

2020-21

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



**School Name:** Fort Caroline Elementary

Principal Name: [Violet Stovall]

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



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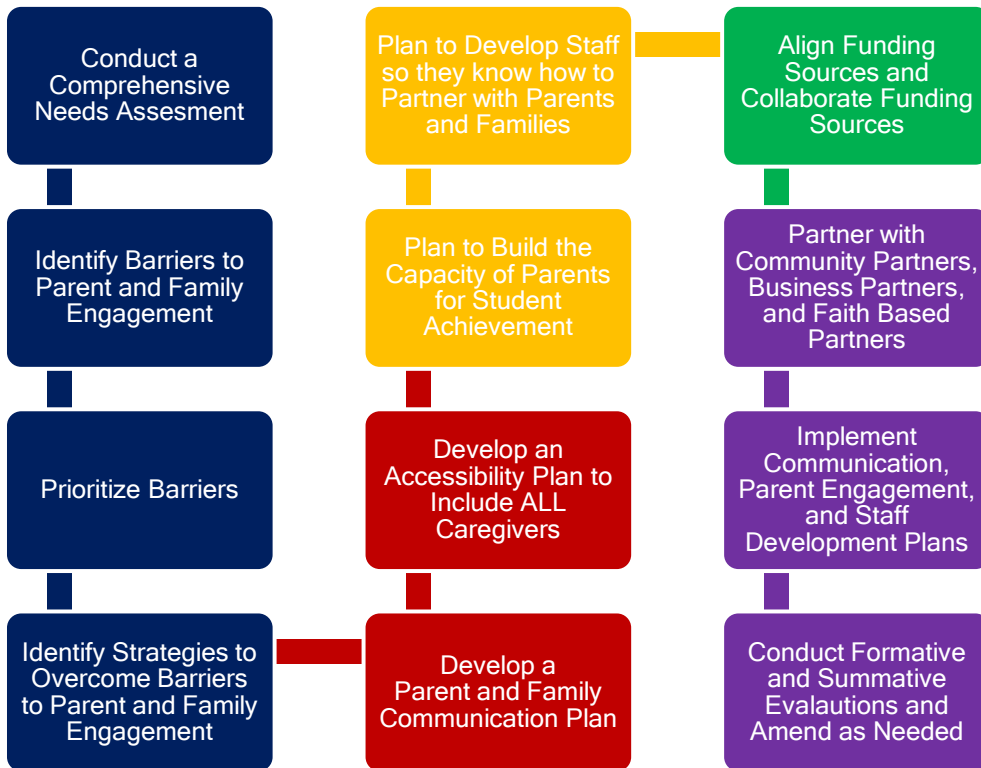


## OVERVIEW

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, Violet Stovall, 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.

Violet Stovall  
Signature of Principal/School Administrator

June 23, 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	\$3227.08	\$172.92
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		
There were funds that were not expended last year, due to miscalculating the funds appropriated. In order to fully engage our parents in the school plan, the Principal will work closely with the Bookkeeper to ensure funds are monitored for expenditure in accordance to the PFEP.		

**Commented [SCM1]:** I was able to pull your ROS for last year. Our records show \$172.92 was not expended. You could just provide a brief blurb as to why those funds were not expended. I would also suggest that you include a way the school will ensure funds are fully expended this year. You could include that the designee will regularly communicate with the bookkeeper to ensure funds are being spent in accordance with the PFEP.

#### 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	The school will improve communication to parents to make them aware of what Title I resources are available at the school. We will utilize all communication platforms, school website, FB, parent newsletter and School Messenger System to share the availability of resources. Teachers and school staff will also engage parents during conferences and school meetings regarding the resources.
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	Results of Evidence of Effectiveness

**Commented [SCM2]:** I would suggest elaborating a bit more in this area since visits were limited to the room. You could include that information about the room will be shared on social media and the website. You could indicate that faculty will utilize the room for parent-teacher conferences. It is up to you as to how you wish to elaborate with this section.

	sheets in Digital Compliance)	
Annual Meeting (Beginning of Year)	125	Parents orientated to the school
Developmental Meeting (End of Year)	2	Parents were given the opportunity to provide input on parent involvement activities for 2020-2021
Donuts with Dads	125	Family member attending the activity followed up with parent-teacher meetings. Male family members were provided academic information on how to help students with work at home.
Science/ Data Night	65	Parents were provided assessment data for Science/Reading/Math. The results were explained to parents.
Literacy Night	55	Parents were provided Reading strategies to help students with Reading at home. The evidence of the effectiveness is overall student improvement in Reading
FSA Parent Information Night	45	Parents were provided information for the FSA. Results would have been evident if FSA were administered in March

*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.**

During the Developmental Meeting there was not any parent feedback provided (possibly because COVID-19). The feedback from previous meetings was used to develop the plan.

