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



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| School Name: S.P Livingston Elementary School #: 3149 |  |  |
| Principal Name: Mrs. Torra Talbott  School Website: <https://dcps.duvalschools.org/splivingston> |  |  |

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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 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, Torra Talbott, 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.  
  
\_\_\_\_\_Torra Talbott\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_4/17/20\_\_\_\_\_\_\_\_\_\_\_\_  
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 |
| $3400.00 | $2750.34 | $649.66 |
| **If funds remained at the end of the year, explain why funds weren’t fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year** | | |
| We are committed to spending all of our PFEP funds this upcoming school year and will engage our parents in conversation and enlist their assistance in knowing how to spend these funds to increase parent involvement and increase academic scores. | | |

## 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)** |
| 20 | 5 | **We are committed to providing our parents with valuable resources that will engage them in their students’ educational experiences. We will continue to ensure that the parent resource room is readily accessible.** |
| Summary of Parent Engagement Events from the Previous Year | | |
| Literacy Night | **154** | **Stations were designed to support parents with helping their children at home with the following: Blended Learning (I-Ready and Writing City), sight word practice, vocabulary acquisition, reading aloud to their children, and comprehension activities to support understanding of texts.** |
| Annual Meeting (Beginning of Year) | 227 | **During the Annual Title I Meeting, the following were discussed: PFEP Plan, PFEP budget, and the Parent Compact. Also, the Title I PowerPoint was presented.** |
| Developmental Meeting  (End of Year) | 14 | **During the developmental meeting, the following were discussed from 2019-2020 school year: Building Capacity, PFEP Budget, PFEP Events/Activities, Barriers, and Compact document. All stakeholders were provided an opportunity to make the following recommendations regarding 2020-2021 school year: Building Capacity, PFEP Budget, PFEP Events/Activities, and Compact.** |
| Math Night | 36 | **S. P. Livingston Math Night included the following activities for parents: Stations designed to support parents with helping their children at home with Blended Learning (I-Ready and Acaletics) and practice problems aligned to the standards.** |
| Science Night | 84 | **All parents and students dressed up as scientists in lab coats and visited different stations to conduct aligned investigations. The Interactive-Exploratory Stations were: Weather, Electricity, Chemical Changes, and Magnetic Forces.** |
| STEAM Night | 86 | **The STEAM Night Showcase was based on Science, Technology, Engineering, Art, and Mathematics.** |
| School-Wide Book Fair | 227 | **This event allowed parents and students an opportunity to purchase books to read at home. The Book Fair was open before and after school to accommodate the work schedules of our parents.** |
| Father/Daughter Dance | 123 | **Fathers and Daughters attended a semi- formal event that supported positive relationships among the attendees.** |
| Mother/Son Dance | 0 | **Due to COVID-19, the event was canceled.** |
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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. |
| **During the “2019-2020” school year, parents and other stakeholders found the information provided at each event to be useful and informative. Due to COVID-19, several events were canceled.** Smart Pope Livingston Elementary School- Accelerated Primary Learning Center held the Parent and Family Engagement Plan meeting on April 17, 2020 from 11:00 a.m. to 11:30 a.m. The Administrators, Faculty, Staff and all interested Parents/Guardians comprised the meeting audience. A flyer posted on Class Dojo and the school messenger (Blackboard) were used to advertise the event. The meeting was held through a Virtual (GoToMeeting) platform, which allowed parents an opportunity to participate in the development of the "2020-2021" Parent and Family Engagement Plan, to discuss the appropriation of Title I funds, and to discuss the Parent School Compact. In addition, our goal was to promote parent involvement at the school by informing parents about Title I programs and resources. The evaluation forms will be used to plan workshops and determine parent needs. Minutes from the meeting will be recorded and all comments and suggestions will be documented. In addition to requests made by parents, S. P. Livingston Elementary School will host ten additional meetings to provide parents with resources and suggestions on how to help their child/children succeed academically. The evaluation forms will be used to determine the effectiveness of the programs the school provides. Parent comments and suggestions will be used to modify and improve the Title I Parent and Family Engagement Plan. The Parent and Family Engagement Plan will be posted on the school's website and a copy will be available in the front office upon request. |

