

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



School Name: Darnell-Cookman

School #: 3145

Principal Name: Tyrus T. Lyles

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



TABLE OF CONTENTS

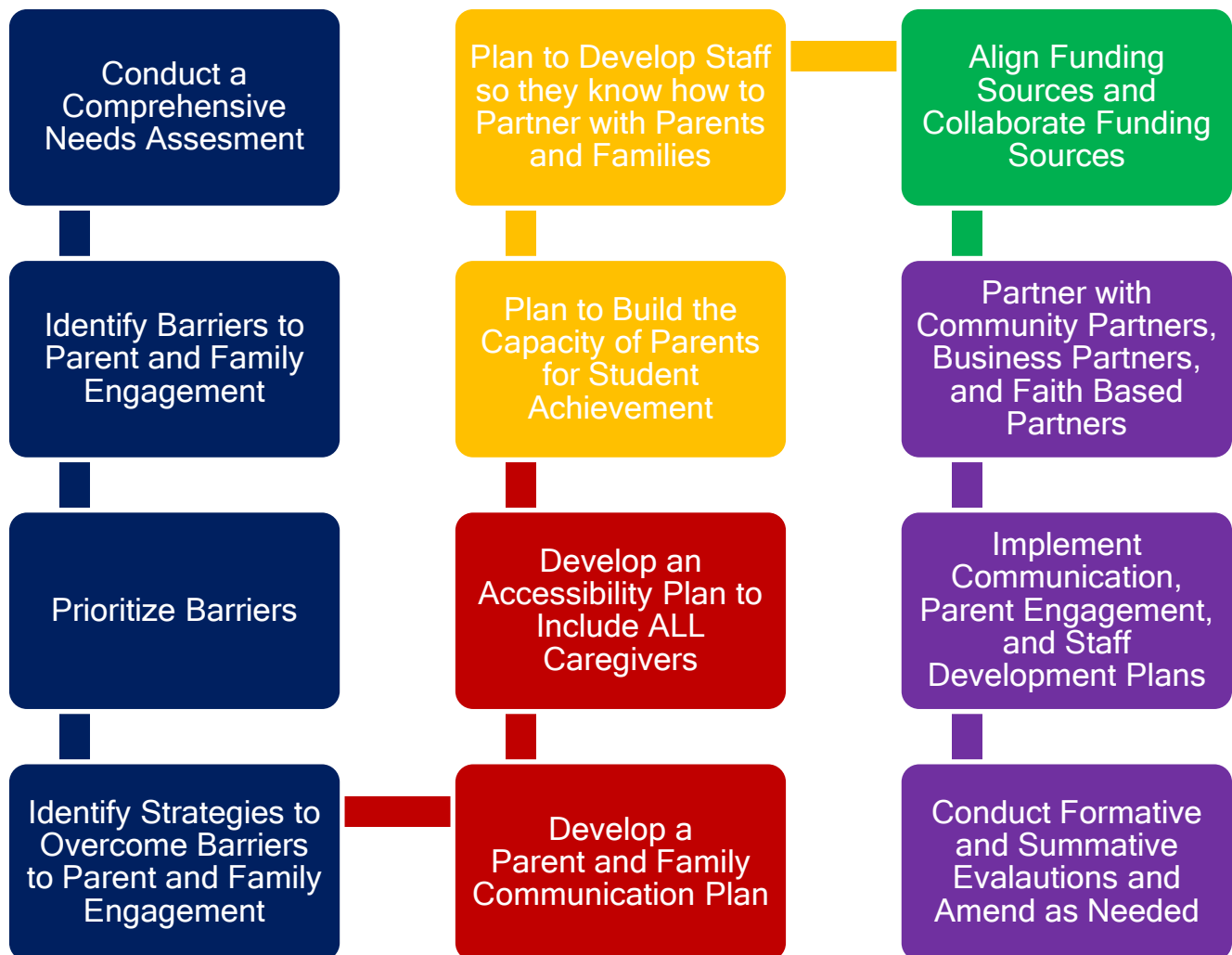
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	6
Overarching Outcomes/Goals for the Current School Year _____	7
COMMUNICATION AND ACCESSIBILITY _____	8
FLEXIBLE PARENT AND FAMILY MEETINGS _____	10
INVOLVEMENT OF PARENTS and FAMILIES _____	10
FLEXIBLE FAMILY MEETINGS _____	11
REQUIRED ANNUAL MEETING _____	11
REQUIRED DEVELOPMENTAL MEETING _____	12
BUILDING CAPACITY _____	14
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	14
PARENT AND FAMILY ENGAGEMENT EVENTS _____	15
PARENT COMPACT _____	18
INSTRUCTIONAL STAFF _____	19
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	20
COLLABORATION OF FUNDS _____	22

OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

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

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

*click to select each assurance, this page will require an original signature and submission to the District.

