

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



**School Name:** S A Hull

**School #:** 169

Principal Name: Rashard Willis

School Website: [www.duvalschools.org/hull](http://www.duvalschools.org/hull)



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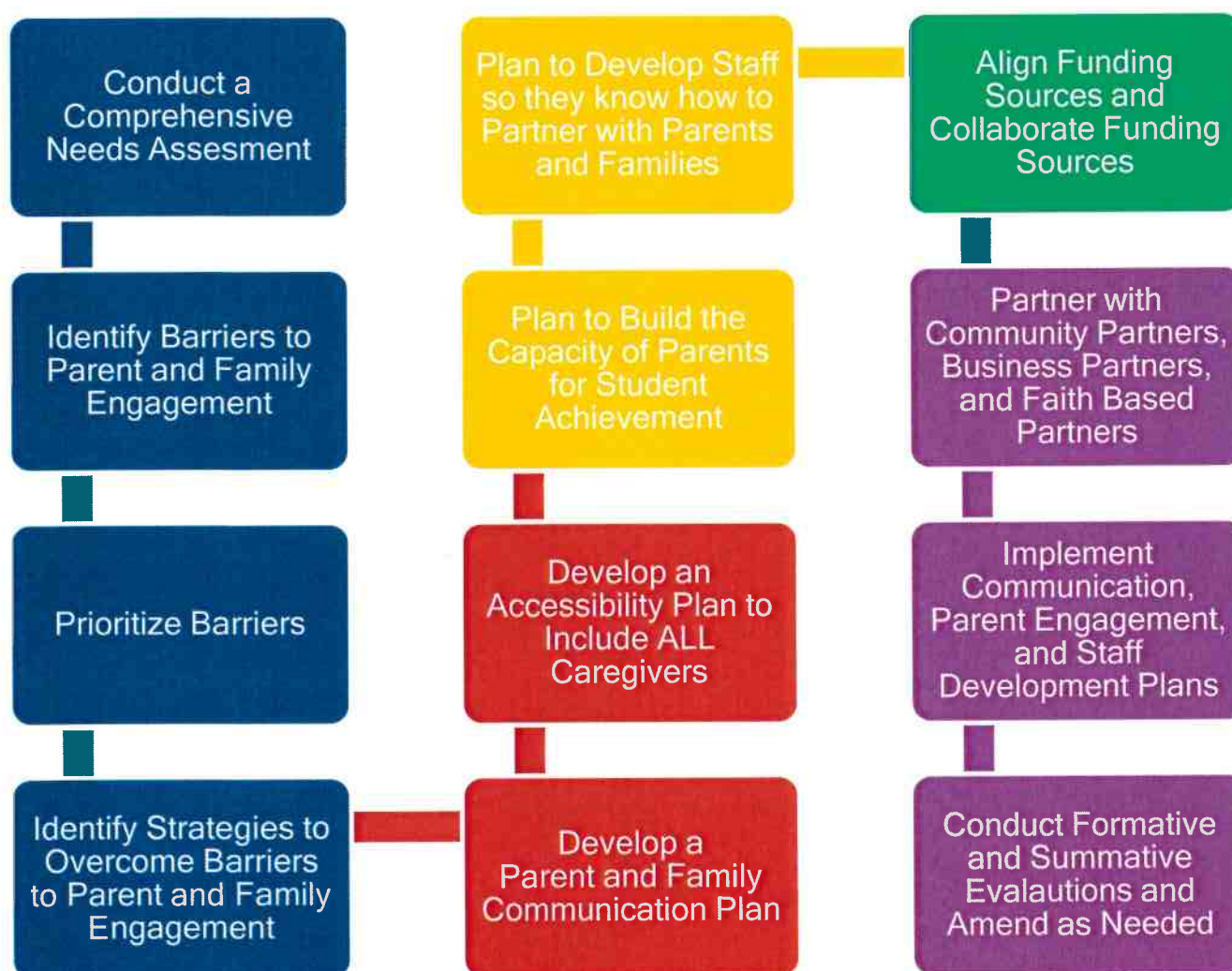
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# OVERVIEW