## 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. Time-Due to work schedules, several parents/guardians cannot attend workshops/meetings. The school will provide extended opportunities and flexible meetings to assist working parents with opportunities to attend parent involvement meetings. Also, several meetings/workshops will be held via a Virtual Platform. 2. Day Care-Several parents with infants and toddlers do not want to attend with younger children. Most parents/guardians feel it is difficult to stay focused and engaged while attending meetings with infants/toddlers. All families will be invited to attend with infants/toddlers. Each participant will receive copies of all documents provided at each parent workshop/meeting, which will allow each parent/guardian an opportunity to review all information at a later time. During the parent meeting/workshop, each participant can ask questions and provide feedback. Also, parents can notify the school to request additional information or to ask questions. All parents/guardians can visit the parent resource room for pertinent information related to each parent meeting/workshop. This year, several meetings/workshops will be held via a Virtual Platform. | | |
| (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) | Time | To provide extended opportunities and flexible meetings to assist working parents/guardians with opportunities to attend parent involvement meetings/workshops. This year, several meetings/workshops will be held via a Virtual Platform. |
| 2) | Day Care | All families are invited to attend with infants/toddlers. Each participant will receive copies of all documents provided at each parent workshop/meeting, which will allow each parent/guardian an opportunity to review all information at a later time. During the parent meeting/workshop, each participant can ask questions or provide feedback. Also, parents/guardians can notify the school to request additional information or to ask questions. All parents/guardians can visit the parent resource room for pertinent information related to each parent meeting/workshop. All documents will be provided in different languages to address the demographics of the school. This year, several meetings/workshops will be held via a Virtual Platform. |
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## 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? |
| The overarching outcomes/goals are to increase parental/family involvement in all activities to increase usage of resources in parent resource room and to provide professional development workshops designed to support parents/guardians with strategies that have an impact on student achievement. |

# 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?** |
| Parent notifications and reports will be provided in the parent's native language. Transact and Florida Department of Education Resources will be used to provide these translated notifications. We will provide full opportunities for the participation of parents who speak English as a second language, parents with disabilities, parents who work multiple jobs, court appointed parents, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, and etc. The school will provide a flexible schedule allowing parents and families to participate in all Title I activities. |
| **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?** |
| The School Counselor will ensure that migratory children/families will be provided the opportunity to attend and/or receive school parent meeting information and reports. In August, the "Home Language" survey will be distributed to parents in the "Welcome Back" packets. Based on the surveys, funds will be allocated in the budget to provide copies (newsletters, programs, school reports, etc.) according to the different types of languages. In addition, all announcements in different languages will be made available via the school’s website. |
| **What are the different languages spoken by students, parents and families at your school?** |
| During the “2019-2020” school year, English and Spanish were the languages spoken by students, parents, and families of Smart Pope Livingston Elementary School-Accelerated Primary Learning Center. This information may change according to the survey conducted in August during the “2020-2021” school year. |

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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) The school will timely communicate information about Title I, Part A programs and  activities during the year by notifying all parents/guardians at least two weeks prior to an  activity.  (2) The School Messenger Parent Link (Blackboard) will inform parents of all upcoming Title I Parent Involvement events. The school's website will have a calendar of Title I events. All parents/guardians will receive invitations and/or reminder notices to Title I programs. All Title I events will be posted on the school's marquee. The school's newsletters and monthly calendars will be sent by the school containing information about upcoming Title I events.  (3) The tools and resources that will be used for communication are the school marquee, Classroom DOJO, school website, hand delivered flyers, School Newsletters, Monthly Calendars, and Blackboard. |
| 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 describe the curriculum at the school through Annual Meeting, Orientation, Newsletters, Parent Night Meetings, and through each Teacher’s Syllabus.  (2) The school will use the following assessments to measure each student’s progress: i-Ready (Reading and Math), RMSE, Language for Learning, Acaletics, and Exit Tickets (ELA, Math, and Science). Also, the school will use interim assessments, end of module assessments, final diagnostic assessments from I-Ready (Reading and Math). Assessments will be explained to the parents during the Annual Meeting, Orientation, Newsletters, Parent Night Meetings, and through each Teacher’s Syllabus.  (3) The school expectations are the following: All students will be able to read on grade level before transitioning to the next grade level. This will be transmitted to parents during conferences, at the annual meeting and at the parent and family engagement activities |
| (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) The following decision-making opportunities are available for parents at the school site: PTA, SAC, PFEP Developmental Meeting, Open House, Annual Meeting, Orientation, and District Annual Surveys.  (2) The school will communicate opportunities for parents to participate in decision making through the following communication vehicles: Newsletters, Monthly Calendars, School Messenger, Marquee, School’s Website, and Agendas. |
| 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] |
| During all parent night meetings, parents and families will complete an evaluation regarding each activity/event. All parent and family comments will be reviewed prior to uploading documents into “Digital Compliance”. All school-based concerns will be addressed immediately by the administrators. All parent and family comments will be submitted via email or telephone to the LEA or Title I office. All budgetary concerns will be communicated by the administrators to Title I. All Parents/Guardians will be invited to attend District Title I meetings to share concerns regarding Title I. In addition, families are invited to attend the PFEP and Annual meeting, which allow parents/guardians an opportunity to share concerns regarding Title I. The school will provide a “suggestion” box in the Parent Resource room and front office, which parents and families can share their concerns regarding Title I, which will then be shared with our Title I specialist. |
| (1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families **(technology cannot be the only option).** (2) How will this plan be communicated in all of the languages that apply to your school? |
| The school will publish and communicate the Title I, Part A Parent and Family Engagement Plan to Parents and Families via the school’s website, school messenger, handouts, and newsletters. |