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)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3,200.00	\$1040.12	\$2159.88
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		
This was an unprecedented year with the pandemic. Otherwise, all funds would have been spent.		

Programmatic Overview from the Previous Fiscal Year

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

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
5	2	We fully utilize the parent resource room. It is located in the School Counseling suite which allows more parents access to the materials.
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)	10	Parents provided feedback stating the success of the event and suggestions for improvement.

Developmental Meeting (End of Year)	12	Parents provided feedback stating the success of the event and suggestions for improvement.
Parent Advanced Placement/Dual Enrollment Night	20	Help students become college ready. 100% grad rate, 100% college ready in Math & Reading, 75% FAFSA completion rate.
Math & Science Night	20	Parents have an understanding of FSA requirements, strategies to enhance achievement, parents have a better understanding of assessments and supports provided within the school
ELA & Social Studies Night	28	Parents have an understanding of FSA requirements, strategies to enhance achievement, parents have a better understanding of assessments and supports provided within the school

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.
Providing multiple sessions for, is content helpful. Providing content in multiple formats helps to increase participation making content easily available helps parents to engage with the school in a positive manner.

Barriers

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

1. Parents may be unaware of an activity.
2. Parents may not have adequate time to attend an activity.
3. Parents may be unaware how to engage or connect with the school.

(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)	Communication	Weekly communication will be sent to parents using blackboard. Activities will be placed in multiple locations for parents to easily find upcoming events and activities. The school website, social media, peach jar, and blackboard will be used to communicate the same message in multiple forms of media.
2)	Meeting Times	Providing flexible meeting times with advance notice helps parents plan. In the event parents are unable to attend a morning or afternoon session, content is captured and made available in print or digital form.
3)	Training	Providing training to parents and staff helps to inform all stakeholders on what successful engagement looks like, and how parents may engage with the school. Teachers and staff training may assist by communicating a common message. Explain how and why parents should connect with the school.

Overarching Outcomes/Goals for the Current School Year

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

Increase school to parent communication.
 Increase the number mediums consistently used to promote events.
 Increase the number of professional learning opportunities for parents and teachers to increase engagement and participation.

COMMUNICATION AND ACCESSIBILITY



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

Accessibility

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

Parental activities and meetings will occur throughout the school year to provide school updates, upcoming events, and celebrations provided from a school-based administrator with modifications and suggestions from parents and community members. A variety of flexible meeting times and formats will be included for each activity. Morning, Afternoon Meetings. Content capturing and sharing for digital participation. We will also explore having online meeting opportunities as we found during COVID-19 learning, we had better turnout in that platform than face to face.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

To ensure that information related to school and parent programs are properly disseminated, we will utilize flyers, newsletters, and blackboard to update parents on a weekly basis of classroom and school related activities. To determine the appropriate written language translation of parental communication, the ESOL lead designee will inform Parental Involvement Title I designee of any updates in relation to families of other languages. This information will be disseminated to the PFEP team for translation of parental communications as needed (Spanish to English etc...). The school counseling department, in conjunction with the Parental Involvement Team, will ensure that parents with disabilities, or other barriers that may impact parent involvement on campus, will have access to information and a means of delivery the will meet the needs of those parents.

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

Albanian, Chinese, Spanish, Amharic, English, Taglog, Arabic, Farsi, Portuguese, Burmese, French, Russian, Vietnamese, Cambodian, Haitian

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) To ensure that information like Magnet Acceptance Letters, 6th - 12th Magnet Orientation Letters related to school and parent programs are properly disseminated, we will utilize flyers, newsletters, and blackboard to update parents on a weekly basis of classroom and school related activities. To determine the appropriate written language translation of parental communication, the ESOL lead designee will inform Parental Involvement Title I designee of any updates in relation to families of other languages. This information will be disseminated to the PFEP team for translation of parental communications as needed (Spanish to English etc...). Documentation of each communication will be compiled and submitted to the LEA's Title One office within five days of the parent and family engagement. Meetings notices will be posted, sent out or sent home at least 2 weeks in advance of any meetings.
(2) Website, blackboard, social media, peach jar, sound cloud

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 student progression plan is available in print, the school website, and in the parent involvement center, on the website a FAQ section provides explanation on the curriculum, types of assessment, and anticipated achievement levels. The FAQ explains how the curriculum is aligned with the state standards and benchmarks and state end of course exams. Teachers and staff receive data with the training on how to discuss curriculum, assessment, and expected levels of success. This will help to increase the number of individuals who are available to answer parent questions and provide support.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

(1) Parent teacher conferences may be scheduled through guidance office. Parents may meet with one, all, or a combination of teachers. Parents may contact teachers via phone or email with academic questions. Teachers provide feedback/follow up within 24 hours. The School Advisory Committee, Parent Teacher Student Association, and PBIS hold standing reoccurring monthly meetings. Parents are welcome and encouraged to attend.

