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



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| School Name: School #: |  |  |
| Principal Name: [Principal Name Here]  School Website: [Website Here] |  |  |

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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.**

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

# ASSURANCES

I, Tamara Tuschhoff, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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|  | The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101; |
|  | Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)]; |
|  | Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)]; |
|  | Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]; |
|  | Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement policy [Section 1116(a)(2)(C)]; |
|  | If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]; |
|  | Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; |
|  | Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and |
|  | Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section1112(c)(1)(A)(ii)]. |

\*click to select each assurance, this page will require an original signature and submission to the District.  
  
\_\_\_\_\_\_\_\_\_\_\_ Tamara Tuschhoff \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_7/13/20\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Signature of Principal/School Administrator Date Signed

# NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3010.00 | $1596.22 | $1403.78 |
| **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 unforeseen issues the events planned in March could not be rescheduled and funds were not spent. | | |

## Programmatic Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

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| Summative Overview of the Parent Resource Room | | |
| Total Visits  to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet) | **Total Resources Checked Out from the Parent Resource Room** | **What plans do you have to fully use the Title I Parent Resource Room?** **(include inventory that was not returned or any other information pertaining to parent involvement resource room)** |
| 39 | 10 | **Parent Conferences**  **Counseling**  **Parent – Child lunches**  **Games, books and Resources**  **Monitored by our Counselor Dr. Jackson** |
| 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) | 25 | **Parent surveys given and agendas reviewed plans, minutes** |
| Developmental Meeting  (End of Year) | 8 | **Attendance, virtual meeting log via Go-to Meeting, parent survey, parent discourse** |
| Open House | 85 | **Sign in sheets, Parents completed a written survey** |
| Camp Stilwell | 45 | **Parent surveys, attendance** |
| Book Tasting | 50 | **Parent surveys, written feedback, attendance log** |
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*Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn’t held, a 0 should be included for the “Number of Participants” column with an explanation why the event wasn’t held in the “Results” column.*

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| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan. |
| Parent feedback was positive. They really enjoyed the planned events and did a good job of being educational as well as fun. Parents also shared that barriers to consider the previous years were addressed and helped to increase participation and improve overall experiences. Parents felt that we are on the correct path to improve family engagement and believe that creating events that are recognizable from year to year can help to build overall excitement and a sense of community with the school and parents. |

## Barriers

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| Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years. | | |
| 1. Willingness to attend events 2. Transportation 3. Communication | | |
| (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) | Willingness to attend events | Parents felt that the events that were planned were good events but parents may still not attend for a number of reasons from time, desire, etc. Parents believe creating a traditional event each year can help to excite parents, and build of successful events from the previous years. We worked with parents to improve on the events, and add more engaging ways for parents to participate during the events. |
| 2) | Transportation | We are providing a locate pick up spot for our parents of students in the SLA and PI departments on our school as those students are largely absent form parent events due to transportation issue. Students and parents will be notified more directly and often about the use of a transportation area with access for up to 75 total people |
| 3) | Communication | Parents said communication was much improved from the previous years, but it was still are area that some parents who were not as involved cited for their main reason for not attending events. We will work to use our digital notification at least two-three weeks in advance. Ms. Tuschhoff will continue to use weekly phone and email blasts with information. And emails have been updated for over 75% of students where currently the school had less than 50% effective emails on file for students. |

## Overarching Outcomes/Goals for the Current School Year

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| Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement? |
| We want to continue to create a larger group of active and engaged parents within our community. We have made steps to increase parent involvement each year and by creating “annual events” parents, students, and staff can look forward to we hope to increase a sense of passion and pride for the school. With the help of parents those events that were successful will be built upon and becoming even greater. We also want to increase parent understanding of the data of their students and the school. Have parents present will allow us to communicate school wide data and personal student growth in major accountability areas. |

# COMMUNICATION AND ACCESSIBILITY

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| Telephone | Envelope | Email | Laptop | Chat |

