

2020-21 Title I, Part A R.V. Daniels Parent and Family Engagement Plan



School Name: R.V. Daniels Elementary

School #: 162

Principal Name: LaShawn Caldwell

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



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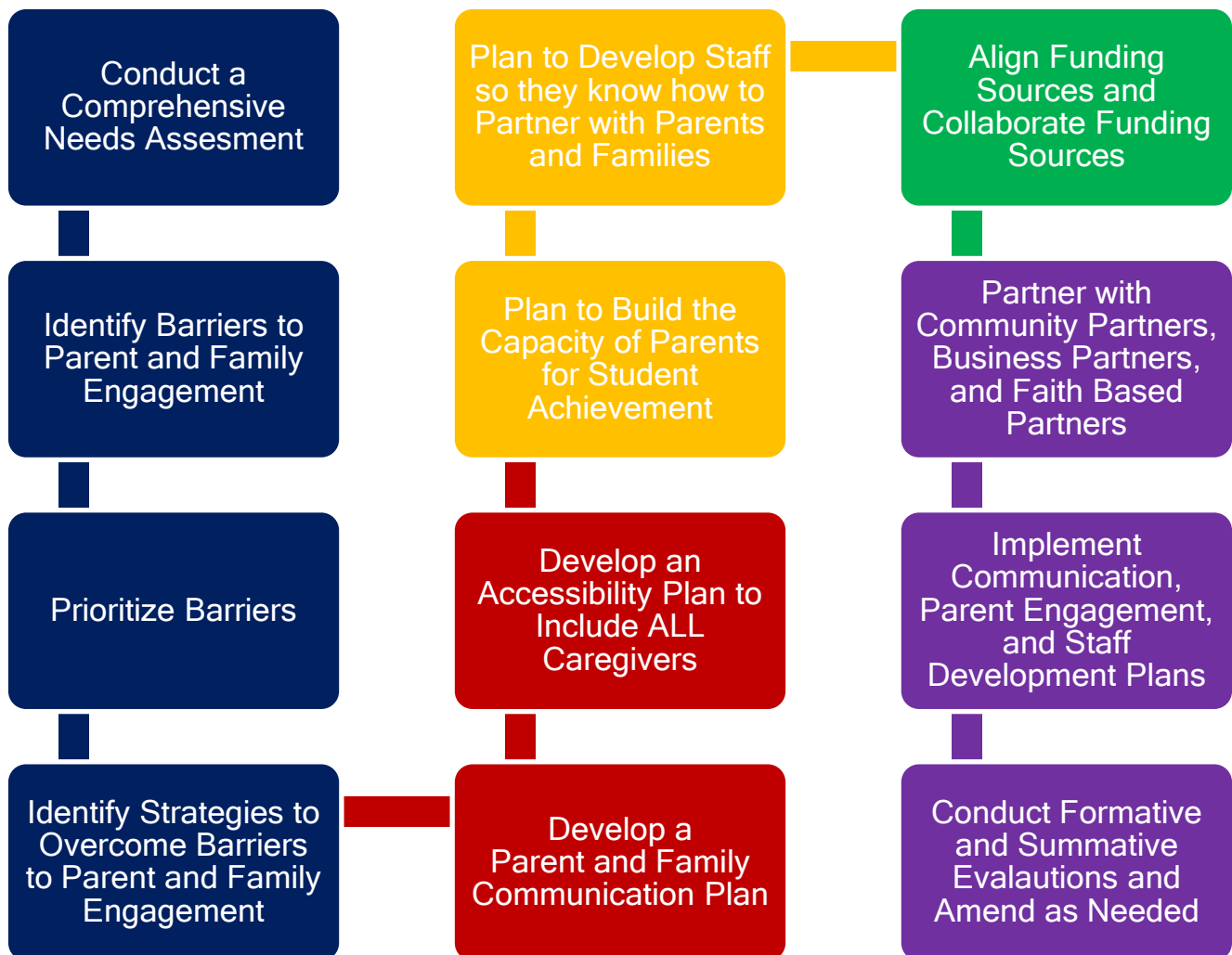
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OVERVIEW

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, LaShawn Caldwell, 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.

LaShawn Caldwell
Signature of Principal/School Administrator

6/30/2020
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
\$ 3000.00	\$1459.09	\$ 1540.91
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		
The largest portion of the funds went unspent due bookkeeper problems (currently without a bookkeeper) at the school which created problems in both spending and tracking funds spent. A smaller portion of the funds were unable to be spent due to school closure and the transition to online learning in the spring in response to the COVID-19 pandemic. We will ensure funds are spent this year by closely monitoring our budget and working to increase our parental involvement, our level of support for parents and our communication with them.		