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

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

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



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





# ASSURANCES

I, Rashard Willis, 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

June 24, 2020

Date Signed

# NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

### Fiscal Overview from the Previous Fiscal Year

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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$ 3,400.00	\$ 2260.13	\$ 1139.87
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		
Our records show that we spent the majority of the funds with the exception of the final event for \$305.00 which was due to the event not being held. We are unsure as to the discrepancy between our records and Title I's. In the future, should an event become unavailable "face-to-face" then we will plan a virtual event. Upcoming costs pertaining to hosting virtual events are unavailable at this time. Designee will meet monthly with the bookkeeper to ensure that all funds are fully expended.		

### 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)
20	0	We would like for parents to be more involved and check out resources as needed. We will make this room available for parent teacher conferences. We will also make this room available for parents to use foster better relations with their students during academic day. The room may also be utilized for childcare during PFEP events. No resources were checked out from our room this year.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness (How do you know the parents learned what

	(this number should equal the number of participants listed on sign in sheets in Digital Compliance)	the <b>activity</b> was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting ( <b>B</b> eginning of Year)	55	In <b>addition</b> to the sign-in sheets and review of feedback forms, student data was <b>analyzed</b> to determine differences from the beginning of last year's data to the beginning of this year's academic data.
Developmental Meeting (End of Year)	36	In addition to the sign-in sheets and review of feedback forms, student data was analyzed to determine differences from the end of last year's data to the <u>middle</u> of this year's academic data. End of year data was not available due to Covid-19.
Mid-Year Stakeholder's Meeting	20	In addition to the sign-in sheets and review of feedback forms, student data was analyzed to determine differences from the middle of last year's data to the middle of this year's academic data.
Dinner & Data	28	In addition to the sign-in sheets and review of feedback forms, student data was analyzed to determine differences from the 1 <sup>st</sup> quarter of last year's data to the 1 <sup>st</sup> quarter of this year's academic data.
Math Night	15	In addition to the sign-in sheets and review of feedback forms, student data was analyzed to determine differences from the 2 <sup>nd</sup> quarter of last year's data to the 2 <sup>nd</sup> quarter of this year's academic data.
ELA/Writing Night (Black History)	25	In addition to the sign-in sheets and review of feedback forms, student data was analyzed to determine differences from the 2 <sup>nd</sup> quarter of last year's data to the 2 <sup>nd</sup> quarter of this year's academic data.

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

**Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.**

The Developmental Meeting was held virtually at the end of the 2019-2020 school year, so there were comments made verbally, some comments were **typed** in the comment box, and a few electronic surveys were completed. Overall, parents showed an appreciation for being informed about the Title I budget and how the school allocates the budget. Parents also indicated that they would want “more timely” communication, including reminders due to their busy schedules. A variety of methods to obtain information, such as the school’s website, social media page, and by visiting the school seemed to assist parents as they were happy to know of their options.

## 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. Time
2. Funding
3. Communication

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)  
 (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Time	We will plan for events at the beginning of the year, or quarterly. At the beginning of each quarter, we will begin advertising to parents and students, sending official notices at least 2 weeks in advance.
2)	Funding	We will continue to brainstorm, plan, organize, and complete the budget during the summer. As well, we will utilize our neighborhood resources that may support with additional funding.
3)	Communication	We will continue to practice using varying communication methods with fidelity. Training of additional faculty and staff will allow multiple people to communicate on a variety of



		levels (for example, via social media, school website, phone blasts, etc...)
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### 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?

The three overarching outcomes and goals for the current school year are the same as our goals for the previous **school** year. This is because we want to continue to improve our efforts for ultimate increased student achievement. Therefore, our goals are as follows: 1) provide multiple methods of communication; 2) provide more authentic engagement for parents; 3) create an ongoing and positive relationship with the parents.



# 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 21<sup>st</sup> 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?

