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



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| School Name: Andrew A. Robinson School #: 262 |  |  |
| Principal Name: Latrese M. Fann  School Website: www.duvalschools.org/are |  |  |

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# OVERVIEW

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

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

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

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| *“Treat children like they make a difference and they will.”* |  |

# ASSURANCES

I, 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.

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|  | The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101; |
|  | Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)]; |
|  | Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)]; |
|  | Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]; |
|  | Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement policy [Section 1116(a)(2)(C)]; |
|  | If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]; |
|  | Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; |
|  | Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and |
|  | Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section1112(c)(1)(A)(ii)]. |

\*click to select each assurance, this page will require an original signature and submission to the District.  
  
 \_\_\_\_\_Daryl Hill \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7/29/20   
Signature of Principal/School Administrator Date Signed

# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

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

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3400.00 | $2,458.24 | $941.76 |
| **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 designee will work with the bookkeeper monthly to monitor spending to ensure funds are fully expended. | | |

## Programmatic Overview from the Previous Fiscal Year

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

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| Summative Overview of the Parent Resource Room | | |
| Total Visits  to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet) | **Total Resources Checked Out from the Parent Resource Room** | **What plans do you have to fully use the Title I Parent Resource Room?** **(include inventory that was not returned or any other information pertaining to parent involvement resource room)** |
| 0 | 0 | **First step is to market what is available for parents at the school. We will conduct tours of the resource area show resources available for parents to checkout for use at home with students. We will provide open hours and procedures for checking out and returning 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) | 14 | All parents rated the informational  session 3/3 as evidenced on the parent  surveys. Additionally, several parents stated that they were grateful that they knew what events they could expect in the upcoming school year. |
| Developmental Meeting  (End of Year) |  | The Developmental Meeting was very insightful. Parents gained more knowledge and would like to be more active in planning in the 2020-2021 school year. |
| Back to School Orientation | 426 | Parents gained more knowledge on back to school information on what Title 1 was about. They were able to gain knowledge concerning parent activities for the school year. Also, they were giving information about testing. All parents rated the informational session 3/3 as evidenced on the parent surveys. |
| Open House | 206 | Parents were all able to meet their child teacher. Also, were giving information concerning Title 1. In addition, parents were giving information on how to log in to FOCUS account. All parents rated the informational session 3/3 as evidenced on the parent surveys |
| Health & Fitness Night | 16 | Parents learned activities that they could do with their child at home. Incorporating good eating habits. Also, they were giving handouts with information on exercises that they could do at home with them. All parents rated the informational session 3/3 as evidenced on the parent surveys |
| Literacy/FSA Night | 52 | The Literacy night was a combination event (fun engagement with literacy activities and parent informational in preparation for FSA 2020). Parents of students in grades 3-5 sat in a session that concentrated on the need to knows of the assessment, sample items and scheduling that would be important for parents. In the engagement activities the parents were able to go to booths for each grade level.  At these booths they experienced grade level appropriate content in a manner that could be experienced in both the classroom and at home.  Parents had takeaways (printable packets, activity kits, free books, book fair prizes etc.).  Parents who completed the surveys responded favorably.  They thought the time and length of the event was appropriate.  They also were pleased with the multiple form of communication about the event. Some parents requested follow-up information concerning the testing.  All parents rated the informational session 3/3 as evidenced on the parent surveys. |
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*Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn’t held, a 0 should be included for the “Number of Participants” column with an explanation why the event wasn’t held in the “Results” column.*

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| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan. |
| During the developmental meeting we reviewed the PFEP, school compact, budget, and the status of Title 1 compliance.  At that time, we discussed the need for flexible meeting times, staff development, ways to improve communication and accessibility, and barriers. |

## Barriers

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| Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years. | | |
| 1. Barrier 1: Time constraints related to completion of student learning. 2. Barrier 2: Some parents at Andrew Robinson have limited transportation to family nights. 3. Barrier 3: Work schedules make it difficult for families to attend events. 4. Barrier 4: Communication 5. Barrier 5 | | |
| (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) | Many students do not have help from parents completing their homework, due to their parents working schedules.  Many students do not have computers at home to get on Blended Learning Programs. | Offer home learning passes to students and families participation.  Students will receive additional help from City Year for home learning.  Ensure that every students that opts to receive on-line learning receives a laptop from DCPS.  Teachers were available to assist parents on-line in virtual meetings. |
| 2) | Limited Transportation.  Many parents at A.R.E. have limited transportation | There will be more opportunities for parents that do not have transportation to attend meetings and parent nights by virtual meetings. |
| 3) | Parents work schedules prohibits many parents from attending parent engagement events | To provide a.m. and p.m. parent engagement events.  If parents are not able to attend a.m. parent engagements events; they will be able to attend some p.m. events. .  If parents are prohibited in the building continue to have the a.m. and p.m. parent engagement events, but have them virtually. |
| 4 | Parents not being able to attend parent nights at school, due to COVID-19. | Offer parent engagement activities via on-line. |

