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



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| School Name: Hyde Grove Elementary School #: 214 |  |  |
| Principal Name: Erica L. Bartley  School Website: <https://dcps.duvalschools.org/hydegrove> |  |  |

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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, Erica L. Bartley, 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.  
  
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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 | $ | $ |
| **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** | | |
| Events had to be postponed due to proper communication to parents so they can attend. The leadership team will place parental involvement on the agenda as a standing conversation to ensure the events take place on the scheduled dates. This year we created survey for parents to complete for next year’s activities. | | |

## 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)** |
| None | None | Create new signs to inform parents where the room is located. Place the parent resource room on the school website. |
| 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) | 4 | Parents learned about the upcoming Parental Involvement Plan |
| Developmental Meeting  (End of Year) | 20 | Parents were able to ask questions and provide feedback by completing a survey regarding the activities from the current year. |
| Holiday Arts Integration Night | 35 | Via the Tuesday Folder and school marquee and handouts in the main office |
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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. |
| Teachers, students and parents completed an electronic survey for the developmental meeting. The survey revealed that parents would like more activities held in the evening that will build relationships among the parents, students and teachers such as family arts and crafts night, parent/student dances and data chat nights. In addition, parents would like more assistance navigating through the educational websites and tools used by the school district, in order to support their students. |

## 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. ESOL parents are reluctant to attend due the language barrier. 2. Economically disadvantaged families do attend due to limited transportation. 3. Parents who work or attend school are not available to attend scheduled events. | | |
| (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) | Working Parents | The school will offer a variety of events and times so parents have the opportunity to participate. |
| 2) | Parent Transportation | The school will partner with faith based partners and community organizations that can assist with transportation for parents who would like to attend. |
| 3) | Communication | The school will print communication in student’s first language and have a translator available for events. The school will create parent links on school website and post on school marquee. |

## 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? |
| Our overarching goal is to increase family engagement through increased visibility in the community. By partnering with a growing number of community organizations, families will become more aware of the events hosted by Hyde Grove and will feel more comfortable attending. |

# 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?** |
| Hyde Grove Early Learning Center will notify parents of parent programs, meetings, and other activities that will be held in a central location and at a convenient time. Communications will be in an understandable and uniform format by sending letters that are in the student's primary language. We will utilize the School Messenger automated communication system to inform parents of meetings and key information in a timely and easy to understand manner. Weekly newsletters will be sent home with students advising parents of all upcoming events of the school. This also address flexible meetings, non-use of acronyms, IDEA compliant accessibility, appropriate location, etc. We will partner with the local church and other community organizations to organize carpool programs for families in need. |
| **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?** |
| It is our goal to work closely with the District ESOL office to ensure that parents are provided with the most current information regarding our school. Parent notifications and reports will be provided in the parent's native language. School Messenger and a district Spanish speaking personnel will be used to provide these translated notifications. We will also provide full opportunities for the participation of parents who have children with limited English proficiency through the district ESOL office, and parents with disabilities through the district ESE department. The Home Language Survey results will be used to determine the number and specific needs for translations into a language other than English. We will also use language information from FOCUS to ensure we have provided parents with documents translated in the language they understand. If a parent is disabled, proper transportation and assistance will be provided to ensure that we remove any possible barriers to their participation. |
| **What are the different languages spoken by students, parents and families at your school?** |
| Most students at our school speak English and Spanish. |

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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) Hyde Grove Early Learning Center will hold a general Title I meeting in September, where information will be presented about the Title I program, the curriculum, resources, and academic assessments. Parents will receive information about school-wide programs, how to schedule conferences, and how to participate in decisions related to the education of their child. Parents will have access to the Parent and Family Engagement Plan and handbook. Teachers will provide additional information on grade level/class expectations as well as information regarding the Florida Standards.  (2) Parents will receive information regarding both the Title I meeting and all Title I programs via flyers sent home with their child, the marquee in front of the school, notes placed in the agenda, school website, teacher websites, emails, the Principal's monthly newsletter and phone calls via School Messenger system. Flyers will be translated into Spanish for families who may need it.  (3) School employee who speak Spanish for daily assistance for parents. Also, provide a translator for after school scheduled events. |
| 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) During our monthly subject area nights, teachers will provide information regarding the curriculum, providing examples of activities parents and families can engage in with their students.  (2) Parents will also learn information regarding district assessments and progress monitoring during these nights. Specifically, the data chat evening and parent conference days will be times for parents to sign compacts and receive next steps for their student’s instruction.  (3) Parents will also learn information regarding expected achievement levels and progress monitoring during these nights. Specifically, the data chat evening and parent conference days will be times for parents to sign compacts and receive next steps for their student’s instruction. |
| (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) Parents are always encouraged to submit feedback at the conclusion of all events—either in written format or verbally. Additionally, feedback panels are conducted at the beginning of several family engagement events and during all SAC meetings.  (2) Opportunities to provide feedback during family engagement events will be publicized on all media advertising the event. Additionally, feedback forms will be available via the front office at all times for parents to make suggestions and, if necessary, request a meeting with administration. |
| How will the school submit parents’ and families’ comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116] |
| Parent input is vital to the formulation of the school's Parent and Family Engagement Involvement Plan. Workshops will include Literacy Night, Math Night, and more experiences that will enhance learning at home. Minutes from all Title 1 meetings will be taken to document parent involvement and input. Evaluations and surveys will be used to determine the effectiveness of the programs offered by the school and of our school-wide family engagement. Then the notes and evaluations will be submitted to the Title I office. |
| (1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families **(technology cannot be the only option).** (2) How will this plan be communicated in all of the languages that apply to your school? |
| We will publish this Parent and Family Engagement Plan to parents and families via the school website and through copies available at the main office. Parents will be made aware of the copies available at the main office through the first monthly newsletter, sent home in paper format to each child. |