# 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 School wide funds are used [ESEA Section 1116(c)(3)]. |
| Smart Pope Livingston Elementary School- Accelerated Primary Learning Center held the Parent and Family Engagement Plan meeting on April 17, 2020 from 11:00 a.m. to 11:30 a.m. The Administrators, Faculty, Staff and all interested Parents/Guardians comprised the meeting audience. A flyer posted on Class Dojo and the school messenger (Blackboard) were used to advertise the event. The meeting was held through a Virtual (GoToMeeting) platform, which allowed parents an opportunity to participate in the development of the "2020-2021" Parent and Family Engagement Plan, to discuss the appropriation of Title I funds, and to discuss the Parent School Compact. In addition, our goal was to promote parent involvement at the school by informing parents about Title I programs and resources. The evaluation forms will be used to plan workshops and determine parent needs. Minutes from the meeting will be recorded and all comments and suggestions will be documented. In addition to requests made by parents, S. P. Livingston Elementary School will host ten additional meetings to provide parents with resources and suggestions on how to help their child/children succeed academically. The evaluation forms will be used to determine the effectiveness of the programs the school provides. Parent comments and suggestions will be used to modify and improve the Title I Parent and Family Engagement Plan. The Parent and Family Engagement Plan will be posted on the school's website and a copy will be available in the front office upon request. |
| **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)]** |
| * Time- To provide extended opportunities and flexible meetings to assist working parents with opportunities to attend parent involvement meetings.   Daycare – All families are invited to attend. |

## 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)] |
| During PFEP Developmental Meeting, Annual Meeting, and Parent Night Meetings, parents/guardians are invited to complete an evaluation in order to provide feedback regarding activities. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Parent meetings will be scheduled to promote programs that will provide parents with resources and information on helping their child/children succeed academically. Smart Pope Livingston Elementary School-Accelerated Primary Learning Center may provide Title I funds for transportation, child care or home visits related to parental involvement as needed. The school has documentation from feedback on evaluation forms regarding meeting times, transportation needs, childcare, and home visits. |
| **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 \_Virtual via GoToMeeting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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## 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: S.P Livingston Elementary School will advertise the Annual Title I Parent meeting on the monthly calendar, marquee, school’s website, and messenger system regarding the Annual Title I Parent Meeting. We will also post flyers throughout the building regarding the Annual Title I Parent Meeting. 2. Step 2: The school will develop agendas, handouts, and PowerPoint Presentations. 3. Step 3: The school will also retrieve and print documents (sign-in sheets and evaluation forms) from the Federal Program located under Departments on the Duval County Public Schools District’s Website. |
| **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.** |
| Smart Pope Livingston Elementary School-Accelerated Primary Learning Center is committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in this culturally diverse world. Our goal is to create a partnership between the school, families, and community in order to help all students reach high levels of academic and social achievement. The school will accomplish this by communicating with parents, providing helpful articles and tips for helping their child/children, offering workshops or being sure that they are aware of available workshops in the area. All of these components will encourage and help parents be part of their student's educational process which will promote student success. During the Annual Title I meeting, parents will be provided the following via a PowerPoint presentation: purpose, supplemental funds provided to school, which are designed to meet educational goals, professional development to support teachers and parent engagement programs. |
| **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.** |
| During the annual meeting, the administrators will present the PowerPoint presentation with the school’s data and goals in ELA, Math, and Science. Also, parents/guardians will be provided information regarding school choice and Parents’ Right to Know. |
| **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?** |
| Smart Pope Livingston Elementary School-Accelerated Primary Learning Center will ensure that all families and parents without technology are provided information regarding events, school updates, and student progress reports through the following school’s communication vehicles: monthly calendar, marquee, newsletter, and messenger. In addition, the school will provide data reports (progress reports, report cards, and formative/diagnostic assessment reports) during data chats, conferences, and in the agenda book. |