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]

The school will submit parents and family's comments to the LEA. The school receives feedback by email directed to the Principal or Assistant Principals.

(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?

In print located in the mail office and parent resource room, website, peach jar, and blackboard calls.

FLEXIBLE PARENT AND FAMILY MEETINGS

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



INVOLVEMENT OF PARENTS and FAMILIES

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

Parents may access the plan in the parent resource area. Parents are invited to review the plans and contribute suggestions and input to improve the plan during family involvement meetings, SAC meetings, PTSA meetings, or through general suggestions submitted to the school administration. Parents and families receive information and materials to help improve the academic achievement of their children. Additionally, parents and families receive workshops with training in the areas of technology, life skills, and community service needs. Parents may make suggestions for additional training/workshops. The training selected by the school administration will provide resources with the goal of improving academic achievement of all students.

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 -
- Childcare -
- Home Visits -
- Additional Services to remove barriers to encourage event attendance -
- The relationship building process will utilize the Parent liaison in conjunction with Darnell-Cookman administration and community partners through the effective use of workshops meetings at varied times to accommodate the schedule of parents. Parents may be provided transportation, childcare, or home visit as needed. The school will obtain transportation as requested for one or more parent events.

FLEXIBLE FAMILY MEETINGS

<p>How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]</p>
<p>Parent input is provided in PTSA, SAC, and through the parent liaison. To include the majority parents and meet the needs of demanding schedules, activities are provided.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p>
<p>The Parent and Family Engagement Plan (PFEP) will continually be reviewed and modified as necessary through the use of SAC, PTSA, Title I Parent Liaison, and school-based staff assistance in disseminating information and resources to all parents. Parental activities and meetings will occur throughout the school year to provide school updates, upcoming events, and celebrations provided from a school-based administrator with modifications and suggestions from parents and community members. Registration forms will be used for tabulation of volunteer interests. Parent sessions will conclude with short surveys to identify necessary changes and to measure effectiveness and relevance of the PFEP. Existing member organizations will assist with the recruitment of parents to be involved. These meetings may or may not take place in concordance with existing meetings to attempt to increase involvement in both member organizations and general parent involvement. The announcement of the school as Title I occurs at the annual stakeholders meeting in February. At the meeting, the definition of what Title I is provided to families with example of how Title I is reflected at Darnell-Cookman.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input checked="" type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input checked="" type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other <u>Digital Format</u></p>

REQUIRED ANNUAL MEETING

<p>Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]</p>
<ol style="list-style-type: none"> 1. <u>Step 1: Establish Date</u> 2. <u>Step 2: Gather Resources</u> 3. <u>Step 3: Develop PowerPoint</u> 4. <u>Step 4: Develop and Obtain Feedback Form</u> <p>The Parent and Family Engagement Plan (PFEP) will be continually reviewed and modified as necessary through the use of the SAC, PTSA, Title I Parent Liaison and school-based staff assistance in disseminating information and resources to all parents. Parental activities and meetings will occur throughout the school year to provide school updates, upcoming events, and celebrations provided from a school-based administrator with modifications and suggestions parents and community members. Registration form will be used for tabulation of volunteer interests. Parent sessions will conclude with short surveys to identify necessary changes on to measure effectiveness and relevance of the PFEP. Existing member organizations will assist with the recruitment of parents to be involved. These meetings may or may not take place in concordance with existing meetings to attempt to increase involvement in both member organizations and general parent involvement. The</p>

announcement of the school as Title I occurs at the annual stakeholders meeting in February. At meeting, the definition of what Title I is provided to families with examples of how Title I is reflected a Darnell-Cookman.

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.

Support through ongoing parent and family engagement meetings to engage parents to support student learning in the home through supplemental funds and workshops geared to parent needs. Additionally, the school disseminates support resources for ESE via workshops and on campus learning opportunities. Additionally, the intent of the Title I plan is to help ensure that all children have the opportunity to obtain a high quality education and reach proficiency on challenging state of academic content and performance standards, focus areas of Title I include students' achievement, parental involvement, high quality teaching, professional development, and supplemental services.

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.

