

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



School Name: Cedar Hills Elementary

Principal Name: Marva McKinney

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



TABLE OF CONTENTS

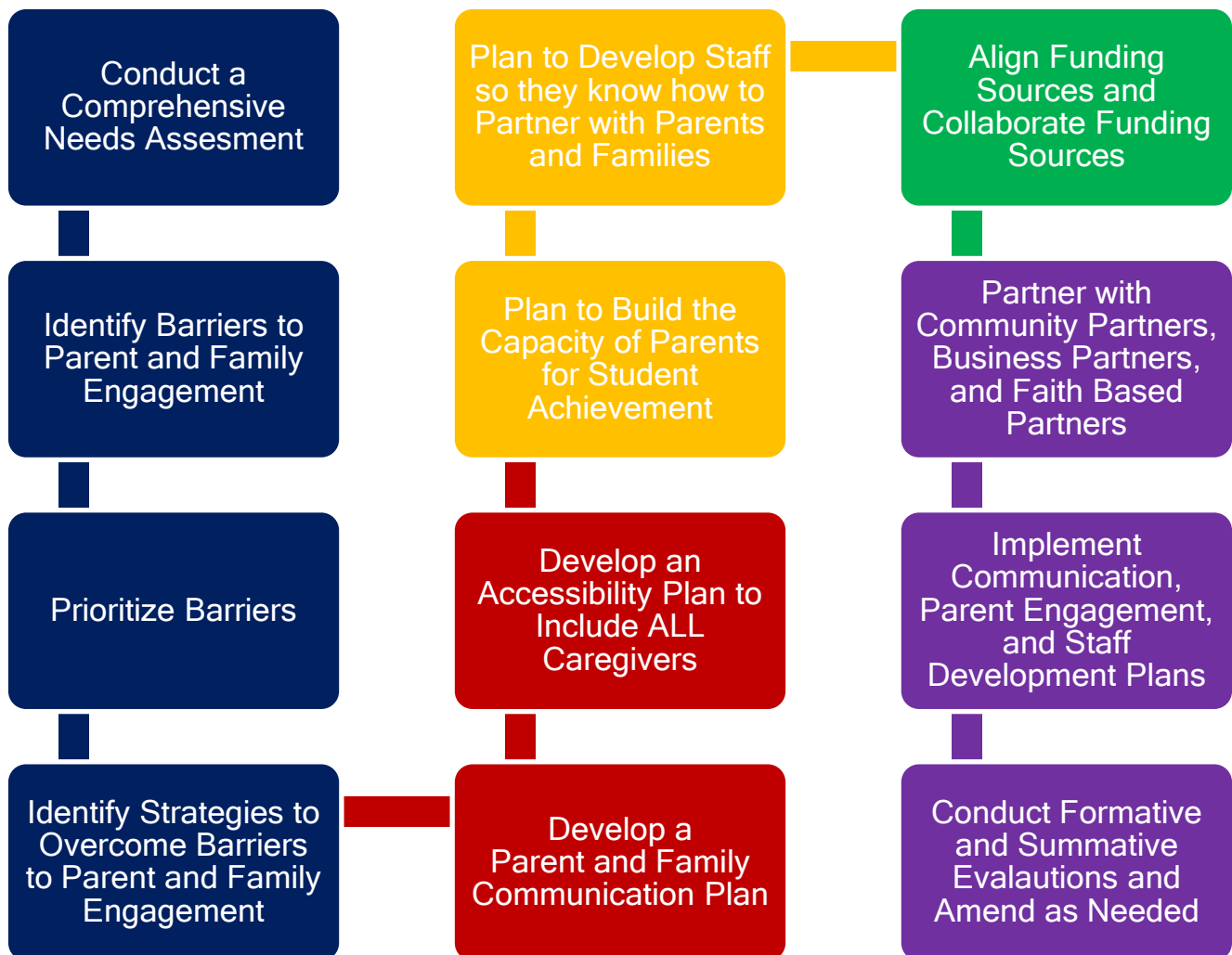
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	6
Overarching Outcomes/Goals for the Current School Year _____	7
COMMUNICATION AND ACCESSIBILITY _____	8
FLEXIBLE PARENT AND FAMILY MEETINGS _____	11
INVOLVEMENT OF PARENTS and FAMILIES _____	11
FLEXIBLE FAMILY MEETINGS _____	12
REQUIRED ANNUAL MEETING _____	12
REQUIRED DEVELOPMENTAL MEETING _____	14
BUILDING CAPACITY _____	15
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	15
PARENT AND FAMILY ENGAGEMENT EVENTS _____	16
PARENT COMPACT _____	19
INSTRUCTIONAL STAFF _____	20
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	21
COLLABORATION OF FUNDS _____	22