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

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| Accessibility |
| **Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?** |
| Our student and parent population are extremely diverse. We have a large number of families with exceptionalities that require transportation. We will continue to have a district handicap accessible bus pick up students/families at a central location and bring them to and from Stilwell events. We have deaf and hard of hearing children so we would need to include interpreters. A small population of our students are Spanish speakers, so we will have an interpreter for Spanish families. We will provide day care for parents if they desire. In the event of an unforeseen emergency a plan will be implemented so that materials, food, and activities can be picked up by families if we can not meet Face-to-face. |
| **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?** |
| Principal Tuschhoff emails parents and staff of updates each week with regards to data, upcoming events, and school wide news and practices. We meet with SAC each month and all are invited and welcome. Our school website is updated to reflect current news and information. Open house will be a time for parents to meet and speak with all their students teachers and gain important information. We have about 27 ELL students with majority being Spanish. We will work with the ESOL team to prepare materials for ELL , and have faculty members who speak Spanish present to translate and assist if needed. |
| **What are the different languages spoken by students, parents and families at your school?** |
| Sign language  Spanish  Haitian  Burmese |

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| COMMUNICATION |
| (1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication. |
| (1) Weekly Principal Emails, School Web Page, Open House  (2) partnering with the ESOL department and Spanish Speakers on staff. Our Counselor over ESOL will identify families that require this and provide information  (3) School Website/Teams/School Onedrive |
| 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)Open House, SAC Meetings  (2)Camp Stillwell- Oct, 2020  (3)Teacher Syllabus presented during Open House and throughout quarter 1  (4) ESOL Counselor to identify students and inform admin team. Work with ESOL to translate materials |
| (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)Parent concerns and voice can be shared on many issues throughout the year by attending SAC and PTSA meetings and events  (2)Orientation, Open house, Teams, Weekly Emails |
| 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] |
| Via the digital compliance web page or direct communication with the district office |
| (1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families **(technology cannot be the only option).** (2) How will this plan be communicated in all of the languages that apply to your school? |
| 1. SAC meeting 2. Open House 3. Website 4. Parent Involvement Room   (2)ESOL Counselor to identify students and inform admin team. Work with ESOL to translate materials. Also will be accessible in Parent Resource room |

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school’s participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]

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| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

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| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)]. |
| Title I and PFE is talked about at monthly SAC meetings. Specific meetings are identified at the beginning, midyear, and close of schools so that parents can attend and provide specific feedback and information however Title I and PFE can be addressed at any SAC meeting during open discussion. |
| **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 - Including ESE buses for some of our PI students. This bus can be accessed for additional families if space permits. * Childcare - Communicating the availability of and recruiting teachers to offer at events * Home Visits - Identify families that cannot attend and arrange for an administrator or teacher to visit the home to share information * Additional Services to remove barriers to encourage event attendance - Lack of accurate contact data. My leadership teachers are going to examine the phones of each cadet to capture the “mom” and “dad” phone numbers so we can continue to update FOCUS and have up to date emails for parents on file |

## FLEXIBLE FAMILY MEETINGS

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| How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)] |
| Surveys from last years events and the end of year meeting evaluation. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| We have the paper surveys on file and all is uploaded to digital compliance |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)  AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## REQUIRED ANNUAL MEETING