## Overarching Outcomes/Goals for the Current School Year

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| Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement? |
| Andrew Robinson Elementary administration will survey parents to determine the best time to meet based on parent and community member’s schedules.  Parent involvement activities will be held before, during, and after school to accommodate the schedule of all parents.  Again, Mr. Hill will go out to local churches to meet with parents to share with parent information from parent nights. However, If Mr. Hill is unable to reach parents in churches; he will meet with parents in virtual meetings to enlighten parents on pertinent information concerning student achievement.    Andrew Robinson Elementary plans and promotes numerous meetings, workshops, and family nights throughout the school year and some will be virtual meetings.  These events will be promoted by school website, Facebook, automated School Messenger calls, and Tuesday Folders. |

# COMMUNICATION AND ACCESSIBILITY

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| Telephone | Envelope | Email | Laptop | Chat |

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

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| Accessibility |
| **Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?** |
| * We will rotate activity times to help improve parent’s ability to attend events with multiple or time challenging jobs.  Additionally, by altering the activity times we will help parents with children in multiple schools attend more events. * School will contact families through various forms of communication such as: weekly parent newsletters, school marquee updates, social media accounts (Facebook, Class DoJo App, and Remind), school website and via phone through Connect Duval Messaging System.  Some parent meetings will be held in the morning, due to parents having to work evening ours * For ELL students and parents, will have the opportunity to read messages on Facebook, Class DoJo App and remind in their chosen language. |
| **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?** |
| School will contact   * School will contact families through various forms of communication such as: weekly newsletter, school marquee updates, social media, school website, and via phone through Connect Duval Messaging System. * For ELL students and parents, school information will be shared using several different platforms to allow parents to read announcement in their chosen languages |
| **What are the different languages spoken by students, parents and families at your school?** |
| Spanish, English, Other |

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| COMMUNICATION |
| (1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication. |
| (1) Weekly parent newsletters. school marquee updates, social media accounts.  (2) Communication will be posted three weeks out up until the event.  (3) We will continue to use platforms that allow parents to read announcements in their chosen language.  (4) Information will be sent home in parents’ chosen language. |
| 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 school will offer parent nights to explain curriculum, assessments and achievement levels to students.  (2) The school will host an FSA Parent Night to explain achievement levels, student growth measurement tools and promotional requirements.  (3) The school will post district and state links to provide additional literature for parents to access  (4) In our Title 1 Annual Meeting, we describe and explain the curriculum at school, the forms of assessments used to show progress, and the achievement levels students are expected to obtain. This information will shared in parents’ chosen language |
| (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) There will be a parent/stakeholder meeting to develop the school’s plan for Parent Involvement.  Parents will be able to participate in the decision making process during monthly (virtual or face to face meetings) in SAC and PTA.  (2) Communication will be sent via school newsletter, school marquee, social-media accounts and school messenger. This information will be shared in parents’ chosen language. |
| How will the school submit parents’ and families’ comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116] |
| Parent Comment/Suggestion Forms will be available in the Parent Involvement Binder, located at the front desk.  Copies of the forms will be sent to the district Title 1 liaison for our school.  School-related comments or suggestions will be addressed by administration.  Copies of all forms will be kept in the Parent Involvement Binder. |
| (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) The school will make a digital copy of the Title 1, Parent A Parent and Engagement Plan available online.  A copy of the plan will also be made available in the Parent Involvement Binder located at the front desk of the school.  This will be discussed during the initial SAC and PTA meeting(s).  Also, parents input will be leveraged throughout the year as events such Orientation, Open House, and Family Nights.  Parents will be given a copy upon request  (2)Parents will be provided a copy in their chosen language on request. |

# FLEXIBLE PARENT AND FAMILY MEETINGS

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

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| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

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| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)]. |
| The school will host a Developmental Meeting to review and revise the plan.  Meeting notice will be sent out two weeks prior to the meeting being conducted.  SAC and PTA members will be invited to participate in the Developmental Meeting.  Additional request for parent participation will be leveraged through school marquee, school messenger, school newsletter and via social media.  During the Annual Back to School Event notices will be disseminated to parent for the upcoming Developmental Meeting.  We will remind parents about the Developmental Meeting throughout the year. Two weeks prior to the Development Meeting parents will receive a flyer online. Also, parents will be given the option to attend a virtual Development Meeting versus face to face in person.  Parents are continually asked for feedback on events. |
| **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 - JTA passes * Childcare - Approved Parent Volunteer or Paraprofessional * Home Visits - * Additional Services to remove barriers to encourage event attendance -School will make resources and materials discussed during parent events accessible on the school’s website |