## 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 - Parents lack of understanding of the benefit of attending the activities
2. Barrier 2 - Parents lack of interest
3. Barrier 3 - Parent work schedules
4. Barrier 4 - Limited English
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)	Parents lack of understanding of the benefit of attending the activities.	A description of the benefits will be included in the flyers and parent newsletter. Parents will be provided an overview during the Title 1 Annual Meeting of the support and resources available during the parent activities.
2)	Parents lack of interest	The teachers will make personalized calls to invite parents to attend. Parent engagement activities will be combined with student performances and active participation during the presentations and events.
3)	Parent work schedules	The school is making an effort this year to include Virtual meetings to engage parents that are not able to attend in person and will record the sessions for parents to view at a later time.

**Commented [SCM3]:** If this is the Title I Meeting at the beginning of the year, this is actually the Title I Annual Meeting. Your Developmental Meeting is held in the spring and it is where the parents provide feedback on the year's events.

**Commented [SCM4]:** Is there anything else that could be done to show a progression from the last PFEP? I would suggest adding just one more idea on how you can get parents interested in events.

## 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 goal for parent engagement is to increase parent awareness of the support and resources available to support students at home. The Parent and family engagement will ultimately increase student academic achievement.



## 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?

Fort Caroline will encourage personal invitations made by teachers to all parent events via phone calls. Parents have access to teacher's voice mail and teachers are required to return all calls within a reasonable (24 hrs) time frame. The school will also follow the county guidelines for dissemination of materials and TransACT will be utilized as needed to communicate events and information to parents. We will utilize the district's Messenger system to provide parents with information via a telephone recording system. Parents are encouraged to schedule visits to the school to seek out information as needed.

Flexible times will be used for scheduling events, mornings and evenings. All events will be initially advertised 2 weeks prior to the event and again 3- 4 days before the event.

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 use monthly parent newsletters, flyers, school marque, FB and the school messenger system to communicate information to parents. Information will be translated as needed. The activities will have flexible scheduling. Events will be scheduled before school and some in the evenings. Parent communication will also be sent home in the parent's chosen language.

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

Spanish, Haitian-Creole

**Commented [SCM5]:** I would suggest adding that all events will be advertised a minimum of 2 weeks in advance to parents.

**Commented [SCM6]:** I would suggest again adding that all information will be sent home in the parents' chosen language.

**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.

The Parent Monthly Newsletter is sent home to all parents. Flyers with reminders about specific events are sent home at least two weeks prior to scheduled events. The district Messenger system is utilized to call parents with reminders and the building marquee is updated monthly to include school activities. Parents are provided information via student planners, teacher memos, parent conferences, school FB page, school website page. During the Title 1 Annual Meeting (Open House) Presentations, parents receive information regarding school activities, curriculum expectations, assessments and student proficiency expectations. As appropriate, special invites are sent through U. S. mail. The communication to parents will be delivered throughout the school year in an understandable, uniform format in languages that meet the needs of all families. Translators and written translation will be available as needed or requested to ensure parents are able to fully participate in activities. The English Language Survey results will be used to determine the number and specific needs for translations into languages other than English. Documents related to all parent involvement programs/activities will be in print and on the website. Copies of flyers with date of distribution will be filed in the parent audit box as evidence.

**Commented [SCM7]:** Title I Annual Meeting?

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) All student academic/curriculum information is presented to parents during the Title 1 Annual Meeting in the Fall and during Title 1 Parent and Family Engagement Events.
- (2) Parents receive information regarding curriculum expectations, assessments and student proficiency expectations during Open House and Parent Nights. Teachers share student assessment data and academic goals during the parent activities. Parents receive Progress Reports and Report Cards mid quarter and quarterly.
- (3) Teachers share assessment data and inform parents of grade level standards for mastery during Title 1 Parent Engagement meetings.
- (4) The school will make every attempt to provide translations of parent communications to send home.