## 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. |
| The school will provide communication regarding the “End of Year Developmental” meeting in order to evaluate Parent and Family Engagement and to prepare for the upcoming year by advertising the event through school messenger, website, marquee, and newsletter. The school will provide refreshments to all participants. The facilitator will review and discuss all activities held during the school year, recommended activities for the upcoming year, and provide a budget via a PowerPoint presentation. All parents/guardians will be allowed to provide feedback and recommendations regarding Title I. |

# 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? |
| The needs assessment indicates that our parents need to build capacity in reading, math and science. The following activities are meaningful activities and will be held to build capacity of our parents.   1. Father/Daughter Dance 2. Mother/Son Dance 3. Science Night-I Want to Be a Scientist 4. Literacy Night 5. Math Night Trivia 6. STEAM Showcase-Extravaganza 7. Game Night and Mystery Egg Search 8. Dads Take Your Child to School 9. Moms and Muffins 10. Family Holiday Around the World |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| The following activities are designed to build relationships with the community in order to improve student achievement:   * Open House * Annual Title I Meeting * Orientation * PFEP Developmental Meeting * Parent Resource Center * Awards Ceremonies * Parent Teacher Conferences * Mid-Year Stakeholders’ Meeting * School-wide Book Fair |
| **(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) During Open House, parents will be provided a tour of the Parent Resource Room. The school will provide ongoing information regarding the purpose and instructional resources available to support the needs of each parent/guardian.  (2) The Parent and Family Engagement Room is advertised via the school’s newsletter and website.  (3) During pre-planning, faculty and staff will be trained on how to use the Parent Resource Room with parents/ guardians via a PowerPoint presentation. Also, the faculty and staff will be provided a tour of the Parent Resource room. |
| **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?** |
| All workshops will provide parents/guardians with an interactive experience. During the workshop, each participant will answer questions and solve problems. The storeroom supplies will support the implementation of the following workshops: Literacy Night, Math Night, Science Night (I Want to Be A Scientist), STEAM Extravaganza, and Game Night. |