## FLEXIBLE FAMILY MEETINGS

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| How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)] |
| Informational captured in the Parent Surveys, the Annual Parent Meeting, and Developmental Meeting helped determine the best time for involvement activities. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Information captured in the Parent Surveys, the Annual Parent Meeting, and Developmental Meeting helped determine the best time for involvement activities. |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)  AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## REQUIRED ANNUAL MEETING

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| 1. Step 1: Prepare Presentation and Agenda for Meeting 2. Step 2: Send out meeting notice two weeks prior to the meeting being held 3. Step 3: Conduct Meeting and Record Minutes from the meeting 4. Step 4: Provide opportunity for feedback 5. Step 5: Complete the Title 1 Activity Form 6. Step 6: Submit Required Documentations to Digital Compliance Portal 7. Step7: Virtual Meetings will be an option 8. And so, on as needed.... |
| **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.** |
| We will discuss: Title 1 Plan    What is Title 1 (Program and Requirements)?    Title 1 is a federal grant that provides:   * provides supplemental funds to schools with high concentrations of poverty to meet educational goals * supports the professional development of teachers   supports parent engagement program  Parent Involvement in Title 1- Establish a Title 1 Parent Resource Room for material checkout  Services Associated with Title 1  School Improvement Plan  Parent –School Compact  Feedback and Evaluation - Surveys |
| **Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.** |
| (1) The school will add specific data around the aforementioned points.  (2) In addition to the aforementioned, we will also provide parents information about school choice and their rights when a school receives Title 1: Part A funds.  (3) |
| **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?** |
| School will contact families through varies forms of communication such as: Facebook, Class DoJo, school website and via phone through Connect Duval Messaging System.  Communication for ELL  students will be sent in their native language. |

## REQUIRED DEVELOPMENTAL MEETING

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

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| Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding. |
| Title 1 Developmental Meeting will take place in the spring just prior to the close of school. This will allow parents to provide feedback regarding all previous events as well as let us know what events they would like to see the following year. This will also allow parents to provide input into how PFEP funds are spent. |

# BUILDING CAPACITY

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

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| * Developmental Meeting * Saturday Back to School Events * Open House * Annual Title 1 Meeting * Literacy Night * FSA Parent Night * Transition to Kindergarten * Volunteer Training * Parent Academy Events/Workshops   At these events, we will have flexible meeting times and provide food.  At these events, we will also, provide surveys so that we are able to accurately respond to the families. Also, these events are designed to help provide parents with the tools they need to help their children at home to improve student achievement. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Community Partners serves as members of SAC.  Through their partnership, community members:   * Participate in the school’s Voluntary Tutoring Program * Add input to the school’s decision-making process per use of School Improvement Funds * Provide goods to support school needs * Provide resources and services to families beyond the school * Continue reaching out to community and stakeholders throughout the year to provide support for parents and families |
| **(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.** |
| (1) The school will establish a Title 1 Parent Resource Room for material checkout.  Items available for checkout will be posted will be posted online via school website and social media; also, a hard copy of materials will be available at the front desk.  (2) Expectations for use and procedures for checkout will be available at the front desk and via digital platform(s).  (3) Teachers will be continued reminded throughout the year to remind parents about the parent resource area during their conferences  (3) Designated leadership members will facilitate training for utilization of the Parent Resource Room.  Communication will be posted in literature and announced at meetings, family nights and events that the Resource Room is available to parents. |
| **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?** |
| Since, Andrew Robinson Elementary has a transient population of parents and some are low social economic status, we decided to provide hygiene bags to families in immediate need.  In addition, parents will be allowed to use our parent computer as needed and if copies need printed it will be available on an as need basis.  Parent will receive training through the Parent Academy training and workshops. |