The school will provide timely announcements about events. We will also invite all parents and stakeholders to participate in SAC and PTA meetings, so that they may have a voice in the decisions made at the school. Those with special circumstances may reach out to members of the school's community, so that we can assist them based on their needs. This may require virtual accessibility, varying times, translators, etc. Two years ago, parents stressed the need to have programs around 5 or 5:30 pm, due to the alignment convenience of the after school program. Last year, most programs were held on Tuesdays, so that parents could have a more consistent routine with their schedules as well.

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

The school will share information through a variety of ways. Each method will be provided in English, but the preferred method of our 3 Spanish speaking students will be provided in Spanish in the parent's preferred method of communication. We will share information through the following methods:

- School's website
- School's social media pages
- Phone
- Class Dojo (many parents requested this)
- Flyers (take home via students in Tuesday Folders)
- School bulletin board (located in the Main Office)
- Email
- Morning Announcements (for students and faculty to remind parents)

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

English and Spanish.

## 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) **Timely Communication:** Parents will receive a variety of notifications quarterly, monthly, and at least 2 weeks before the event. The week before events and the day of the event, more communication will be provided as reminders.

(2) **Varying Languages:** There is one family that consists of Spanish speaking students. In order to meet their specific needs, they will provide their preferred method of communication, and that preferred method will be made available in Spanish.

(3) **Tools & Resources:** Class Dojo, flyers, phone calls, emails, the school's website and social media page, and Google Translate will be used for communication methods.

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) **Curriculum:** A consistent PowerPoint will have the guidelines to explain the curriculum to the parents, and as adjustments to the curriculum happen, the PowerPoint will be updated. This will allow for consist information to be shared with all parents and stakeholders. Open House/Annual Meeting, FSA Nights, PTA, and SAC Meetings are examples of when this visual may be utilized.

(2) **Forms of Assessment:** On the same PowerPoint as the curriculum, the various forms of assessments will be listed for parents to view. And, as the forms of assessments are altered or changed throughout the year, the PowerPoint will be adjusted as well. Examples of assessments to be included are: FSA, iReady, Achieve 3000, Freckle Math, and PMA data

(3) **Achievement Levels:** As with the curriculum and forms of assessments, the achievement levels will also be included on the same PowerPoint. Each of the assessments have different achievement levels, and those will be outlined in the presentation.

(4) **In All Languages:** The PowerPoint will be available in English and Spanish. As needed, translators (or translations) will be provided.

(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) **Decision-making opportunities:** SAC and PTA meetings are the perfect opportunity for parents to voice their concerns, make suggestions, hear updates about the school and student achievement goals, and assist with making decisions. Advertisement of these meetings will be ongoing. Parents will also be informed that they may stop by the school (or email) at any time to make suggestions, and to submit requests for meetings or conferences if they would like to share more of their ideas.

(2) **Communication to parents:** Notices of ongoing SAC and PTA meetings will be located in the Front Office for parents to easily view. Reminders will also be provided in the Tuesday Folders of the students at least 2 weeks prior to the 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]

Comments that are submitted verbally, through a survey, or by any other means will be typed and submitted to the District Title I office by way of email.

(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?

(1) **Publish and Communicate:** This document will be provided on the school's website. It will also be printed and copies will be maintained in the Front Office, Administrators' Offices, and the Parent Involvement Room.

(2) **Various Languages:** This document will be printed in English and Spanish. Both documents will be kept in the Front Office for the convenience of visiting parents.



# 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)].

During our SAC, PTA, Annual, and Developmental meetings, parents are involved in our school's decision-making process. Notification is sent out at least two weeks in advanced.

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:** with advanced notice, bus tickets can be provided to parents
- **Childcare:** qualified childcare providers will be available at each meeting
- **Home Visits:** as needed, this will be coordinated with counselors and qualified staff
- **Additional Services to remove barriers to encourage event attendance:** "GoToMeetings" and "TEAMS" are two new platforms that will allow parents to meet virtually if they are not able to meet face-to-face. Additional planning for the coordination of virtual and simultaneous face-to-face meetings are still being developed.