Presentation of the Parent and Family Engagement Plan will occur at SAC, Mid-Year Stakeholders Meeting. During the Annual Title I development meeting, the Parent and Family Engagement Plan will be reviewed and parents will provide feedback for the current school year. The School Improvement Plan will be discussed as it relates to curriculum, mandated academic assessments, and academic proficiency levels of the students. Student performance is identified by state and of course exam, advance placement examinations with data disaggregated by cohort year and student sub-groups identified on the school improvement plan. The school improvement plan will directly address LPQ. The Parent and Family Engagement Plan will provide opportunities for parents to learn and support student achievement. Information regarding school choice will be shared. Also, rights of parents developed with families during the developmental meeting will be shared during the annual meeting. Parents will learn about the school choice and feeder pattern options.

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?

Survey administered at the start of the year to determine family access to technology. Families may opt in form printed flyers. Those without access to technology are provided print copies of all digital communication.

Information is available in the front office, parent resource room, website, peach jar, and on the school marquee.

This should be drastically reduced for the 20-21 school year with the hybrid of virtual learning and students were able to check-out laptops in the 19-20 school year to complete Duval Homeroom.

REQUIRED DEVELOPMENTAL MEETING

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

celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

An end of year/developmental meeting report is presented by the 2019-2020 School Advisory Council (SAC) of Darnell-Cookman Middle/High School of the Medical Arts (SOMA) to document the work of SAC, in collaboration with DC administration, the Parent Teacher Student Association (PTSA) and other key stakeholders to improve the academic and overall education environment at DC SOMA.

Upon review and approval of the council, the report will be shared with others include, but not limited to parents, the district's School Improvement Office, to which monthly SAC minutes have been submitted throughout the year, and other community partners/organizations or persons of interest. The report will include areas of academic, extracurricular focus with recommendations for improvement

BUILDING CAPACITY

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

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?
Darnell-Cookman will increase parental involvement using trainings and support to families that will help them guide their children's needs and satisfy the needs of the school as determined by the School Improvement Plan. In order to ensure effective involvement of parents and to support academic achievement activities will be continually reviewed and modified as necessary through the use of SAC, PTSA, and school-based staff assistance. Parental activities and meetings will occur throughout the school year to provide school updates, upcoming events provided from a school-based administrator with modifications and suggestions from parents and community members. Activity suggestions will be to families that will help them guide their children's needs and satisfy the needs of the school as determined by the School Improvement Plan. Registration forms provide tabulation of volunteer interests. Parent sessions will conclude with short surveys to identify necessary changes and to measure effectiveness and relevance of the PFEP.
How will the school implement activities that will build relationship with the community to improve student achievement?
Building of effective relationships between school staff, parents, and students will positively result in increased academic achievement for students as well as productive citizens for our society. The relationship building process will utilize the parent liaison in conjunction with Darnell Cookman administration and community partners. Existing relationships are in good standing with immediate school neighbors; St. Stevens AME Church, McDonalds and Shands/UF Health. Also with those outside of our immediate area such as Naval Hospital Jax and Mayo Clinic.
(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.
Activities and workshops will be designed for morning and evening time frames. Dissemination of information relative to parent portal access will be discussed with parents in order to provide a venue of information regarding their child's progress academically, behaviorally, and as related to attendance. Parents will also have an opportunity to schedule teacher parent conferences. Through the use of digital distribution on the school website, peach jar, and blackboard, parents may access training/activities at any time. Each activity will have a contact link to assist parents in the event help as requested. Paper copies of all materials and trainings are available to parent upon request. Additionally, paper copies of materials and training are available in the parent resource area. Materials and strategies will be delivered to families during parent and family engagement events
If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

There are opportunities for volunteering and family engagement activities. Parents may assist in their expressed area of interest. Activities are offered daily. Parents may review the Darnell Cookman calendar to select an activity. Activities are offered online, on site, off site. We will purchase board games for student mentors to increase engagement and provide emotional support to reduce the stress of our students.

PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Tyrus Lyles Sam Zakaria Angela Smiley	Parents new to the school or community will learn of available resources. This will help parents be aware and provide assistance as needed.	September 2020	Survey, Evaluation, Sign-in Sheets
Title I Developmental Meeting (required)	Tyrus Lyles Sam Zakaria Angela Smiley	Parents will have a clear understanding of the work for the coming year. This will allow parents and students to contribute and assist in the necessary work for improvement.	April 2021	Survey, Evaluation, Sign-in Sheets
Academics Night	Rhonda Harrigan Marsha Peebles	Parents will obtain their children's previous scores. Presentations	October 2020 February 2021	Survey, Feedback forms, Sign-In Sheets, Student

