities-In-Schools* coordinator will conduct home visits as needed to provide information and services.
- Additional Services to remove barriers to encourage event attendance - *Communities-In-Schools* Coordinator will conduct weekly attendance calls and home visits for student absent from school. Also, recognition will take place for students who have improved their attendance or maintained exceptional attendance

## 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)]

A virtual SAC/parent meeting was held in March 28, 2020 at 7:00 p.m. Part of the meeting was devoted to soliciting parent input regarding meeting times and activities and how they may be different due to the on-going pandemic. Feedback was solicited and gained from parents for recommendations for how to better meet their needs throughout the rest of the school year and in the upcoming school year.

These virtual meetings continued monthly, through the remainder of the 2019-2020 school year.

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



- Parent feedback forms
- Receipts for bus passes
- Invoice for childcare services.

**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 and in the evening)
- ☐ Other \_\_\_\_\_

## REQUIRED ANNUAL MEETING

**Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]**

1. Step 1: Date, time and location (if not only virtual) for parent meeting will be provided to families using school website, marquee, bulletin board, social media platforms, flyers and phone calls.
2. Step 2: The school will hold an Annual Title I Parent Meeting in the Fall each school year prior to November 1<sup>st</sup>.
3. Step 3: School Principal or Designee will present a PowerPoint presentation with handouts to families.
4. Step 4: Q & A session will be conducted following the presentation
5. Step 5: Parent Feedback survey will be administered at the conclusion of the meeting.

**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 following topics will be discussed during the Parent Nights:

- Promotion (and double promotion)/Retention/Graduation Criteria
- Analysis of student data in Reading and Math
- Parent Compact

Parents will be provided an opportunity for a question and answers session with the school counselor and administrator.

**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) PowerPoint presentation will be shared with the families by the school principal or design outlining all required information to include, prior year academic performance on State and District Exams, Discipline data and promotion and retention data for which school and by subgroups.
- (2) School counselors will be available to address school choice options.
- (3) While conducting these meetings we will address the Parents Rights and Responsibilities.

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?

- Phone calls to parents about student academic progress
- Parent letters home regarding student progress
- Flyers home advertising meeting dates and times
- Home visits as needed to share information with families
- Postings on school marquee and bulletin board accessible to parents

## 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.

During the End of the Year Parent meeting, a PowerPoint slide show will be presented to families of the year's events. At the conclusion, a survey will be distributed to solicit parent feedback and soliciting suggestions for changes. The survey will also be made available online for families unable to attend the meeting. This meeting may take place virtually, as most, if not all of our meetings may take place virtually during the 2020-2021 school year to promote social distancing guidelines per the Centers for Disease Control.

# 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?**

During the Annual Open House for BTS @ West Jax and BTS @ APR, school administration will review the Title 1 Program, assessment data and explain standards, double promotion, and graduation requirements. Parents will follow student's daily class schedule for an orientation to class requirements/standards and discussion with each teacher.

SAC Meetings will provide an opportunity to share instructional practices. Sac parents who attend have an opportunity to ask questions. The meetings are publicly advertised and open to everyone. Minutes are posted online so that parents and community members who are unable to attend can have access to this information.

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

Through a collaborative partnership with *Communities-In-Schools* and the *I'm A Star Foundation*, we will utilize mentors and local business professionals to provide externships for students. Mentors will meet at meet monthly with students to encourage regular school attendance and provide motivation support.

Quarterly Report Card nights will also be held for quarters 1-3 to discuss academic progress with families.

The student recognition/Parent Form Nights hosted by the I'm A Star Foundation serve as another opportunity to engage our stakeholder community. These events take place three times a year. There may be a need for these events to go virtual for the 2020-2021 school year due to the ongoing pandemic.

**(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) Access to technology will be provided in the Parent Resource area for parents to access school videos on various topics.
- (2) Information will be printed on parent communications inviting them to visit the area.
- (3) Teachers and staff will be trained on Parent Involvement and the Resource room during Early Release Professional Development in addition to being encouraged to provide materials for the content area to support families

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?

The resources provided to parents to be used in parent meetings and workshops. Parents will be equipped with the necessary skills that would assist their students with their home learning assignments.