## FLEXIBLE FAMILY MEETINGS

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)]

Two years ago (2018-2019), survey results from the Developmental Meeting indicated that parents preferred to meet around 5:00 pm or 5:30 pm, as it coordinates with the end of the Afterschool Program. Currently, during the 2019-2020 school year, parents expressed the same times as being convenient as well. At times, meeting times have to be adjusted to allow for set-up and preparation. However, we will continue to use these recommendations for the convenience of the parents.

**What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?**

The school has maintained "Parent Conference Request" documentation, showing the concerns that parents have had, and the responses and support that has been provided. The school counselor also maintains documentation when engaging with parents and families. These documents are assessed based on the individual needs of the families, and each family is supported based on their needs. Additional documentation from evaluations and meeting minutes from events were also assessed.

**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 and in the evening)
- ☒ Other: Virtual sessions will be recorded and available electronically.

## REQUIRED ANNUAL MEETING

**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:** Invitations will be sent home at the beginning of the school year, informing parents that the Annual Meeting will be held during Open House.
2. **Step 2:** Two weeks before Open House, a reminder will be sent to the parents, inviting them to come prepared for the Annual Meeting.
3. **Step 3:** 24 hours before the Annual Meeting, an agenda will be emailed, so that parents are aware of what will be covered.
4. **Step 4:** The day of the Annual Meeting, parents will be given a document that contains information about the Title I program, and future dates and descriptions of PFEP activities
5. **Step 5:** A PowerPoint visual will be shared to show parents important salient aspects of Title I programs
6. **Step 6:** If available, a quick video will be shown about the importance of parental involvement

7. **Step 7:** Sign-in sheets with email addresses will be collected, and parents will be asked to respond via email and via a survey with any questions or concerns.

**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.**

The school's AYP, the PowerPoint on the Federal Programs site, and the school's specific data for 2019-2020 will be shared at the Annual Meeting.

**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) **Adequate Yearly Progress (AYP):** A PowerPoint will be provided that breaks down the subgroups of students and how they have performed during the 2019-2020 school year.
- (2) **School Choice:** If available, a school choice representative will be at the Annual Meeting to answer specific questions. If not, then a brief video and handouts will be provided about School Choice.
- (3) **Rights of Parents:** This information will be available by request. However, copies will be at the meeting and in the Main Office for parents to pick up at their convenience. As well, parents will learn how to navigate the school's website in order to have 24-hour access to their Rights.

**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?**

Parents without access to technology will receive printed hand-outs as a means of notification for all events. These handouts will be sent home in their students' Tuesday Folders at least two weeks prior to events. Hard copies will also remain in the Front Office for their convenience. These events include Title I PFEP events, school updates, district, and state updates (report cards, progress reports, 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.

**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:** Send invitations to parents via the multiple methods of communication (website, flyers, social media, Class Dojo, email, phone calls, etc...)

**Step 2:** Based on the feedback from 2019-2020, parents will receive the evaluation and survey at the beginning of the meeting. As the meeting progresses, parents will have the opportunity to complete the evaluation and survey. This will increase the number of evaluations and surveys submitted.

**Step 3:** An agenda will be provided at the beginning of the meeting, outlining the purpose of the meeting, and what the parents can expect to discuss.

**Step 4:** Suggestions will be asked for the upcoming (2021-2022) school year. Time will be given for parents to verbally share, and to write on their evaluations/surveys.

**Step 5:** Celebrations will be asked for the current school year (2020-2021). Time will be given for parents to verbally share, and to write on their evaluations/surveys.

