

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



School Name: Carter G. Woodson

School #: 166

Principal Name: Sylvia Embry

School Website: www.duvalschools.org/woodson



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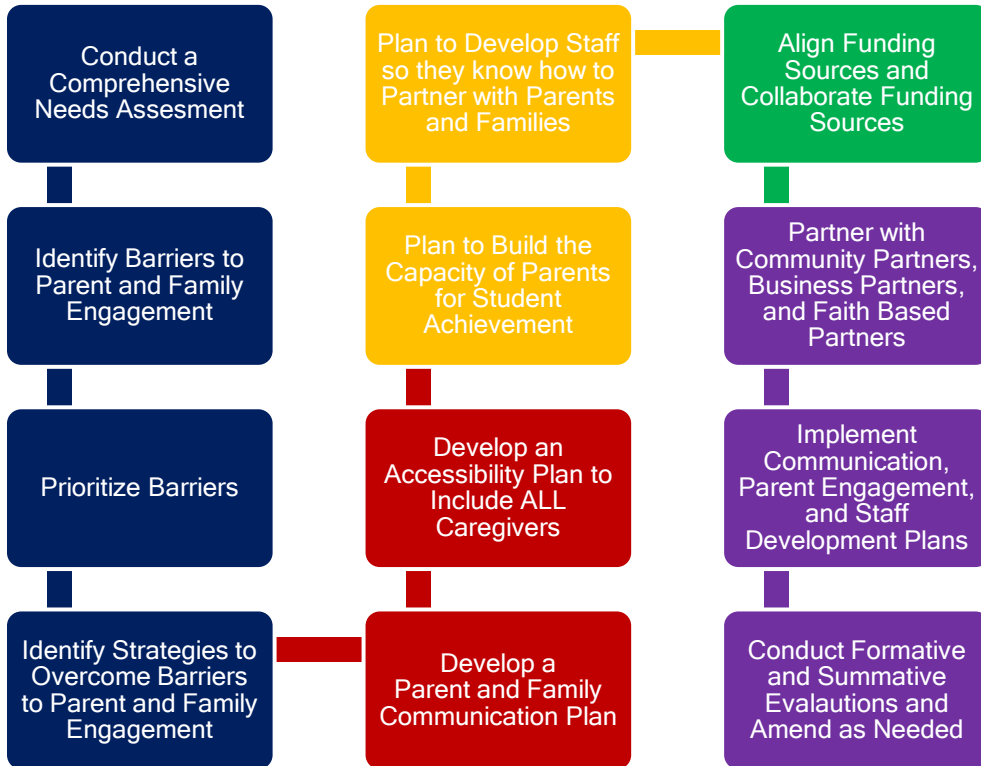


OVERVIEW

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, [Click or tap here to enter text.](#), 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.

Sylvia Embury

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
\$3400.00	\$3310	\$90
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		
Due to Covid-19, we were not able to implement the planned activities.		

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)
0	0	Parents will be allowed to check out resources that are located in the Parent Resource Room. There are several academic games and resource books that will assist in building Math and Reading skills.
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	Feedback form
Developmental Meeting (End of Year)	10	Feedback from survey

Parents will be allowed to complete a survey that asks them to explain what they learned and how they can implement what they learned at home.

Book-o-ween	21	
Math Night		Cancelled due to COVID
Literacy Night		Cancelled due to COVID

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.

Based on the parent survey feedback collected from the Developmental Meeting, parents expressed their need for more assistance regarding their students academically and instructionally. They would like consistent communication from the school. Also according to the TNTP data and parent feedback, communication in an area of concern. As a result, for the upcoming school year we will utilize various means of communication such as School Messenger, newsletter, Class Dojo, flyers and weekly information folder.

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. Barrier 1: Lack of Parental Involvement and participation. Parents and guardians were not in attendance at parent events.
- 2.

(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 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)	Lack of parental involvement	1. Parent newsletter will go home monthly with a list of all the events for that month. Event flyers will be sent home 2 weeks prior to the event. Administration will do a call out 1 week prior and the night before the event. School will use school messenger, school message board, classroom dojo and other social media outlets to inform parents about upcoming Parent Nights and other school events. Quarterly Parent/Teacher/Student Data Chats to assist parent involvement with student's academic progress to take place and parent engagement events and meetings.
2)		
3)		

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 overarching outcomes/goals for the current school year for parent and family engagement this school year will be increasing parental involvement through much more thorough forms of communication and activities that allow them to engage with their student and school community.

