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



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| School Name: Enterprise Learning Academy School #: 255 |  |  |
| Principal Name: Jeff Collins II  School Website: duvalschools.org/enterprise |  |  |

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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, Jeff Collins, 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.  
  
\_\_\_\_\_\_\_Jeff Collins\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_4.17.2020\_\_\_\_  
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 |
| $3000 | $3000 | $0 |
| **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** | | |
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## 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)** |
| 60 parents visited the Parent Involvement Room | 45 items were checked out. | Parents were able to check-out games to play at home with their children but 4 of these games were not returned.  We made several copies of FSA practice tests for parents to review with their students at home. These resources were paid for out of the Parent Involvement funds.  **Parents also used the laptops and printer to print activities to help their child at home.** |
| 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) |  |  |
| Developmental Meeting  (End of Year) |  |  |
| Muffins for Moms | 300+ | There was a participant sign-in sheet and survey |
| Donuts for Dad | 300+ | There was a participant sign-in sheet and survey |
| Literacy Night | 150 | There was a participant sign-in sheet and survey |
| MOSH Assembly | 30 | There was a participation sign in sheet and survey |
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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. |
| There was a participant survey that indicated parents were pleased with the events offered but would like more events that offered hands-on activities and take home activities that they can replicate at home to use with their children. |

## 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. Barrier 1 – Parents wanted more parent teacher conference hours offered in the evening 2. Barrier 2 – Parents want diverse means of communication (Electronic Reminders) 3. Barrier 3 – Parents want flexible School Meeting times offered (PTA/SAC) | | |
| (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) | Barrier 1 – | Barrier 1 – Teachers will offer afternoon and evening conference sessions |
| 2) | Barrier 2 – | Barrier 2 – Reminders will be emailed and sent via Class Dojo for upcoming events and school messenger . We have also created a school Facebook page and post reminders to that page. |
| 3) | Barrier 3 – 4 | Barrier 3 – 4 PTA /SAC meetings will be offered at different times throughout the day. |

## 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 major goal for this year’s parent and family engagement is to offer more family friendly events at flexible times that will assist parents with helping their students’ academic goals |

# 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?** |
| Enterprise will offer various times for SAC parents to meet. Teachers will offer parent teacher conference through out the day to ensure that there are different times frames for families to attend. Enterprise will offer a day time and afternoon time for Volunteer training. |
| **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?** |
| Enterprise Learning Academy strives to include all families. Through the use of our many communication tools: School Website, Monthly Newsletters, School marquee, Parent Engagement Area’s digital frame to announce upcoming events and information for parents, Tuesday Communicator (goes home weekly), Class DOJO School Story Posts, we are able to meet many different communication needs. Class Dojo allows families to translate all posts into their native language. All parents are given the opportunity to attend the engagement activities by the school providing enough notice for event times, providing student encouragement for attendance; giving parents make and takes for engagement activities. |
| **What are the different languages spoken by students, parents and families at your school?** |
| Enterprise Learning Academy has families that speak Spanish and Haitian Creole. |

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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) Enterprise Learning Academy strives to include all families. We offer opportunities for forms to be translated into the family’s home language. Through our many communication tools, we will be able to streamline communication to parents about our Title 1 opportunities.  (2) The tools that will be used to communicate are Class DOJO, school call out system, Tuesday communicator, School Website, Manatee Roll (Monthly Newsletter), and Student Planners. Our front office and lobby also display a sign for our Title 1 Parent Resource Room. |
| 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) Enterprise will hold Parent Nights/Open House and Parent/Teacher conference quarterly to inform and explain the curriculum and state assessments.  (2) Enterprise Learning Academy implements District based Assessments, iReady/Achieve 3000 assessments, Duval Reads and Duval Math assessments to measure student progress. Teachers go over results of these assessments, and what these assessments are at Curriculum Nights, and Parent Teacher Conferences. Admin also goes over, in detail what these assessments are at Open House.  (3) Enterprise Learning Academy hopes to increase our Reading proficiency to 65%, growth to 65%, LPQ growth to 65%. Our Math proficiency to 60%, growth to 65%, and LPQ growth to 65%. Our Science proficiency to 65%. This information was addressed in detail at our annual Title 1 meeting and at Open House. |
| (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) At Enterprise Parents are given opportunities to make decision at our Annual Title 1 Meeting, Annual Developmental Title 1 meeting and at SAC/PTA meetings. These opportunities allow parents to decide on school events, after school learning sessions and ideas for Title 1 funding.  (2) Enterprise will communicate decision making opportunities through our communication tools, SAC meetings, and PTA meetings. |
| 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] |
| Through a comment box and emails to the Administration expressing concern. The parent feedback that is given through the parent surveys at the end of each event will be shared with the District. |
| (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? |
| At Enterprise, through the use of our communication tools, we offer the parents a chance to request a printed copy of our PFEP. |

# 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)]. |
| Enterprise involves parents in their child’s education daily with the use of Class DOJO. Teachers are able to communicate behavior, instructional focuses, and homework and school happenings through class dojo. We also send home a Tuesday Communication folder that has information for parents on what is happening with their student in the class and what is happening in our school community. At Enterprise, we also hold Title 1 Parent Involvement meetings, SAC and PTA meetings to discuss school initiatives, Title 1 budget concerns/next steps, and academic needs/focus areas. |
| **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 – No need for Transportation at this time. * Childcare – We have teachers on hand to offer childcare if needed * Home Visits – Enterprise implements the use of our School Social Worker to conduct Home Visits if needed. * Additional Services to remove barriers to encourage event attendance – AM/PM sessions for certain meetings groups. Example: PTA/SAC meetings. |