**Commented [SCM8]:** uld suggest mentioning this information will be shared during the Title I Annual Meeting held in the Fall as well.

**Commented [SCM9]:** Title I Parent and Family Engagement Events?

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

(1) Parents are informed of the process to contact the child's teacher in the monthly parent newsletter. Parents are consistently encouraged to reach out to teachers. The school invites parents to monthly SAC meetings to participate in school decision-making. The parents are invited to provide input to the Parent Involvement Activities during the Developmental meeting. Parents are also invited to join SAC, as

communicated in the Monthly Parent Newsletter. The SAC Committee is the committee where parents are invited to come and provide feedback and to make request.

(2) A Developmental Meeting will be held in the Fall for parents to participate and provide input for activities for the year. Parents will be made aware of the decision making opportunities during the Title I Annual Meeting held in the fall and at all other parent events as well.

**Commented [SCM10]:** Will you hold a Developmental Meeting in the fall this year? If not, I would suggest that you can indicate that parents will be made aware of their decision making opportunities during the Title I Annual Meeting held in the fall and at all other parent events as well.

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 and families are able to provide feedback via surveys distributed after each activity. Parents are informed they may share feedback with the Title 1 Office at any time.

(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) All components of the Parent and Family Engagement Plan (PFEP) will be communicated during the school Orientation/Title 1 Annual Meeting in August. The school will also communicate through monthly newsletters to parents that the published PFEP is available in the main office and on the school's website.

(2) The school will use the district's system for translation to publish the PFEP in the languages that apply to our school.

**Commented [SCM11]:** Title I Annual Meeting? I would suggest including this as well.

## 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 with the annual planning of the parent involvement and Title 1 programs throughout the school year. A meeting will be scheduled where parents will have an opportunity to evaluate the previous year parent activities for improvements and then assist with the development of a new plan. The recommendations will be used to enhance programming techniques that will help parents help their children become academically successful. The plan will be reviewed and monitored for adjustment based on needs. Parents will provide input on development, implementation and evaluation of plan.

**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 - N/A
- Childcare - N/A
- Home Visits - Home visits may occur as needed by the administrative team.
- Additional Services to remove barriers to encourage event attendance - N/A

## 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)]

The information from the majority of the parents regarding the best times for meetings is shared with school staff during parent/admin conferences, parent meetings and during the school's Open House/Orientation. The majority of the school's parents attend these meetings in the beginning of the school year. Due to low attendance at the Developmental meeting, feedback received from parents throughout the year was also taken into consideration.

**Commented [SCM12]:** Title I Annual Meeting? In looking over your events, I saw where attendance was limited at your Title I Developmental Meeting held in the spring. I would suggest adding a statement indicating that since attendance was so low at our Title I Developmental Meeting last year, we also took into consideration all of the feedback obtained from parents during the year.

### 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 uses the Teacher/ Parent Conference request, conference logs and feedback from Title 1 Parent event surveys to determine parent needs for meeting times.

**Commented [SCM13]:** You do also have feedback from your Title I Parent and Family Engagement Events as well here.

### 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

### 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: The meeting date is communicated via School Messenger, School Website, School Marque, Class Dojo, school's FB and flyer to all students
2. Step 2: Teachers contact parents to invite them to come to the meeting
3. Step 3: The Annual Meeting is held in conjunction with Open House to provide parents and families information about the Title 1 program
4. Step 4:
5. Step 5:
6. Step 6:
7. 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.**

All components of the Title 1 program is communicated with parents including the programs and resources funded through the program. The parents were informed of the funds allocated to the school for Parent Activities. The activities and times were shared, as well as the resources that will be available for parents to check out.

**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 Title 1 meeting reviews the previous year's assessment data for all grade levels and subgroups. Parents are informed of their rights pertaining to students attending a Title 1 school and information regarding school choice. The district's PowerPoint will be used to cover all components of Title 1.

**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?**

All school events are communicated in a monthly parent newsletter that goes home with every student at the beginning of each month. Teachers also use the school planners to communicate school events.

## REQUIRED DEVELOPMENTAL MEETING

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

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.