# 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)]. |
| In the month of April 2020, parents and teachers were furnished an educational survey with suggested student activities and parent classes that they would like to take place at Hyde Grove. All parents will be invited to attend the flexible, monthly meetings. The meetings will be announced via school website, principal's newsletter, marquee, and School Messenger automated phone system. SAC has an important role of helping to develop the School Improvement Plan (SIP). Also, gaining input from parents will be documented via surveys at Family Nights for specific content areas, parent conferences, as well as other Parent and Family Engagement events, sign-in sheets, notes and minutes of meetings. Parents will be able to view the completed plan via the school website. In addition, a copy will be available for viewing in the main office. Individual hard copies will be available 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)]** |
| * Transportation – Title I funds will be used in conjunction with community partners to arrange carpool services for parents in need. * Childcare – Title I funds will be used to provide activities for childcare during events outside of the school day, run by school staff. * Home Visits - Title I funds will be used to print resources such as pamphlets with helpful strategies that will be shared during home visits by the principal, assistant principal, or school counselor. * Additional services to remove barriers to encourage event attendance – School will consider additional services as needs are brought to our attention. |

## 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)] |
| Parent feedback regarding the dates/times of meetings was gathered via verbal feedback panel either following parent immediately preceding or immediately involvement events. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Notes were taken during verbal feedback panels during parent involvement events and SAC meetings. |
| **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. Develop an agenda, handouts, and/or presentation.  2. Develop and disseminate invitations.  3. Advertise and publicize the Title I meeting using our school marquee, Parent Link,  PeachJar, and flyers.  4. Maintain sign-in sheets.  5. Maintain documentation of meeting.  6. Maintain annual Title I resources. |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.** |
| During the Annual Title I meeting parents will be introduced to the Title I program and what makes us a Title I school. We want parents to understand that they play an important role in program by actively participating and being engaged in our school through our Title I initiative. We will share the calendar of events and what was taken from the electronic survey. |
| **Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.** |
| (1) The annual Title I meeting will include a brief description of what adequate yearly progress is followed by our school’s adequate yearly progress broken down by subgroups.  (2) We will discuss the district’s school choice program, including our own Arts Integration program.  (3) “Right to Know” pamphlets describing the rights of parents in regards to Title I, Part A funds will be distributed to all attendees. Copies will be kept in the main office for those unable to attend. |
| **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?** |
| In addition to technological resources, Hyde Grove will also utilize the school’s marquee and flyers/newsletters sent home to students to communicate information in regards to upcoming events, school updates, and student progress. Flyers and newsletters will also be provided to the local church for parents to pick up. The Parent Link phone tree will be used to notify parents of upcoming events. |

## 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. |
| During summer break, administration will conduct an End of Year Developmental Meeting with all interested stakeholders. This will be advertised via flyer and at other parent and family involvement events leading up to the end of the school year. This meeting will consist of a workshop-style session where parents will suggest how to spend Title I, Part A funding and then break out into teams to discuss details of the plan. |

# 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? |
| To build capacity for meaningful parent and family engagement, the school will schedule family events during flexible times, provide parents instructional resources in the parent involvement center, schedule parent conferences, and include any/all additional activities based on their input and feedback. Math and reading materials are needed for the parent resource room to increase parent knowledge to use and work with their child at home. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| All stakeholders will be asked to provide feedback on how to improve student achievement and how to engage all parents in their child’s academic experience. The school will establish a partnership with Duval County Public Schools’ Parent Academy, who will provide various trainings. |
| **(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) The Title I Parent Resource Room will contain books, articles, manipulatives, and kits that parents can check out to support their student’s academic and social growth. Additionally, it will contain a computer station with internet access so that parents can check their student’s progress and handle a variety of internet-reliant tasks.  (2) The Parent and Family Engagement Room will be advertised via monthly newsletters sent home with students.  (3) Teachers and staff will be fully trained in all of the resources available in the Parent and Family Engagement Room so that they can suggest appropriate tools applicable to individual needs. |
| **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?** |
| Hyde Grove Early Learning Center provides many opportunities for parents to engage in their child’s academic experience through volunteering (field trips, etc.) and various family engagement activities (Family Literacy Night, Data Night and Arts and Craft Night) In addition, parents are invited to attend School Advisory Council meetings as another way to have input for our school. A storeroom order for parent nights is needed for make and take and parent resource room. |