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
<p>Describe how the school will provide full opportunities for <u>all</u> 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 <u>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.</u> Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?</p>
<p>The school will provide full opportunities for all parents and families to participate in all parent and family engagement activities by using the feedback from needs assessments and district survey data to first better communicate with families. With the use of classroom dojo, robocalls, and flyers we will make connections. Parents that have special needs such as disabilities, work obligations, speak a language other than English will be accommodated based on their designated form of communication. All needs will be considered and implemented as needed. Barriers will be removed to ensure parental units are a part of their education by making certain teachers and staff know the importance of family communication and secondly by communicating those needs thoroughly to the administrative team. The parent liaison will also play a key role in making sure we properly connect with families.</p>
<p>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?</p>
<p>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 through the use of Class Dojo which has a language feature, robocalls, and handouts (which will be language specific for families).</p>
<p>What are the different languages spoken by students, parents and families at your school?</p>
<p>The primary language spoken by students, parents and families at Carter G. Woodson is English.</p>

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) At least two weeks in advance, we will communicate information about Title 1 programs. Parents and students will receive monthly Newsletters at the beginning of each month. The newsletter will contain important dates and an outline of school related activities and events. The school marquee will also be used as a way to communicate school related activities, events, and programs. The marquee will be updated to include current events, dates, and times.
(2) Classroom Dojo, Marquee, Newsletter and School Messenger

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

(1) During Open House, the curriculum will be introduced to the parents.
(2) Parents will be informed of the various assessments used throughout the year to measure student progress. This information will be made during Open House, Data Conference Night and through parent teacher conferences.
(3) The achievement levels students are expected to obtain will be described and explained Open house, opening literacy night, math night, and resources placed in the parent and family resource room (room 1)
(4) The format will be given in English.

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

(1) Parents will have decision-making opportunities available for parents through PTA, SAC and events.
(2) The school will communicate through School Messenger, flyers and newsletters.

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 have a feedback forms after each parent event. Parents will be encourage to join SAC so they can participate and advise the school on various matters.

(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) Flyers will be sent home, a hard copy will be available in the front office. Parent Compacts will be discussed and signed during Parent Conference Night.

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)].

The school involves parents and families in the planning, reviewing, and improvement of Title I programs including involvement in decision making about Title I funds by initially conducting a Developmental Meeting that afforded parents the opportunity to give input as to what activities they would like to see take place to help the school meet School Improvement goals. The parents also helped to identify barriers that prevented past family engagement. Parents had the opportunity to contribute to the school-parent compact and the parent and family engagement budget. There has been a monthly meeting date set for the first Tuesday of the month.

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 - Bus passes will be available for parents to attend the schedule events.
 Childcare - Not a barrier
 Home Visits - As determined by Administration
 Other - Administration will ensure flyers are distributed 2 weeks prior to each event.

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)]

Quarterly parent nights
 Student data chats with families
 Developmental meeting
 Annual Title I meeting
 SAC
 Mid-year stakeholders meeting
 ~During these events parents completed the parent survey and provided feedback for the PFEP.

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

Data from the School Gallup survey, parent surveys/feedback/minutes from the Annual Title 1 meeting, feedback from parent compact, feedback form, and Developmental Meeting surveys/feedback/minutes.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- ☐ AM Sessions based on documented parent feedback
- ☐ PM Sessions based on documented parent feedback
- ☒ Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- ☐ AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- ☒ Other Virtual if necessary

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: Step 1: Introduce it at community day introductions
2. Step 2: Send home flyer in student first week of school informational package from teachers
3. Step 3: Introduce it at the first SAC meeting and in the August monthly newsletter
4. Step 4: Send out a robocall and post flyer on classroom dojo
5. Step 5: Conduct meeting

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 purpose and contents of the parent and family engagement plan will be shared. The title I program shared with parents is ongoing and in conjunction with the function of SAC. Meetings will be held separately but the content of SAC will assist with the fulfillment of Title I plans. Parents will also receive information related to Title 1 programs that include the development of the PFEP and budget, parent compact, how to access services through the school parent resource center, as well as the District Title I Parent Involvement Office and information on their Right to Know. The Annual meeting will also give parents a review of the academic progress of the school, the development of the SIP and any other data.

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.

The Annual Meeting will address subgroup performance in reading, math and science. In addition, School Choice and the rights of parents will be covered thoroughly by means of PowerPoint presentations and handouts. Charts and diagrams will be used to review data from 3rd-5th grade FSA scores. This data will include students falling within each of the subgroups within our school.

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?

- Carter G. Woodson will assist parents with disabilities or those identified as having disabilities to have access to Parent Involvement activities and/or services. We will try to accommodate in any way possible if services are available if feasible.
- Copies of flyers, newsletters and all other forms of communication will be placed in the Title I compliance folder online as evidence.
- School Messenger
- Class Dojo
- Newsletter

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.

The strategy that will be implemented to conduct the end of year developmental meeting to evaluate parent and family engagement that occurred during the year will be a parent survey and needs assessment. In order to prepare for the upcoming year, we consistently maintain a system to obtain parental feedback.