## 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 |
| Title I Developmental Meeting (required) | Torra Talbott, Principal and Shellisa Brown, Assistant Principal | 100% of parents/guardians will receive the following detailed information: purpose of Title I, school’s compact-2019-2020, budget-2019-2020, activities/events-2019-2020, discuss barriers, and recommend activities/events-2020-2021. | April 17, 2020 | Attendance Logs and Feedback from Surveys |
| Title I Annual Meeting (required) | Torra Talbott, Principal and Shellisa Brown, Assistant Principal | 100% of parents/guardians will receive the following detailed information: purpose of Title I, school’s compact, budget, activities/events, and academics. | August 2020 | Attendance Logs and Feedback from surveys |
| Dads Take Your Child To School | Administrators, Reading Coach, Reading Interventionist, and Teachers | 100% of fathers/dads will have an opportunity to build relationships with their children and the school community. | August 2020 | Attendance Logs and Feedback from Surveys |
| Literacy Night | Administrators, Reading Coach, Reading Interventionist, and Teachers | 100% of parents/guardians in attendance will review ELA Standards and will practice sample reading and writing questions from LAFS, Language for Learning, Reading Mastery Signature Edition, and Writing City. | October 22, 2020 | Attendance Logs and Feedback from Surveys |
| Math Night Trivia | Administrators and Teachers | 100% of parents/guardians in attendance will review Math Standards and will solve different math problems through a trivia platform. | November 19, 2020 | Attendance Logs and Feedback from Surveys |
| Family Holiday Around the World | Administrators, Reading Coach, Reading Interventionist, and Teachers | 100% of parents/guardians and/or families in attendance will have an opportunity to learn about different cultures through food, music, art, dance, reading, writing, math, and science. | December 11, 2020 | Attendance Logs and Feedback from Surveys |
| Science Night-I Am a Scientist! | Administrators, Reading Coach, Reading Interventionist, and Teachers | 100% of parents/guardians in attendance will learn about famous scientists, practice sample questions, and participate in different aligned investigations. | February 11, 2021 | Attendance Logs and Feedback from Surveys |
| Father/Daughter Dance | Administrators, Reading Coach, Reading Interventionist, and Teachers | 100% of parents/guardians will have an opportunity to build relationships while communicating and dancing. | February 25, 2021 | Attendance Logs and Feedback from Surveys |
| STEAM Extravaganza Showcase | Administrators, Reading Coach, Reading Interventionist, and Teachers | 100% of parents in attendance will participate in Science, Technology, Engineering, Art, and Mathematics activities. | March 4, 2021 | Attendance Logs and Feedback from Surveys |
| Mother/Son Dance | Administrators, Reading Coach, Reading Interventionist, and Teachers | 100% of parents/guardians will have an opportunity to build relationships while communicating and dancing. | March 18, 2021 | Attendance Logs and Feedback from Surveys |
| Family Game Night and Mystery Egg Search | Administrators, Reading Coach, Reading Interventionist, and Teachers | 100% of parents in attendance will search for educational eggs and participate in educational games in order to assist their children with preparing for end of year assessments. | March 31, 2021 | Attendance Logs and Feedback from Surveys |
| Mom and Muffins | Administrators, Reading Coach, Reading Interventionist, and Teachers | 100% of mothers will have an opportunity to build relationships with their children and the school community. | May 6, 2021 | Attendance Logs and Feedback from Surveys |
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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? |
| The following evidence will be provided: compact document, minutes from the PFEP meeting regarding the compact, and parent-teacher contact log. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| During the Annual Title I meeting, all parents will be notified of the Parent Compact. All teachers will be required to host “parent-teacher” conferences to review information and provide a copy of the Parent Compact. |

# 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. |
| A letter to parents will be formally written to disclose all teachers who are out-of-field, ineffective, and or inexperienced according to the statewide definitions described in the Florida’s Approved ESSA State Plan. This letter will be mailed to the parents to ensure that they have been adequately informed about the instruction their students are receiving at our school. |

## 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 | | Blended Learning Resources-What Each Parent/Guardian Needs to Know? | Administrators, Reading Coach, Teachers, and Tutor | Improved ability for staff to assist parents in their knowledge of blended learning resources. | Aug 2020-May 2021 | Sign-in sheets, evaluation sheets, follow up with teachers and parents, agendas, minutes, resources | | How to Effectively Engage Parents/Guardians in School-wide Data Chats? | Administrators, Reading Coach, Reading Interventionist and Teachers | Improved partnership between teachers, students, and families while improving student achievement | Aug 2020-May 2021 | Sign-in sheets, evaluation sheets, follow up with teachers and parents, agendas, minutes, resources | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

# 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 | 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 seeks 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. The ESE Teacher, will provide parent training on FSA (Florida Standards Assessments) and FCAT 2.0 in Science for parents of ESE students. Parents will be provided with accommodations and modifications that are allowed on state assessments that can be used during the school day and homework activities. |
|  | **VPK** - Voluntary  Pre-Kindergarten | The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles. The Title I Pre-K Teacher will coordinate activities to inform parents on ways to help their child/children at home. In addition, monthly parent workshops will be held for parents of Pre-K students. |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or at Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment. |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | The McKinney-Vento Homeless Assistance Act authorizes the federal [Education for Homeless Children and Youth (EHCY) Program](http://nche.ed.gov/downloads/ehcy_profile.pdf) and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school. |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | This “super categorical” is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency | Increase the English proficiency of ELLs by providing effective, supplemental language instruction educational programs, including the instructional use of both English and a child’s home language, demonstrating the effectiveness of the programs in increasing: English proficiency; and student academic achievement in PK-5thwhere applicable. The school will provide professional development workshops to support this initiative. |

*Schools may add lines as needed.*