A meeting will be held in May to evaluate Parent Activities that occurred during the year and to prepare for the upcoming year. The event will coincide with the school's chorus end of year performance to ensure maximum parent participation. Based on parent feedback during the Title I Developmental meeting/Parent activities during the year, the school will use the information to develop a PFEP plan that meets the needs of the parents and address the needs of the school.

**Commented [SCM14]:** As a suggestion, I would include a statement that based on the feedback and input from parents obtained during our Title I Developmental Meeting, the school will use that information to develop a PFEP plan that meets the needs of the parents and address the needs of the school.

## 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 implement activities that will help parents build capacity with their students at home in all content areas. Parents consistently request assistance on how to help students at home in Math and Reading. The school will host events at specific times during the year to address parent requests and concerns of providing assistance in helping their children at home.

**Commented [SCM15]:** How will the school implement these activities? I would suggest adding that the school will host events at specific times during the year to address parent requests of providing assistance in helping their children at home. You indicate that teachers frequently meet with parents as well. I would suggest adding that here also.

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

The school will involve the SAC Committee in the implementation of activities. The SAC Committee includes representatives from the school and the community. Discussion and providing information during SAC meetings will increase the community's relationship with the school. The objective of all activities will be to improve student achievement and increase parent involvement at school

**Commented [SCM16]:** Could the school also advertise it via social media as well as webpage?

**(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.**

(1) The Title 1 Resource Room materials are available for parents to review or check out during school visits or parent activities.  
 (2) The Title 1 parent Resource Room and the resources available for checkout is communicated to parents in the school monthly newsletter. The school announces information about the resources during and after the parent activities and via FB and school website.  
 (3) School staff are familiar with the items available to parents and will recommend to parents during parent meetings or visits. The staff training on the resources and usage occur during Pre planning. The School Counselor and Office Staff are also trained and available to assist parents with checking out materials. Parents will participate in online practice assessments with students utilizing headphones for the online reading and science programs. Lamination of take home materials for literacy and science night of

**Commented [SCM17]:**

How will the school train staff? I would suggest that you include something along the lines of staff being trained during pre-planning as well on the usage of the room.



make and take activities will be provided to parents for take home to use. Posters of the events will also be laminated to advertise the events around school.

**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?**

All of the ways the school communicate to parents regarding the resources have been addressed in the previous responses. The projector and document camera stationed in the multipurpose room will ensure presenters are able to engage parents via technology and build capacity with our parents. To further enhance parent participation and parent communication, parent flyers with additional information will also be mailed out to families. This will provide a more timely means of communication from school to home.

**Commented [SCM18]:** It is in this section that the expenditures of the PFEP do need to be addressed. I would suggest that you include a blurb as to how the projector and document camera in the multipurpose room build capacity for your parents. I would also suggest something relating to the postage as well. You could indicate that in light of current circumstances happening in the world, we are utilizing additional postage for events to provide parents with timely notice of events as well as additional information they can use relating to events.

## PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips</i>	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>

		<i>for receiving funding</i>		
Title I Annual Meeting (required)	V. Stovall-Principal	Parents will be provided an overview of Title 1 Activities and resources	August 2020	Parent attendance/sign in sheets
Title I Developmental Meeting (required)	V. Stovall-Principal	Parents will be provided an overview of Title 1	May 2020 & March 2021	Parent attendance/sign in sheets
Donuts With Dads	Administrators /Guest Speaker	Provide family members with information on how to help students with home learning, reading and math	October 2020	Sign-in sheets/Parent Evaluation/ Feedback forms/Student academic performance and improvement on school, district and state assessments.
Science/Data Night	Teachers & Administrators	Teachers will inform parents of student assessment data and provide strategies to help students at home to improve academics	November/December 2020	Sign-in sheets/Parent Evaluation/ Feedback forms/Student academic performance and improvement on school, district and state assessments
Literacy Night	Teachers & Administrators	Provide parents with Literacy information to help students with reading strategies to improve overall reading proficiency	January 2021	Sign-in sheets/Parent Evaluation/ Feedback forms/Student academic performance and

**Commented [SCM19]:** I changed this to reflect your earlier statement of May. However, I would suggest that you actually aim to hold this event in March. You can hold one in August but another one would still need to be held in the spring for the 2021-20211 school year,

**Commented [SCM20]:** With regards to all of your events as they relate to specific academic areas, I would suggest also indicating that effectiveness will be demonstrated by improved student achievement on district utilized platforms (iReady, Achieve, etc.) You could also indicate improved student achievement on benchmark assessments as well as the FSA. It is up to you on each but I would suggest adding that piece to all events that are tied to academics.