## PARENT AND FAMILY ENGAGEMENT EVENTS

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

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| Name of Activity | Person Responsible | What will parents learn that will have a measurable,  Anticipated impact on student achievement | Month Activity will take Place | Evidence of Effectiveness |
|  |  |  |  |  |
| Title I Annual Meeting (required) | Assistant Principal | As parents increase awareness and participation on understanding Title 1 Programs, the anticipated impact will be increased student achievement | September 2020 | Flyer, Agenda, Sign-in Sheet, Survey, Presentation and Handouts |
| Title I Developmental Meeting (required) | Assistant Principal | Increase Parent Awareness and Participation | August 2020 | Flyer, Agenda, Sign-in Sheet, Survey and Handout; parents will be aware of Blended Programs and other district assessments in the future; |
| Saturday Back to School Event | Principal Teachers | Increase Parent Awareness and Participation | September 2020 | Flyer, Agenda, Sign-in Sheet, Survey and Handouts; |
| Open House | Leadership Team/Teachers/Teachers/Parents | Increase Parent Participation | September 2020 | Flyer, Agenda, Sign-in Sheet, Survey and Handouts |
| Literacy Night | Leadership Team/Teachers/Parents | Parents will gain strategies to support their student’s reading. Parents will be able to assist their children at home with strategies provided, thus increasing student proficiency in reading. | January 2021 | Flyer, Agenda, Sign-in Sheet, Survey and Handouts, Increase awareness on FSA (Reading) to promote student achievement |
| STEM Night | Leadership Team/Teachers/Parents | Parents will gain strategies to support their student’s reading. Parents will be able to assist their children at home with strategies provided, thus increasing student proficiency in math and science. | May 2021 | Flyer, Agenda, Sign-in Sheet, Survey and Handout; increased student proficiency FSA math and Science FCAT 2.0; parent awareness |
| FSA Parent  Night | Leadership Team/Teachers/Parents | Parents will gain strategies to help their FSA. Workshops will encourage better attendance, particularly around test time, and increase academic achievement, thus increasing attendance around FSA and FSA scores | February 2021 | Flyer, Agenda, Sign-in Sheet, Survey and Handouts; parent awareness |
| Transition to Kindergarten | Parent Liasion/Assistant Principal/Guidance Counselor | Increase Parent Awareness, and increase student readiness for Kindergarten | May 2021 | Flyer, Agenda, Sign-in Sheet, Survey and Handouts; parent awareness |
| Parent Training | Leadership/Teachers/Parents | Increase Parent Participation to provide one-on-one reading strategies. This will increase student proficiency in reading. | August 2020-March 2021 | Flyer, Agenda, Sign-in Sheet, Survey, handout for parent awareness |
| Health and Fitness Night | Leadership Team/Teachers/Parents | Parents will gain strategies to support their student’s math and science through education and tracking of Health and Fitness metrics. Parents will be able to assist their children at home with strategies provided, thus increasing student proficiency in math and science. | November 2020 | Flyer, Agenda, Sign-in Sheet, Survey and Handouts; parent awareness |
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*Schools may add or remove rows as needed.*

# PARENT COMPACT

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

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| As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? |
| It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. There will be a school pledge, student pledge, and family/parent pledge.  The school-parent compact forms will be completed in a virtual meeting with students and parents. The evidenced will be parents and students signing the document and submitting everything on-line. An attendance link will be verification that the parent and student were involved. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| The Parent Compact will Log will be collected quarterly by administration. Teachers will keep a log of the number of conferences they held virtually or by telephone and submit to administration. Administration will upload a Parent School Compact in Title I Digital Compliance. |

# INSTRUCTIONAL STAFF

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

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.  
  
If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

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| As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan. |
| If a teacher is not properly endorsed to teach the course that the student is in it is the responsibility of the school to notify the parents of such an occurrence. The school provides a letter to the parent explaining the circumstances of the teacher being out of field.  A list of teachers that are out of field, ineffective and inexperienced will also be uploaded to compliance and maintained in the school’s Title I records for the year. |

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on… |
| 1. **The assistance of parents and families and in the value of their contributions.** 2. **How to reach out to, communicate with, and with parent and families as equal partners.** 3. **Implementing and coordinating parent and family programs and building ties between parent and families and the school.** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness | | Parent Academy Workshops | Interventionist and Coach | Building relationship in order to gain knowledge to school/testing expectations |  | Sign-in sheet  Completed book review form, teacher discussions, evaluation | | Literacy Night | Leadership Team | Enhance student experiences with literacy activities | Quarterly | Sign-in sheets, evaluation sheets, follow up with teachers | | FSA Parent Night | Leadership Team | Share with parents FSA guidelines and expose parents to test format and student expectations. |  | Sign-in sheets, evaluation sheets, follow up with teachers, and artifacts | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

# COLLABORATION OF FUNDS

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| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.  [ESEA Section (a)(2)(C)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act | The individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique and prepare them for further education, employment, and independent living. Title 1 seeks to educate families on how to work with students failing under IDEA at home to be successful in the classroom and give families strategies for providing for providing a safe environment. |
|  | **VPK** - Voluntary  Pre-Kindergarten | The Voluntary Pre-Kindergarten Education Program is a free Pre-Kindergarten program for 4 and 5-year-olds who reside in Florida. Title 1 seeks to educate families on how to work with VPK. Title 1 seeks to help families with new school-aged children adjust to their new parenting roles. |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title 1 seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title 1 also seeks to furnish families with strategies for a safe environment |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title 1 seeks to provide families with resources and training on how to help their children be academically and behaviorally |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | Title 1 seeks to provide training and resources to families to help their children be successful in school, graduate on time and become college and career ready. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | The purpose to provide game grants to state agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title 1 seeks to provide the tools and education necessary to families so that they can work hard with the highly qualified school staff to help their children be successful academically and behaviorally in school. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*