## PARENT AND FAMILY ENGAGEMENT EVENTS

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

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| Name of Activity | Person Responsible | What will parents learn that will have a measurable,  Anticipated impact on student achievement | Month Activity will take Place | Evidence of Effectiveness |
| *Example: FASFA and Scholarship Writing Night* | *Principal Brad Pitt* | *Parents will learn:*   1. *How to complete the parent portions of FASFA* 2. *How to research college websites for what their child need for admission* 3. *How to use OneDrive and Focus to keep up on graduation indicators* 4. *About the most popular scholarship websites and tips for receiving funding* | *October 2020, February 2021* | *Sign-in; Evaluation/ Feedback;*  *Parent screen shot of completed FASFA parent page;*  *Evidence of one completed scholarship application after 3 weeks;*  *Completed parent worksheet for the in-state and out of state college admission requirements* |
| Title I Annual Meeting (required) | Principal  Assistant Principal | Parents will gain a better understanding of Title I activities and programs. | A | Attendance at upcoming parent nights and utilization of Title I resources, parent participation feedback and sign-in sheets |
| Do You Know How? | Faculty & Staff | Parents will learn how to navigate through district resources such as I-Ready, Microsoft teams, Dojo, Writing City etc. | October 2020 | Take Home Guide, parent participation feedback and sign-in sheets |
| Holiday Arts Integration Night | Faculty & Staff | Parents will be able to observe arts integration performances and learn how to create take-home arts and craft strategy. | December 2020 | Take Home Guide, parent participation feedback and sign-in sheets |
| Data N Dine Night | Faculty & Staff | Increase in parent participation at home and school, which will support student achievement. Share student progress & next steps for instruction with parents. | January 2021 | Data sheet, parent participation feedback and sign-in sheets |
| Mom and the Math Kid | Faculty & Staff | Mothers will learn how to assist their students with math manipulatives to build their math skills. | February 2021 | Parent participation feedback and sign-in sheets |
| Daddy and Me Breakfast | Faculty & Staff | Dads will learn how to conduct read alouds with their student to build reading fluency and comprehension. | March 2021 | Parent participation feedback and sign-in sheets |
| Title I Developmental Meeting (required) | Principal  Assistant Principal | Solicit feedback from parents and families on what events they would like to see happen for the upcoming year. | May 2021 | Parent participation feedback and sign-in sheets |

*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? |
| Teachers will review the parent compact with parents at all parent-teacher conferences. Teachers will turn in the parent compact monthly, so the school can keep track or the parents who have made contact with teachers and received this document for understanding. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| The school will create a parent teacher conference form which includes the parent compact for all teachers to use during conferences. This process will a school-wide expectation for all teachers, administrators and counselors when meeting with parents. |

# 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 district provided letter will be sent via Tuesday Folders, to all parents detailing the credentials of all instructional staff, and teachers who are ineffective, out of field or inexperienced for the current school year. |

## 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 | | *Poverty Simulation with the Title I team* | *Mr. Black* | *Improved ability for staff to work with parents and families* | *Dec 2020* | *Sign-in sheets, evaluation sheets, follow up with teachers* | | Value of Parent Involvement | Administration | Improve parent/guardian understanding of student academic progress | Aug 2020-January 2021 | Sign-in sheet, parent teacher compact, and teacher discussions | | Communicating and Working with Parents | Administration | Improve the ability of faculty/staff to work effectively with parents by providing examples of best practices for parental involvement—to take place in September 2020. | Aug 2020-May 2020 | Sign-in sheet, parent teacher compact, and teacher discussions | | Faculty meetings and early release trainings | Faculty/Staff  Administration | Professional Development training opportunities for teachers & faculty. All faculty will participate in a professional development course, The Growth Mindset, that will be used in engaging the community and furthering opportunities with parents and stakeholders. | Aug 2020-May 2020 | Sign sheets, Deliverables and Handouts | |

# 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. Hyde Park 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 through in-house training sessions for parents and guardians. |
|  | **VPK** - Voluntary  Pre-Kindergarten | The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Hyde Park seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten and to help families with school-aged children adjust to their new parenting roles through in-house training sessions for parents and guardians. |
|  | **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. Hyde Grove 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 through use of our guidance counselor. |
|  | **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.*