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)
5	10	100% of the materials were returned but each parent who visited the room did not check out materials. Moving forward, we want to encourage parents to make use of the materials by checking them out as well as making sure the materials available are what our parents need. We will be advertising the resource center through our social media and encouraging use during meetings and events.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of	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.)

[illegible]

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.

The parents completed the evaluations last year at the Title 1 events held by our school. The majority of the feedback we received were level 3's and 2's. We were happy to read the comments that provide ways in which we can improve our programs and make them even more informative for parents.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Barrier 1 - Advance notice
2. Barrier 2 - Transportation
3. Barrier 3 - Families that have limited English proficiency

(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)	Advance notice	Taking a multifaceted approach to informing parents and families of the upcoming events with a minimum of a month notice is the primary focus to alleviating the barriers between the events and parental and family participation. We will begin using social media to advertise upcoming events and invite parent involvement and

		will also be using Class Dojo as a form of communication with our families.
2)	Transportation	We will help connect or families with others near them by into the region groups to get them organized into possible carpools. Also, bus tickets may be purchased. Some meetings will be held virtually in order to allow families to attend meetings without having to come to the school.
3)	Families that have limited English	Coordinate with the county office to find translators and find members of the school community who are fluent in both languages and willing to volunteer their efforts. Documents will be sent home in the families' language. Posts on the school website, Class Dojo and social media messages will be used as these electronic communication methods allow families to translate messages into their selected language.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

Our overarching goal is to increase parent participation by 30% on average for each event.

COMMUNICATION AND ACCESSIBILITY



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

Accessibility

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

We will offer a variety of events and family focused scholarly nights throughout the year. Events will be offered at varied times of the day to provide opportunities for attendance that does not interfere with work schedules. Additionally, some events will be offered online to increase access. Our three-step communication will enable parents to be knowledgeable about the parent and family events taking place at the school. Since providing the parents with knowledge is the most important part of getting them to participate, an emphasis will be placed on making this accessible based on the needs of our families. We plan to alleviate childcare concerns by inviting the entire family and offering assistance with childcare if necessary. We will survey families prior to the events to gather important information such as transportation needs, special needs, multiple children and preferred language for receiving communication. With this data, we can provide more staggered grade level information, provide translators and/or bus passes to ease these concerns. The use of virtual platforms to host events will also provide greater access in addressing the needs of all our families.

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?

All communication will be done in three formats. First, there will be a phone call through our automated phone system for each family member identified within FOCUS. This information is additionally sent home in paper format most often using Tuesday folders. A monthly calendar will be provided as well in paper and published on the school website. Additionally, the school website, social media and Class Dojo will be a source for posting this information as well as reminders to keep parents informed. Additional language versions of items are made available upon request.

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

Spanish, Telugu

COMMUNICATION

<p>(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.</p>
<p>(1) Information about Title 1 program and activities will be provided both at SAC and PTA meetings. Additionally, this information is available upon request. All versions of information availability are posted as part of a prominent bulletin board located in the front office hallway. This information is both summarized and there is a posted information availability flyer. Information on events will be posted using social media as well.</p> <p>(2) School messenger, the school website, social media and Class DoJo. We will notify parents with a minimum one-month notice in order to provide translation services as needed.</p> <p>(3) Blackboard Parent Link, Monthly Calendar, Flyers, School Website, School Facebook page, and Class Dojo will be used to communicate this information.</p>
<p>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?</p>
<p>(1) Through the efforts described above which include our core curriculum nights and multicultural celebrations, Open House, as well meetings on a per request basis with the individual teachers and/or administration.</p> <p>(2) The blanket presentations do not always represent enough information for each and every parent so individualized meetings are available to continue to support parental understanding and parent involvement.</p> <p>(3) The achievement levels students are expected to obtain will be provided in the presentations and in a take home flyer for the parents. This information will also be available to families who are unable to attend the event.</p> <p>(4) Literature can be provided in various languages and formats if needed and available from the District.</p>
<p>(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?</p>
<p>(1) School wide decisions and opinions are gathered through various general and committee meetings including PTA, SAC, and parent volunteers. The Title I Developmental meeting is also an opportunity for decision making. Surveys will be used to gather information and solicit preferences and ideas from our families.</p> <p>(2) Meeting announcements and flyers will include key agenda points to be discussed. Decision making opportunities will be available online through the website, social media and Class Dojo.</p>
<p>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]</p>
<p>This will be done systematically as the parents can leave comments both anonymously and inclusive of a name, to create an atmosphere of acceptance and prevent parents and families from feeling unnecessary strife about filing a complaint or comment. Any issues that arise will be discussed and a plan for appropriate action will be discussed and during the weekly leadership meeting at the school including a plan for implementation and follow-up. If needed these comments will be passed to the LEA.</p>
<p>(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?</p>