## 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> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child needs for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent <b>screen</b> shot of completed FASFA <b>parent</b> page; Evidence of one completed scholarship <b>application</b> after 3 weeks; <b>Completed</b> parent worksheet for the in-state and out of state <b>college admission</b> requirements</i>
Title I Annual Meeting (required)	Principal		August 2020 (provided school resumes on time)	Parent Feedback form
Math & Science Night	Math & Science Teachers and Admin.	Engage parents with Math & Science and help parents understand what resources are available to help their students with FSA and district and state assessments	January 2021 (possibly virtually)	Parent feedback forms, surveys and parent conferences
Transition to High School Night	School Counselors, Communities in Schools Admin, High School Principals	Streamline process and information for students transitioning to high school. Promotion criteria, credit acquisition,	February 2021 (possibly virtually)	Parent feedback forms, surveys and parent conferences



	Beatrice Lewis (guest presentation)			
Literacy Night/Semester Updates	ELA & Social Studies Teachers and Admin	Engage parents with ELA and Social Studies and help parents understand what resources are available to help their students with FSA and district and state assessments	March 2021 (possibly virtually)	Parent feedback forms, surveys and parent conferences
Title I Developmental Meeting (required)	Assistant Principal		March 2020 (possibly virtually)	Parent Feedback form

*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?**

We will have the sign in sheets and have a group of our parent engagement and our SAC and work on the document together we will come together to decide what parents are responsible for, what the school responsibilities are to the students and parents and define what the students are responsible for.

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

The principal will ensure required conferences are implemented with all parents by implementing a multifaceted advertising initiative aimed at getting all of our parents to participate.

# 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.**

We will provide the parents of students whose teachers are teaching out-of-field or aren't highly qualified teachers in their subject area a letter outlining what subject their teacher is out-of-field for and/or what they are missing and explain in detail that the teacher is in the process of additional training and or tests in order to become highly qualified.

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Early Release Data Training	Ms. Wadsworth, and Ms. Wilcox	Teachers, Students and parents will be more proficient in analyzing their data and understand how to set data goals for the students, parents will understand where their student is in terms of data	Sept 2019	Teachers, and parents and students will be more adept and using data and understanding what the scores mean
PLC training on the 7 R's	Assistant Principals and all teachers	Teach all teacher the 7 R's to help student bring information and learning into long term memory	August – December 2019	We should see in increase in students learning and it will improve scores



# 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	The Individuals with disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seek to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Seeks to provide intervention programs for children and youth who are neglected, delinquent or at risk. Title I 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.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Legislation related to the education of 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.	Is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12? Title I 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.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Increasing the number of highly qualified teachers within the classroom, highly qualified principals and assistant principals in schools. Provide the tools and education necessary to families so they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

*Schools may add lines as needed.*

# Title I, Part A Parent and Family Engagement - Fund 48877

**SCHOOL: 3029 BRIDGE TO SUCCESS ACADEMY**

	PROJECTED PRELIMINARY ALLOCATION	BUDGETED AMT.
TOTAL BUDGET	\$3,400.00	\$3,400.00

**Software Licenses for Parent Usage - Quote Required - License term must begin on or after July 01, 2020 and ends on June 30, 2021.**

FA/CI	Name, Description, Price	Purpose	Quantity	Total Cost
6100/369				
6100/369				
6100/369				
6100/369				
6100/369				
6100/369				
				\$0.00

**Materials & Storeroom Items for the Parent Resource Room**

FA/CI	Vendor Name (if Applicable)	Materials and Purpose	Total Cost
6100/510	District Storeroom	11 Cases Paper for Printing for Families Fliers, Report Cards, Meeting Notices, ETC.	\$295.80
6100/510			
6100/510			
6100/510			
6100/510	Storeroom or will use vendor	Ink for Printer	\$500.00
6100/519	Reach Technologies	(For Printer Toner for PARENTS Only)	
			\$795.80

**Equipment for the Parent Resource Room**

FA/CI	Vendor Name	Items and Purpose	Total Cost
6100/640			
6100/640			
6100/640			
6100/640			
6100/640			
			\$0.00

**Parent and Family Engagement Activity 1 - Complete All Items That Apply for the Event**

Activity Name	Family Engagement Night (1st Semester)	Activity Date	By 10/31/2020		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	2	2	34.24
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				6.54
6100/370	Postage of Parent Mailouts				200.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Plates, Napkins, Utensils and Drinks			50.00
6100/390	Light Refreshments - ordered	Publix Deli			100.00
					\$390.78