# BUILDING CAPACITY

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

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

The school will build the capacity for parent and family engagement through the following activities:

- **Annual Meeting/Open House:** This will serve as an introduction to all of the programs, how to access via technology and in-house, and how to best keep track of student progress and achievement.
- **FSA Parent Nights (ELA, Math & FCAT Science):** These events will serve as ongoing reminders of how to access information about student achievement, and updates will be provided about current student progress, achievement, and recommended next steps.
- **Parent/Teacher Conferences:** These conferences will be encouraged for one-on-one parental support. Parents will receive the specific attention that they need in order to learn how to support the achievement of their students.
- **Blended Learning Programs:** During each event and conference, reminders of how to access and navigate programs such as Freckle, iReady, Achieve 3000, FOCUS, OneView, and PENDA will be provided.

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

The school will continue to invite community stakeholders to all events, so that their voices may be heard throughout the school year. The school's marquee, social media, phone, and email are examples of ongoing methods that will be used to keep our community stakeholders involved. As community involvement is increased, it is anticipated that ideas for tutoring, funding, and student support will be generated. All of these ideas will benefit the overall academic and behavioral success for the students.

(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.

- **Parent Resource Room:** This room will be maintained for the use of parents, as they continue to learn more about specific academic and behavioral indicators for their students.
- **Advertised to Parents:** During each event, in the Tuesday Folders, and in the Front Office, ongoing reminders and flyers will be available for parents to be aware of their Resource Room.
- **Training for School Staff:** During the Professional Development meetings (including during Pre-Planning), teachers will be made aware of how to access the Parent Resource Room, and how to support parents as they work with them in the room. Ongoing monitoring and feedback will be collected during each professional development meeting, in order to decide best next steps.
- **Tours:** Parents, Faculty, and Staff will be provided a tour of the room, so that they are familiar with the resources that are available.

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?

- **Printing:** Office Depot will be used for printing services, so that parents will receive colorful and inviting flyers to the school's events.
- **Postage:** Stamps will be purchased so that parents may receive notices in the mail of sensitive or additional important information that is needed to support their involvement.
- **Materials & Games:** Lakeshore Learning will be used to purchase supplemental materials such as learning games and other activities that will help parents and students build relationships and strong academic knowledge.

## 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
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<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <li>1. How to <b>complete</b> the <b>parent portions</b> of FASFA</li> <li>2. How to <b>research college websites</b> for <b>what</b> their child need for <b>admission</b></li> <li>3. How to use <b>OneDrive</b> and <b>Focus</b> to keep up on <b>graduation indicators</b></li> <li>4. About the most popular <b>scholarship websites</b> and tips for receiving <b>funding</b></li> </ol>	<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)	Administrators	Parents will learn: <ol style="list-style-type: none"> <li>(1) Title I</li> <li>(2) School Improvement Plan</li> <li>(3) Ways of getting involved</li> <li>(4) Future Events</li> <li>(5) How to navigate electronically</li> </ol>	September 2020	Sign-in sheets; evaluations/feed back forms; submission of separate questionnaire that details current status of parental knowledge
Title I Developmental Meeting (required)	Administrators	Parents will: <ol style="list-style-type: none"> <li>(1) Evaluate the overall PFEP for the current school year</li> <li>(2) Provide feedback for the next school year</li> <li>(3) Share celebrations from the current school year</li> <li>(4) Know more about Title I and the Budget process</li> </ol>	February 2021	Sign-in sheets; evaluations/feed back forms; comparison of data from 2019-2020 to 2020-2021. This comparison will show evidence of growth and effectiveness. End of year student data (if available) will be used in comparisons.
FSA ELA Night	Administrators & Teachers	Parents will: <ol style="list-style-type: none"> <li>(1) Learn how to navigate all ELA/Reading resources</li> <li>(2) Review current school-wide ELA data</li> <li>(3) Understand current expectations for student success</li> </ol>	September 2020	Sign-in sheets; evaluations/feed back forms; comparison of ELA student achievement data from previous school year to current school year