In addition to being made available online, the school will provide a copy of the Title I, Part A Parent and Family Engagement Plan to families on request. A copy will also be kept in our Parent Resource Room.

FLEXIBLE PARENT AND FAMILY MEETINGS

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



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

We will communicate regularly in a timely manner with parents about Title 1 program updates through our PTA and SAC monthly meetings. During each Parent Night and School-wide event, we will explain the connection between curriculum and academic progress. We will set the expectation for proficiency in each content area. During each SAC and PTA meeting, we will solicit parent volunteers for upcoming events. Parents and other community stakeholders will be asked to give input on how funds are used to improve academic achievement.

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 tickets
- Childcare - Whole Family events
- Additional Services to remove barriers to encourage event attendance

FLEXIBLE FAMILY MEETINGS

<p>How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]</p> <p>Through the parent and family engagement developmental meetings as well as workshop evaluation feedback forms.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>Workshop feedback forms and attendance rates.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input type="checkbox"/> Other <u>Virtual</u></p>

REQUIRED ANNUAL MEETING

<p>Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]</p>
<ol style="list-style-type: none"> 1. Planning- Establish a date and time, agenda and purpose for the Annual Title 1 Meeting during a Leadership Team Meeting 2. Assignments-Assign Leadership Team member's actionable items Caldwell-Meeting Facilitator Green-Parent Link Call & PowerPoint Parker Freeman- Agendas/Minutes McCray-Refreshments Wingo-Notification Labels 3. Notification Using student agendas, we will insert a reminder of the date and time the meeting will occur. We will send a school messenger notification reminder about the meeting. 4. Conduct Meeting: Discuss budgetary expenditures & Present PowerPoint (Review PIP and solicit input via the Parent Involvement Development Worksheet) 5. Implementation of PIP 6. Review Effectiveness of PIP

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.

R.V. Daniels will utilize the Title I, Part A, Annual Overview of the Title 1 Program Powerpoint during our Annual Meeting. We will inform the parents that the purpose of the meeting is to discuss the federal guidelines involved with holding the Annual Meeting and to explain the Title I programs and requirements with R.V. Daniels being a Title I school. The PFEP, School Compacts, Parents Right to Know, Academic Data/Assessments and how the parents can be engaged are other topics that will be discussed.

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.

The leadership team at R.V. Daniels will present a PowerPoint slideshow describing what AYP is, our goals to meet AYP in the current academic year, our monitoring programs through blended learning platforms and Unify/Performance Matters, and our projections. We will cover the school choice program and provide information as it pertains to the school choice with brochures and information provided by the school choice office from the county. The rights of parents as it pertains to each of these portions of the meeting will be incorporated throughout.

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?

Provide regular communications via monthly calendars, letters sent home with students as well as regularly scheduled progress reports as well as report cards and finally allow parents to use the technology within the school building to access some of the information as well. Beyond allowing access to technology inside the school, we will also send home flyers.

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.

Input for the PFEP will be obtained using the Developmental Worksheet completed by parents during the meeting. We will also review the document and the completed portions. The floor will then be opened for questions, comments, and feedback. Revisions will be made based on feedback and we will submit changes for review.

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?

The leadership team at R.V Daniels will plan for and provide timely information to parents for our targeted events that correlate to each of the core academic subjects (Reading/English, Math and Science Nights) and being held at the school as part of our outreach to the parents and families. This information will be conveyed in three ways in order to encourage participation and engage parents and families. (phone, e-mail, paper flyers, social media, Class Dojo)

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

These same Core Academic Night activities will be targeted at teaching and showing the parents and families what the students are working on. They serve as an introduction, engagement and a stimulus for parental understanding of the content and strategies being taught within the school. Some of our community partners come to the school and set up informational booths as well as volunteer during our events to engage the community and expand the schools' community outreach.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

During parent and teacher conferences, the parents will be given a tour of the area and provided with possible suggestions for use of materials. Teachers are also trained on using the area since they will utilize it for parent and teacher conferences. Front office staff are given an in-depth training and teachers are given an overview of what is available. The parent resource room will be on display during these events and we will encourage parents to check out the available resources. We will also send home information about the resource room. Parents can check things out as needed via the front office.