OVERVIEW

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

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

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



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



ASSURANCES

I, Marva McKinney, 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.

Marva McKinney
Signature of Principal/School Administrator

June 1, 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
	\$	\$
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		

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)
15	None	Materials need to be updated; however, the parents did use the computer to access students' grades
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.)
Title 1 Annual Meeting	10	Attendees expected to sign compacts when they are at conferences and surveys
Developmental Meeting (End of Year) (Virtual)	12	Input from attendees was included in the Plan
Parent Night & Parent Accounts and Focus	10	Parents provided feedback and suggestions

Reading Night & Fun Reading Activities	7	Parents provided feedback and suggestions
Parent Night & Math Homework Assistance	5	Parents provided feedback and suggestions
FSA Night	12	Parents provided feedback and suggestions

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.
<ul style="list-style-type: none"> • Parents suggested that we have the grade levels do performances and have a parent academy • Parents suggested a Schoolwide Science Fair • Parents suggested that we purchase more materials for check-out

Barriers

<p>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.</p>
<ol style="list-style-type: none"> 1. Barrier 1 Families with limited English 2. Barrier 2 increase materials in the Parent Involvement Center for check-out
<p>(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</p>

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)	Families with limited English	<p>*Provide a translator for specific parent conferences and send materials home in the home language the amount of ESOL students are increasing</p> <p>*Hire a ESOL Para to assist with translations</p>
2)	Outdated Materials	<p>*Increase purchasing for the Parent Involvement Center</p> <p>*Increase the amount of puzzles and games</p>

Overarching Outcomes/Goals for the Current School Year

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

- Increase check-out of new resources and increase the use of the Parent Involvement Room
- Increase parent involvement by having each grade level do a performance and time that with a Parent Academy

COMMUNICATION AND ACCESSIBILITY



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

Accessibility

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

To provide parents with timely information about Title I programs at Cedar Hills Elementary, we will hold an annual meeting for all parents. At this meeting, we will provide parents with information about Title 1 and the benefits that it can provide for their child. We will also outline the suggested activities for this school year

- A flyer will go home with all students to communicate to parents when the Continuous Improvement Plan 2020-2021 is complete. A copy of the CIP will be in the main office for their review and will be available in our Parent Involvement Room. Parents are invited to attend SAC and PTA meetings to provide additional input to activities at the school.
- The school will conduct an annual FSA meeting to discuss the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.
- Cedar Hills Elementary will offer parents regular meetings to formulate suggestions in decisions related to the education of their child via parent/teacher conferences quarterly including our Parent Conference Afternoons and conferences on-line with TEAMS
- Parents will be notified through, Focus, DoJo, School Messenger, marquee, flyers, agendas and monthly newsletters, and the school's marquee at least two weeks in advance of any 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?

Cedar Hills Elementary will share information and notify parents/ guardians through a variety of means including Focus, DoJo, School Messenger, marquee, flyers, agendas, monthly grade level newsletters, and Tuesday Folder at least two weeks in advance of any event. Copies of all the flyers, newsletters, surveys, and teacher/parent feedback forms will be used for monitoring purposes. The purposes of monitoring communication is to ensure all parents receive information in their native languages and in a timely manner.