	Shawndra Brooks Sam Zakaria Angela Smiley	provide parents specific steps to prepare their child for success on the EOC. This will lead to an increase in the total number of student gains while reducing the number of students who regress on standards.		performance mid and end of year exams
Parent AP/Dual Enrollment Night	Rhonda Harrigan, Sam Zakaria, Angela Smiley	Parents and students will learn about AP and Dual Enrollment. Presentations will provide them with information on the benefits and challenges of both. Students are better prepared for success.	December 2020	Survey, Feedback forms, Sign-In
8 th Grade Transition Night	Rhonda Harrigan Marsha Peeples Shawnda Angela Smiley	Parents will gain more information in the decision-making process. This helps to make better informed decisions about enrollment for the future and beyond.	January 2021	Survey, Feedback forms, Sign-In
Health Career Fair	Tyrus Lyles Sam Zakaria Angela Smiley Dr. Taylor	Parent and students meet health care providers. Helps promote connectivity and networking within the community. All stakeholders gain a greater understanding of available opportunities.	March 2021	Survey, Feedback forms, Sign-In
University and College Info Sessions	Rhonda Harrigan	Parents and students gain a better understanding of necessary requirements for success. Students listen to University and College representatives who provide valuable tactics and tools to improve student performance in order to prepare them for	Ongoing	Survey, Feedback forms, Sign-In

		post-secondary education.		
Doughnuts for Dads	Tyrus Smiley Sam Zakaria Angela Smiley	Support for dads being active advocates for their students' education.	December 2020	Feedback forms, Sign-In
Black History Month Coffee Chat and Commemoration	Tyrus Smiley Sam Zakaria Angela Smiley	To commemorate the achievements of African-Americans in the field of medicine.	February 2021	Feedback forms, Sign-In
Parent & Student Drop for Darnell Cookman Magnet Tours		Parent and student engagement during Magnet recruitment season.	January/February 2021	
Spring Information Session		Open House for parents to learn about curriculum and showcase the post-secondary opportunities	March 2021	
Multicultural Extravaganza		Showcase for all students to represent the different ethnicities of students at Darnell Cookman	March 2021	

Schools may add or remove rows as needed.

PARENT COMPACT

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

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

Provide minutes from SAC meeting for the development of school parent compacts.
Provide school parent compact

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

The P/T Conference coordinator will have a copy of the compact and will give to the teacher to go over with the parent. The coordinator will make a copy at the end of the conference to keep on file as well as to give to the parent.

INSTRUCTIONAL STAFF

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

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

Provide notification letters for any students impacted by teachers out of field. Letters will be provided to students taught for four or more consecutive weeks by a teacher listed as out of field.

Maintain a list of out of field teachers available for review.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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

- 1. The assistance of parents and families and in the value of their contributions.**
-Topics of staff development will include parent involvement and best practice. Communicating effectively with families, and cultural sensitivity. At the core each of the training will include the following traits found below. • Valuing of parental involvement, • Communicating and working with parents, • Implementation and coordination of parental involvement program, • Building ties between home and school; and Additionally The Starbucks Experience by Joseph Michelli provides a practical framework for enhancing communication to engage parents as partners. Professional development sessions on embracing resistance and leaving your mark provide opportunities for personnel and other school leader on how to reach out and engage families systematically. Make it your own Everything Matters Surprise and Delight Embrace Resistance Leave Your Mark
- 2. How to reach out to, communicate with, and with parent and families as equal partners.**
-At the core each of the training will include the following traits found below. • Valuing of parental involvement, • Communicating and working with parents, • Implementation and coordination of parental involvement program, • Building ties between home and school, and additionally The Starbucks Experience by Joseph Michelli provides a practical framework for enhancing communication to engage parents as partners. Professional development sessions on embracing resistance and leaving your mark provide opportunities for personnel and other school leader on how to reach out and engage families systematically. Make it your own Everything Matters Surprise and Delight Embrace Resistance Leave Your Mark
- 3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.**
- The Starbucks Experience by Joseph Michelli provides a practical framework for enhancing communication to engage parents as partners. Professional development sessions on building ties between parents and families and the school align with professional development sessions Make it your own, everything matters. The sessions provide training with steps teachers and staff may immediately take to improve communication and strengthen bonds between the school and families. Further topics of staff development will include parent involvement and best practice. Communicating effectively with families, and cultural sensitivity. At the core each of the training will include the following traits found below. • Valuing of parental involvement, • Communicating and working with parents, • Implementation and coordination of parental involvement program, • Building ties between home and school

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Book Study on experience	Dr. Lyles Mr. Zakaria Ms. Smiley	Improved relationships between teachers and students and families	Dec 2020	Sign-in sheet teacher discussions

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.