**Parent and Family Engagement Activity 2 - Complete All Items That Apply for the Event**

Activity Name	Family Engagement Night 2nd Semester Mid-Year Promotion Notification	Activity Date	January 2021 or March 2021		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	2	2	34.24
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				6.54
6100/370	Postage of Parent Mailouts				

## Title I, Part A Parent and Family Engagement - Fund 48877

6100/310	Vendor presentation	Replace this text with Vendor name and service description		
6100/390	Transportation	JTA Bus Vouchers		100.00
6100/390	Printing for Parents - Non District Printshop	Brochures and Registration Cards for Recruitment		100.00
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased		
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased		
6100/510	Printing for parents - District printshop	Parent Information Packets for both Middle and High		100.00
6100/510	Light Refreshments - off shelf	Drinks, Snacks, paper products		50.00
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		
				\$390.78

**Parent and Family Engagement Activity 3 - Complete All Items That Apply for the Event**

Activity Name	Academic Parent Night	Activity Date	November & March - MS & HS tentatively		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	2	2	34.24
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				6.54
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	JTA Vouchers			200.00
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Academic Information per Content Area, Mid-Year Promotion and HS Graduation Information			200.00
6100/510	Light Refreshments - off shelf	Drinks, Paper Products and Utensils and Bakery			50.00
6100/390	Light Refreshments - ordered	Publix Deli			100.00
					\$590.78

### Parent and Family Engagement Activity 4 - Complete All Items That Apply for the Event

Activity Name	Open House	Activity Date	By 09/30/2020		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	2	2	34.24
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				6.54
6100/370	Postage of Parent Mailouts				300.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	JTA Vouchers			100.00
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Drinks and Snacks			200.00
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$640.72

### Parent and Family Engagement Activity 5 - Complete All Items That Apply for the Event

Activity Name		Activity Date	By 03/30/2021		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	2	4	68.48
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				13.08
RID 6100/SUCCESS	Postage/Facilitator Mailouts				200.00



## Title I, Part A Parent and Family Engagement - Fund 48877

6100/310	Vendor presentation	Replace this text with Vendor name and service description	
6100/390	Transportation	Transportation mode?	
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose	
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased	
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased	
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed	
6100/510	Light Refreshments - off shelf	Drinks, Paper Products and Utensils	50.00
6100/390	Light Refreshments - ordered	Publix Deli	100.00
			\$431.56

### Parent and Family Engagement Activity 6 - Complete All Items That Apply for the Event

Activity Name	Report Card Pick and Data Chat	Activity Date	Jan-21		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	2	2	34.24
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				6.54
6100/370	Postage of Parent Mailouts				118.74
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$159.52

### Parent and Family Engagement Activity 7 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$0.00

### Parent and Family Engagement Activity 8 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			



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6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose		
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased		
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased		
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		

\$0.00

### Parent and Family Engagement Activity 9 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			

\$0.00

### Parent and Family Engagement Activity 10 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	include up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	include up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace with a description of items here			
6100/390	Light Refreshments - ordered	Replace with a description of items here			

\$0.00

### Parent and Family Engagement Activity 11 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity ( Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			

## Title I, Part A Parent and Family Engagement - Fund 48877

6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased		
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased		
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		
				\$0.00
<b>Parent and Family Engagement Activity 12 - Complete All Items That Apply for the Event</b>				
<b>Activity Name</b>	<b>Activity Date</b>			
<b>FA/CI</b>	<b>Activity</b>	<b>Price Per Unit Hourly Rate</b>	<b>Length of Activity ( Number of Hours Per Event)</b>	<b># of Staff or Qty</b>
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0
6100/160	Translators Salary (NN67MA)	\$10.00	0	0
6100/200	Childcare/Translator Benefits @19.10%			
6100/370	Postage of Parent Mailouts			
6100/310	Vendor presentation	Replace this text with Vendor name and service description		
6100/390	Transportation	Transportation mode?		
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose		
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased		
6100/510; 6100/519	Materials purchase for parents workshop from vendor			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed		
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here		
6100/390	Light Refreshments - ordered	Replace this text with a description of items here		
				\$0.00
FOOD BUDGET TOTAL				\$700.00
FOOD BUDGET LESS THAN OR EQUAL TO \$800				YES
<b>TOTAL BUDGET</b>				<b>\$3,400.00</b>
<b>AMOUNT OUT OF BALANCE (MUST BE \$0 and FOOD BUDGET MUST SAY "YES")</b>				<b>\$0.00</b>