## 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)] |
| We gained this information through the Annual Title 1 meeting. We also took input, from our parents, from our Developmental meeting at the end of each year. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Meeting Minutes and Evaluation from School Events. |
| **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: Communicate with parents the date and time for the Annual Meeting. 2. Step 2: Review last years PFEP, meeting minutes and yearly evaluations from previous events to see what possible barriers to plan. 3. Step 3: Create District slideshow for Annual Meeting.   Step 4: Post meeting date and time on Marquee, School Website, in front office and lobby. Send home in Tuesday Communication, School Call out message. |
| **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.** |
| This meeting will take place in September. Enterprise will share the PFEP, the approved funding for our Parent Involvement Plan. At our annual meeting we show our members the annual Title 1 power point supplied by our District.  The PowerPoint explains what Title 1 is and how the program helps our school and students. We discussed the need for parent involvement within Title 1 to help our students be successful. Once the PowerPoint was over, we opened the floor for discussion among the parents on what events/ideas they would like to see at our school. |
| **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.** |
| With the use of the PowerPoint supplied by the District, we cover AYP with our schools testing data. In the PowerPoint we went over our academic goal for the Year, our school wide School Improvement Plan goals. We also opened the floor up for discussion on the Parent Compact and asked parents their ideas for Parent, Student, School responsibilities for the Compact. Enterprise is an Academically Arts Talented School. Parents wanting to continue with an Art Magnet program will need to apply through the District office for Magnet School Choice. Letters indicating who to contact for teacher state certification were sent in Tuesday folders. |
| **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?** |
| With the use of our communication tools: Student Agendas, Tuesday Communication Folders, Manatee Roll (Monthly Newsletter, we will be able to communicate our school wide events, parent conference dates, etc. |

## 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. |
| Enterprise will use the District Title 1 Evaluation form to evaluate and plan next steps for the upcoming school 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? |
| At Enterprise, we implemented activities that our parents brainstormed during our Developmental Meeting. We also used the parent surveys from each activity we held the previous year to help us create activities for the current year. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Enterprise will host after school events and during school events that encourage parents, stakeholders and community members to attend. Some events that we have planned are- Annual Fall Festival, Science Night, Manatee of the Month, Quarterly Award Ceremony, and Quarterly Parent Conferences for every grade level. Enterprise also plans for events that parents expressed interest in during our annual meetings. |
| **(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. Our Parent Resource room is structured to provide academic and family support. Through the use of games, activities, etc-parents can check out items that foster family time. 2. A sign locating and advertising the Parent Resource Room is posted in the front office and lobby. We have advertised our Parent Resource Room on our school website. 3. During Early Dismissal/Professional Development meetings – Teachers/Staff are trained on what the Parent Resource Room is and how the check in/check out system works. |
| **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?** |
| Our PTA has set up a Sign Up Genie account that allows parents to volunteer for the happenings at our school. We also encourage volunteers in each classroom. We are also purchasing Books of the Month with PFEP funds in order to increase instructional activities at home. Students will be required/asked to complete an at home project that correlates with the book of the month. |

## 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 Annual Meeting (required) | Hope Teper  Jeff Collins | 1. To explain Title 1 and how it effects learning at ELA. | August 27, 2020 | Evaluation  Sign In Sheet  Meeting Minutes |
| Title I Developmental Meeting (required) | Jeff Collins  Hope Teper | To review the previous school years PFEP and make changes for the upcoming school year. | April 2020  Virtual due to school closures | Evaluation  Sign In Sheet  Meeting Minutes |
| Movie Night | Admin | To build Parent Involvement | September 10, 2021 | Evaluation  Sign In Sheet  Meeting Minutes |
| Math & Science Night | K-5 Math Teachers & Science Committee | To increase ways parents can help their students with Math and Science. | October 8, 2020 | Evaluation  Sign In Sheet  Meeting Minutes |
| Fall Festival | Grade Levels | To build community involvement |  | Evaluation  Sign In Sheet  Meeting Minutes |
| Literacy Night – | Literacy Committee  Reading Coach | To increase reading strategies parents can use. | January 28, 2021 | Evaluation  Sign In Sheet  Meeting Minutes |
| Movie Night | Admin | To increase Parent Involvement | February 26, 2021 | Evaluation  Sign In Sheet  Meeting Minutes |
| Dr. Seuss Night | K-1st grade Teachers | To increase Reading strategies parents can use with their students. | March 25, 2021 | Evaluation  Sign In Sheet  Meeting Minutes |
| Volunteer Breakfast | Admin | To increase parent involvement | May 20, 2021 | Evaluation  Sign In Sheet  Meeting Minutes |
| Muffins for Moms | Admin | To increase Reading strategies with students | February 12, 2021 | Evaluation  Sign In Sheet  Meeting Minutes |
| Donuts for Dad Literacy Event | Admin | To increase Reading strategies with students | December 11, 2020 | Evaluation  Sign In Sheet  Meeting Minutes |

*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 submit Conference Notes with a signed Parent Compact and a sign in sheet for Conference days. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| Teachers are required to turn in their Parent Conference Schedule and Parent Conference notes to the Principal for review. |

# 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. |
| We will provide the Out of Field notices and the 4 week notice to parents. |

## 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 | | Mental Health Training | Brittany Ruise | Improved relationships between teachers and students and families | Aug-Dec 2020 | Sign-in sheet  teacher discussions, evaluation | | Calm Classroom | April Moore  Hope Teper | Improved behavior which leads to academic growth | September/October/November 2020 | Sign-in sheet  teacher discussions, evaluation | |

# 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 |  |
|  | **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. |  |
|  | **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.*