**Commented [SCM21]:** With regards to all of your events as they relate to specific academic areas, I would suggest also indicating that effectiveness will be demonstrated by improved student achievement on district utilized platforms (iReady, Achieve, etc.) You could also indicate improved student achievement on benchmark assessments as well as the FSA. It is up to you on each but I would suggest adding that piece to all events that are tied to academics.

**Commented [SCM22]:** With regards to all of your events as they relate to specific academic areas, I would suggest also indicating that effectiveness will be demonstrated by improved student achievement on district utilized platforms (iReady, Achieve, etc.) You could also indicate improved student achievement on benchmark assessments as well as the FSA. It is up to you on each but I would suggest adding that piece to all events that are tied to academics.

				improvements on school, district and state assessments
FSA Parent Information Night	Teachers & Administrators	Provide parents with FSA information to help students with reading and math skills in preparation for State Testing to improve Reading/Math proficiency	February 2020	Sign-in sheets/Parent Evaluation/ Feedback forms/Student academic performance on school, district and state assessments

*Schools may add or remove rows as needed.*

**Commented [SCM23]:** With regards to all of your events as they relate to specific academic areas, I would suggest also indicating that effectiveness will be demonstrated by improved student achievement on district utilized platforms (iReady, Achieve, etc.) You could also indicate improved student achievement on benchmark assessments as well as the FSA. It is up to you on each but I would suggest adding that piece to all events that are tied to academics.

## 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?**

During the Title I Annual Meeting parents are made aware of the Parent Compact and its purpose. The Parent Compact is presented and parents are requested to provide feedback. Based on the feedback from parents at the meeting, the compact will be adjusted and jointly developed.

**Commented [SCM24]:** I would suggest that you change this to the Title I Annual Meeting. I would also suggest that you indicate based on the feedback from parents at that time, the compact will be adjusted and jointly developed.

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

All teachers submit quarterly (each nine weeks) conference logs to Administration to document the date when the Parent Compact is shared with parents.

**Commented [SCM25]:** When do they do this? Is it quarterly? Monthly? I would suggest elaborating just a bit more on this.

## 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.**

An **Out of Field** letter is sent home to parents to notify them of student's assignment to teachers who are not properly **certified**. Letters are sent home as needed during the school year per district guidelines. The letter and list of teachers will also be listed in the digital compliance platform and school administration will maintain a copy of the documentation.

**Commented [SCM26]:** I would suggest adding that this is done on an ongoing as needed basis during the school year per guidelines.

**Commented [SCM27]:** I would suggest adding here that the list of teachers who are inexperienced, out-of-field and ineffective will also be published via the digital compliance platform and school administration will maintain a copy of this documentation.

## 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
Book Study "Culturize" by Jimmy Casas	V. Stovall & K. Parker	Develop and improve staff "soft skills" while improving student academic achievement and parent-teacher relationships to successfully work with all families.	August-April 2021	Effective teacher discussions during leadership & PBIS meetings and observation of implementation of strategies during classroom visits, parent conferences, etc.
Continue Book Study on "Becoming A Growth Mindset School" by Chris Hildrew	V. Stovall /K. Parker & PBIS Team	Developing and launching a growth mindset with staff to improve academics and student – teacher relationships	August – April 2021	Effective teacher discussions on becoming a "Growth Mindset School" during Leadership & PBIS meetings and implementation of strategies observed in classrooms.

## 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"/>	<b>IDEA</b> - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input checked="" type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	The VPK Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with school aged children adjust to their new parenting roles
<input checked="" type="checkbox"/>	<b>Title I, Part D</b> - 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 I 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 I also seeks to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	<b>Title IX, Part A</b> - 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 I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I 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
<input type="checkbox"/>	<b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.	

<input checked="" type="checkbox"/>	<b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency	Funding is allocated to academically assist students who need help with the English language.
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*Schools may add lines as needed.*