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| 1. Step 1: Notification through website 2. Step 2: Inform with weekly Principal Email 3. Step 3: Send flyer home with students 4. Step 4: Marquee 5. Step 5: Verbal reminders during PTSA and SAC meetings 6. Step 6: Conduct the meeting during a Fall SAC |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.** |
| During this meeting we will review last years events, budget, and positive take away. We will update them on the budget, and then present barriers shared from the end of year meeting. We will listen how we responded to them, read your surveys and adjusted the plans for this year based on that feedback. We will also use the slides from the Federal Programs site as a guide. |
| **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) Federal Programs PowerPoint will be used to discuss where the school scored last year in each of the major content areas prior to the Spring closures. Data will focus on the improvements and projected scores we are making. We will then share our proposed areas of growth as well as our goals with parents. Then we will share our intent to schedule classes the way we did, and how students will be tracking their progress this year in their school cadet planners. We will break down student progress at by subgroups and share this information with parents.  (2) We will review the school choice data and explain the courses offered this year at Stilwell. We will share the different tracks students can be placed on, and what we use to identify where students are placed.  (3) Parents will review the plan for the Title I funds for this school year as planned by the School staff based on last years end of school meeting. Parents will also be informed of their rights and understanding of the Title I process and plan. This plan will be reviewed and open for discussion. If parents are in agreement of the plan, we will then move forward and begin to complete planning steps. We will then enter into the parent, student, teacher compact. |
| **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?** |
| * Marquee * Flyers (paper) sent home with students, and parents in the car rider lane. * Parent Resource room |

## REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

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| Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding. |
| Step 1: Send home a parent and family engagement survey and parents/guardians brought them back to an end of the year meeting.  Step 2: Use the survey to guide discussion and make suggestions for the coming year |

# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child’s academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child’s progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| Our four themed events focus on reinforcing our school improvement areas of literacy and math. Each event will include best practices, understanding data, and give parents a way to assist their child at home. We will also infuse more military themed events/physical training as parents want to increase the PT portion of our program and focus that portion with students. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| * Collaboration with NAS Jax, faith based partners, local recruiters and reserve centers * Veteran’s Day event   Memorial Day service  Building on the events of the past to create a sense of tradition and annual events to be excited for. |
| **(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) resources will be used to increase signage and awareness of room resources and location. Parent conferences will be held here, and those involved can offer the parents the books and resources we have for rental.  (2) As stated we are going to enhance the signage in the front office to direct parents to that area. We will post signs in the parent waiting area, as well as make information available to parents in the main office about what the parent resource room may offer. We will have a page on the school website that highlights the parent resource room and all that it offers.  (3) During Pre-planning staff will learn of the PFE plan and review it for the year. We will also share the resources available and explain how parents/teachers may access them and use them in partnership for their students. Further training may be assigned with Title I District staff members upon staff request once training session is held and feedback is received |
| **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?** |
| There are no official trainings that will be provided. However, parents will be informed during each conference or unofficial visits of all our Parent Engagement resources we have to offer. |