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

<p>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?</p> <p>Our events for this year are Moms with Muffins, Data Conference night, Parent Engagement Night, Literacy Night and Math Night.</p> <p>Each of these events are strategically planned with the needs of our families in mind. Each event will be an intricate time to engage parents as we emphasize our focus on attendance and students getting to school on time.</p>
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p> <p>Carter G. Woodson will implement activities that will build relationships with the community to improve student achievement. The program will partner with various community partners to see how we can aid in specific community needs thus building a relationship with partners. We also engage our partners and community members by inviting them to various school functions to see and partake in initiatives to help push our students in their pursuit of academic achievement. Partners help with varying events tailored to preparing students for high achievement.</p>
<p>(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.</p> <p>We will provide materials and trainings that will assist parents and families with their children's development in terms of the curriculum, common core standards, new technology that assesses students, and helping them to monitor their student's achievement and growth through FOCUS and communication with teachers (classroom dojo, email, etc.) inside the parent and family engagement. We will also actively encourage teacher leaders to host informational sessions with parents in the resource room..</p>

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?

Throughout the school year, various parent surveys will be conducted to gauge ways to provide reasonable support for parent and family engagement activities. This will allow us the opportunity to personalize the activities as needed to successfully engage the parents and families in a way that best suits their needs. Trainings will be provided at the meetings to adequately prepare parents to use the resources that are available at home with their children.

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> <ol style="list-style-type: none"> <i>How to complete the parent portions of FASFA</i> <i>How to research college websites for what their child need for admission</i> <i>How to use OneDrive and Focus to keep up on graduation indicators</i> <i>About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/Feedback;</i> <i>Parent screen shot of completed FASFA parent page;</i> <i>Evidence of one completed scholarship application after 3 weeks;</i> <i>Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Principal	Parent will be provided with information about Title I programs. Discussion about AYP	August	Sign-in Sheets; Evaluation/Feedback; Meeting Notes

		progress from the previous year		
Title I Developmental Meeting (required)	Principal/Assistant Principal	Parent input about the needs of their families and what they feel their students need during the developmental meeting will drive development of the PFEP to help parents gain skills to provide additional support at home to increase student achievement.	May	Sign-in Sheet; evaluation/feedback/ meeting notes
Moms and Muffins	Principal/Assistant Principal	Literacy Activities with moms Parents will learn: 1) How to use reading strategies to increase comprehension 2) How to increase vocabulary when reading through a make and take activity 3) How to do a read aloud with their child at home.	September 2020	Sign-in Sheet; evaluation/feedback/ meeting notes
Data Conference Night	Principal/Assistant Principal	Discuss most current student data and next steps for improvement	October 2020	Sign-in Sheet; evaluation/feedback/ meeting notes
Parent Engagement Night	Principal/Assistant Principal	Activities will provide parent engagement strategies for students to reinforce strategies being taught in school.	January 2021	Sign-in Sheet; evaluation/feedback/ meeting notes
Literacy Night	Principal/Assistant Principal	Activities that will enhance literacy for students in K-5	February 2021	Sign-in Sheet; evaluation/feedback/ meeting notes
Math Night	Principal/Assistant Principal	Activities that enhance math knowledge for students in K-5	March 2021	Sign-in Sheet; evaluation/feedback /meeting notes

Commented [HCA1]: You need to discuss what the parent will be taught so they can do the strategy at home with their child. I will put an example in red and you can erase it when you go to do your explanation

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?

Carter G. Woodson admin will train faculty and staff on the importance and value of parent-teacher communication. Parent and family engagement are important factors in reaching our school's academic goals. As a school, we recognize the need for parent involvement and recognize that we cannot accomplish student achievement without it. All faculty and staff will receive a refresher on Parent and Community Volunteers and be informed of the variety of ways to use parent and community volunteers in the classroom and encouraged to foster a strong partnership with parents. Admin will train teachers on how to conduct a successful parent conference and inform parents of the importance parental involvement.

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

Using the Title 1 parent-school compact form, teachers will be trained on the responsibilities of the school to maintain a strong tie between parents and the school. Teachers are encouraged to host family engagement events to inform parents of current topics being covered in class and strategies for helping their child with reading and math. Our front office staff will be trained on customer service for handling questions and concerns that our parents may bring. Our front office staff will also be trained on assisting parents with signing up to be a volunteer.

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.

Original notification(s) informing parents that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not properly licensed and endorsed. This notification is the 4 Week-Notification and will go home in September.

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>
Class DoJo Training	PBIS Team	Improved student behavior will positively affect student engagement	August 2020-ongoing	Sign-in sheets, increase in student engagement
Hacking Student Discipline book study	PBIS and administration	Increase restorative practices	August 2020-ongoing	Sign in Sheets; increase in restorative practices

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 School Counselor and VE teachers coordinate parent conferences to discuss their child's academic and/or behavior progress on a continual basis. They work collaboratively with parents to complete IEPs, and they also inform them about their parental rights as it pertains to their child's education in the environment in which he/she is serviced.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Ongoing Student Progress Monitoring Plans (PMPs) are developed yearly based on student needs. The progress monitoring plans provide interventions for students to bridge reading and math gaps.
<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.	Supplemental materials will be purchased to enhance Ela and Math instruction. Tutors will be hired to conduct small groups instruction on Florida State Standards for ELA and Math. District assessments will be used to develop focus calendars for targeted groups of students.
<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.