FSA Math Night	Administrators & Teachers	Parents will: (1) Learn how to navigate all Math resources (2) Review current school-wide Math data (3) Understand current expectations for student success	October 2020	Sign-in sheets; evaluations/feed back forms; comparison of Math student achievement data from previous school year to current school year
FSA Science Night	Administrators & Teachers	Parents will: (1) Learn how to navigate all Science resources (2) Review current school-wide Science data (3) Understand current expectations for student success	November 2020	Sign-in sheets; evaluations/feed back forms; comparison of Science student achievement data from previous school year to current school year
School-wide Data Chats & Mid-Year Stakeholders Meeting	Administrators & Teachers	Parents will: (1) Learn how to navigate all academic resources (2) Review current school-wide academic data (3) Understand current expectations for student success	January 2021	Sign-in sheets; evaluations/feed back forms; comparison of all student achievement data from previous school year to current school year
FSA Family Game Night	Administrators & Teachers	Parents will: (1) Learn how to use games as learning tools at home (2) Review current school-wide academic data (3) Understand current expectations for student success	February 2021	Sign-in sheets; evaluations/feed back forms; comparison of all student achievement data from previous school year to current school year

*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?**

As a Title I school, we will provide evidence of the school-parent compact by providing documentation of parent and teacher signatures on the school's official compact agreement. On this agreement, conference dates, data, and student goals are outlined to show aligned goals with all stakeholders.

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

The principal will ensure required conferences are implemented with ALL parents in the following ways:

- On-going monitoring of teachers' parent conference logs
- Monthly checks and requests for feedback during Faculty Meetings from teachers
- Spot-checks with parents as principal/parent conferences are held, to see if they are comfortable with the Parent Compact
- Reminders during PFEP events about goals on the Parent Compact



# INSTRUCTIONAL STAFF

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

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

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

**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.**

- (1) **Teacher Certification:** "Out of Field" letters will be sent home periodically throughout the year, informing parents if their child is being taught by someone who is not properly licensed or endorsed.
- (2) **Teacher Effectiveness:** Letters will be sent home periodically throughout the year, informing parents if their child is being taught by someone who is classified as ineffective, out-of-field or inexperienced.

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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

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

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Book Study "Atomic Habits" (continued)	Mr. Rashard Willis, Principal	Improved habits of teachers will support students in the classrooms	Aug 2020 - June 2021	Sign-in sheets, evaluation sheets, feedback from teachers, feedback from students, comparison of student data from previous year to current year, comparison of teacher evaluations from previous year to current year

# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The ESE teacher will provide parent training on FSA (Reading, Writing, and Math) and FCAT 2.0 (Science) for parents of ESE students. Parents will be provided with <b>accommodations</b> and modifications that are allowed on state assessments that can be used during the school day and also as <b>homework</b> activities.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The Title I Pre-K teacher will coordinate activities to inform parents on ways to help their child/children at home. As well, monthly parent workshops will be held for parents of Pre-K students.
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The school counselor(s) will provide on-going meetings to support families of children and youth who are neglected, delinquent, or at-risk. These meetings can be specific to the needs of the family, or group meetings can be held with the students (with parental permission). Teachers will serve as the initial contact between families and counselors.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The school counselor(s) will provide on-going meetings to support families of children and youth who are experiencing homelessness. These meetings can be specific to the needs of the family, or group meetings can be held with the students (with parental permission). Teachers will serve as the initial contact between families and counselors.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	The school counselor(s) will provide on-going meetings to support families so that their children may be more successful in school, graduate on time, and become college and career ready. Teachers will serve as additional supports with these endeavors.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	One of the ways that student academic achievement can be obtained is by increasing the number of highly qualified principals, assistant principals, teachers, and para-professionals that support these students. Ongoing professional development will be provided for all individuals (through school and district platforms). As well, families will be encouraged to work hand-in-hand with the highly qualified staff so that the children will be more academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	One of the ways that English proficiency can be obtained by English Language Learners is by increasing the number of highly qualified teachers and para-professionals that support these students. Ongoing professional development will be provided for all individuals (through school and district platforms). As well, families will be encouraged to work hand-in-hand with the highly qualified staff so that the children will be more academically and behaviorally successful in school.

*Schools may add lines as needed.*