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

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| Name of Activity | Person Responsible | What will parents learn that will have a measurable,  Anticipated impact on student achievement | Month Activity will take Place | Evidence of Effectiveness |
| *Example: FASFA and Scholarship Writing Night* | *Principal Brad Pitt* | *Parents will learn:*   1. *How to complete the parent portions of FASFA* 2. *How to research college websites for what their child need for admission* 3. *How to use OneDrive and Focus to keep up on graduation indicators* 4. *About the most popular scholarship websites and tips for receiving funding* | *October 2020, February 2021* | *Sign-in; Evaluation/ Feedback;*  *Parent screen shot of completed FASFA parent page;*  *Evidence of one completed scholarship application after 3 weeks;*  *Completed parent worksheet for the in-state and out of state college admission requirements* |
| Title I Annual Meeting (required) | D. Errico | Parents will leave meeting with an understanding of what the school achieved in 2019-20 prior to transition to Duval HomeRoom, as well as what we learned from that experience. We will review the current school goals and how the schedule and planned classes student are enrolled in will lead to higher student achievement in all our target areas. Parents will leave knowing how students will be tracked and how to help in monitoring student progress, as well as communicating with parents. | October 2020 | Exit ticket for parents. |
| Title I  SAC Meetings | T. Tuschhoff  D. Errico  V. Myers | Lessons learned from last year. What to expect for 20-21, and how to be involved. Any news and budget information, and items as they come up during the year | Aug and every third Tuesday of the month | Agenda  Sign in  Minutes  Survey feedback form |
| Camp Stilwell | Mr. Errico  Admin Team  Volunteer Teachers | Military style camp with stations covering cadet assessments and expectations. Families will take a tour through their child’s data monitoring including reading, math, physical and social emotional growth. Parents will leave understanding the CADET tracking system. Each cadet will track their own progress and parents will learn how this is done and where they can locate this during the year. | Oct. 2020 | Agenda  Sign in  Minutes  Survey feedback form |
| Book Tasting | Mr. Errico  Admin Team  Volunteer Teachers | Focus on Literacy. We invite families to take “taste” tour through different genre of literature. We take this opportunity to education parents about their cadets Lexile as it relates to their grade level and age. During this discussion we will share the average cut off scores that reading impacts in the testing areas of SS and Science. We will also share strategies with parents on reading best practices . | January 2021 | Agenda  Sign in  Minutes  Survey feedback form |
| JSMAL Assemble | Mr. Errico  Admin Team  Volunteer Teachers | End of year test prep from your local heroes. Parents and students will move to different stations throughout the school with different Test based questions from each core area, math, science, Civics, and ELA. At the station they must work with their parent to complete the question. If correct they will receive a check off from that “Hero” (a teacher/volunteer) students will Assemble all questions to review for their EOC will practicing mock assessment questions with family members and staff | March 2021 | Agenda  Sign in  Minutes  Student/Parent EOC “passport”  Survey feedback form |
| Title I Developmental Meeting (required) | Mr. Errico | Parents will leave meeting with an understanding of what was accomplished in the 20-21 PFEP and what was spent. Parents will have an opportunity to review plan and present opportunities for improvement for the next year, as well as address barriers to success. | May | Agenda  Sign in  Minutes  Parent Survey |
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*Schools may add or remove rows as needed.*

# PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

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| As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? |
| We will have discussion during our meeting at the start of the school year to review the current school parent compact. Parents and staff will review, and changes will be made if needed. If parent’s agree on the compact, we will have multiple copies signed and recorded. During the year, we will use the parent compact to address issues that may arise with students. During parent conferences we can make the compact available and have parents complete a form if they have not already reviewed it with their students. A copy will be placed in their student record log for reference. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| Principal will be present during the presentation and creation of the Compact during meetings in the start of the year. Monthly checks will be conducted by the APC to ensure the School Guidance Counselors are using the Parent compact with each parent conference that is taking place. These should be logged in the student files and a copy be given to the parent upon completion. |

# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.  
  
If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

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| As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan. |
| 1. A letter will go home to all parents of students who are assigned or were taught for four or more consecutive weeks by a teacher who is not properly licensed or enforced on school letterhead. 2. According to the Florida Department of education the following teachers were out of field last year: Tamara Abimourshed, Jean Amudsen, Courtney Cardoza, Shiffon Champion-Holmes, Daniel Cooksey, Cleon Edwards, Jeremy Elmore, Ciera Johnson, Celestine Holloway, Jordon Levitz, Joclene Rivera, Chasidi Rodgers, Edward Smatt |

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on… |
| 1. **The assistance of parents and families and in the value of their contributions.** 2. **How to reach out to, communicate with, and with parent and families as equal partners.** 3. **Implementing and coordinating parent and family programs and building ties between parent and families and the school.** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness | | Professional Development with Mr. Errico about the PFRR and Plan | *Mr. Errico* | Train teachers and staff to improve the effectiveness of the PFEP | *Fall 2020* | Sign-in sheets, evaluation sheets, follow up with teachers | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

# COLLABORATION OF FUNDS

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| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.  [ESEA Section (a)(2)(C)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act | A portion of the budget will be given to provide interpreter for our DHH parents/students. In addition, transportation will be made available for families who need transportation for their physical impairments. |
|  | **VPK** - Voluntary  Pre-Kindergarten |  |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. |  |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. |  |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | AM and PM tutoring during and after school. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. |  |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*