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?

Additional supplies such as paper, pens, dry-erase markers, etc. will be purchased utilizing PFEP funds for parents to use in our Parent Resource Area as well as at all of our PFEP events. Channing Bete materials will be purchased to provide parents with additional informational brochures that will help them with student achievement at home. Additional books at various reading levels are also being purchased so parents can check these materials out to be used with their children. MOSH will present at an event to offer parents ideas and information regarding literacy as it relates to history and sciences. Miracles of Science will be presenting to show parents science activities that can be completed at home. College Red will also be presenting so they can provide parents with tools to help their children succeed academically and socially.

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 need 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 screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	LaShawn Caldwell	Student Attendance	August 2020	Parent Sign-in Sheet Feedback Forms
Title I Developmental Meeting (required)	LaShawn Caldwell	1. Parents will be given the opportunity to provide input on upcoming parent events and solicit ideas for school purchases to provide	April 2021	Parent Sign-in Sheet Feedback Forms

		<p>parents with tools to assist children at home.</p> <p>2. Parents will be given strategies and improve understanding of the Title I process.</p>		
Literacy Night	Freeman	Parents will learn strategies to improve reading comprehension to improve student reading gains and proficiency	January 2020	Parent Sign-in Feedback Forms Student gains on blended learning platforms and district progress monitoring assessments
Science Night	Green	Parents will learn strategies to improve science comprehension to improve science proficiency and knowledge.	November 2020	Parent Sign-in Feedback Forms Student gains as seen on District Science PMAs.
Math Night	Green	Teach parents strategies to improve math comprehension to improve math proficiency and knowledge.	February 2021	Parent Sign-in Feedback Forms Student gains on blended learning platforms and district progress monitoring assessments
FSA Parent Night	Freeman	Teach parents strategies to improve test taking skills so they can practice those skills with their students increasing student test readiness	February 2021	Parent Sign-in Feedback Forms Student performance on FSA
Pastries with Parents	Caldwell Green Freeman Wingo	<p>Provide parents with information regarding various topics on how to assist their children at home with improving in reading, math, science, transitioning to middle school, etc.</p> <p>2. Parents will be allowed to provide input on topics they would like for the school to discuss as time permits</p>	December 2020	Parent Sign-in Feedback Forms

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?

During the PFEP Development meeting, parents will have the opportunity to review the previous year's parent compact and provide input on any changes that are necessary to revise the document. A folder will be provided to each teacher with a class roster, parent sign-in sheet and a copy of the parent compact that will be discussed during any parent conference. This folder will be kept up to date throughout the school year and will be returned to the Principal by the closing of the school year. These folders will be kept on file for a minimum of 5 years by the school.

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

The principal will provide information concerning the Parent compact to teachers during Pre-Planning, Early Release Days and PLCs.

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.

The district provides a template for all schools to distribute to parents of all teacher that are not highly qualified and/or is teaching out of field. This letter will be distributed to parents with the first 4 weeks of school and kept on file with the Principal. These letters are also provided to the Title I office for their record keeping as well. Hard copies of letters will be distributed to parents in Tuesday folders and a copy of the letter will be posted in the main office area for review.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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

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

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Staff training on Effective Parent Communication Tools	Admin School Counselor	Provide teachers with talking points/agenda of what to cover during parent conferences including the parent/school compact. Ways to involve parents at home/weekends to increase student achievement and attendance	August 2020	Sign-in sheet Parent Conference Logs Recording Tool Teacher Feedback Forms
Book Study: From Discipline to Culturally Responsive Engagement: 45 Classroom Management Strategies (Gale eBook)	PDF/Admin	Provide novice teachers with strategies in dealing with economically disadvantaged, African American families.	August-December 2020	Book Reflection Notes PLC discussions Implementation of strategies Teacher Feedback

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	Our Varying Exceptionalities teacher works with students and families to provide additional support to students in need. The school counselor also works alongside the teachers to provide support to students and families with special needs.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Support parents by directing them to district resources, services and programs. These would include resources from our school-based parent resource center.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Funds from this program are used to support student learning and engagement.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Staff members working toward gifted certification to better support the unique needs of our gifted population.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.