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

English, Spanish, Tagalog, Korean, Burmese, Vietnamese, Thai, and Mayan

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.

Cedar Hills Elementary will share information and notify parents/ guardians through a variety of means including Focus, DoJo, School Messenger, marquee, flyers, agendas, monthly grade level newsletters, and Tuesday Folders at least two weeks in advance of any event. Copies of all the flyers, newsletters, surveys, and teacher/parent feedback forms will be used for monitoring purposes. The purposes of monitoring communication is to ensure all parents receive information in their native languages and in a timely manner.

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?

The school will conduct an annual FSA meeting to discuss the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.

- Cedar Hills Elementary will offer parents regular meetings to formulate suggestions in decisions related to the education of their child via parent/teacher conferences quarterly including our Parent Conference Afternoons and Parent Conference Nights.
- During Parent/Teacher conferences the student's specific Reading Level, I-Ready Reading and I-Ready Math levels will be shared with the parents, along with the grade level expectation. Progress Monitoring Plans will be created to support students that are not performing according to grade level expectations.
 - The curriculum for Reading is Corrective Reading, Reading Mastery, Ready Florida LAFS, I-Ready and Freckle
 - The curriculum for Math is Eureka, Acaletics, I-Ready and Freckle
 - All flyers will be sent home in the appropriate 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?

Cedar Hills Elementary offers parents multiple opportunities to meet with teachers in a variety of timeframes and forums:

Conference Times:

- * Conference Afternoon on October 2020. The teachers are available to conference from 1:00-4:00
- * Conference Afternoon on January 2021. The teachers are available to conference from 1:00-4:00
- * Conference Afternoon on March 27, 2021. The teachers are available to conference from 1:00-4:00
- * Parents can call the school and set up a virtual conference through TEAMS during the teacher's planning time, before school or after school

SAC and PTA: The Cedar Hills SAC and PTA meet monthly on the third Tuesday of every month starting at 5:00.

Cedar Hills Elementary will share information and notify parents/ guardians through a variety of means including Focus, DoJo, School Messenger, flyers, agendas, monthly grade level newsletters, Tuesday Folders and the school's marquee at least two weeks in advance of any event.

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]

At Cedar Hills Elementary, the parents or families take a survey yearly to discuss the positives and negatives from the past year. The Administration Team at Cedar Hills is always available to return phone calls emails or conference if there is ever a parental concern. The parents can always contact the district at 390-2000 or the Title 1 Office at 904-390-2123 to discuss any concerns regarding the Title 1 Plan.

(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?

A flyer will go home with all students to communicate to parents when the Parent and Family Engagement Plan 2020-2021 is complete. A copy of the PFEP will be in the main office for their review, it will be available in our Parent Involvement Room (print form) as well as a link on our webpage. Parents are invited to attend SAC and PTA meetings to provide additional input to activities at the school. Flyers will be set home in the appropriate language.

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)].

Cedar Hill Elementary School will provide a presentation at the Annual Meeting on September 2020. Parents will be informed of the meeting through, Focus, DoJo, School Messenger, flyers, agendas, Tuesday Folders, and the school's marquee. A Power Point will be used to educate parents on aspects of the Title 1 programs (provided by Title 1) with an emphasis on parental rights and the suggestions on how funds should be spent. Parents will be provided a draft copy of the PFEP and have the opportunity to provide input/review the plan at this time.

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 -Full Service Schools offer bus vouchers if they are needed
- Childcare -If necessary childcare can be arranged
- Home Visits -Can be completed via the school's guidance department
- Additional Services to remove barriers to encourage event attendance -

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)]

Cedar Hills Elementary conducted a Climate Survey for Parents. One question on the survey asks the parents what meeting times would work best for their family.

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

Cedar Hills Elementary conducted a Climate Survey for Parents and on this survey; the parents were asked what meeting times would work best for their family, if transportation and childcare is a barrier to the Parent meetings.

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 Date is decided by Faculty, SAC and PTA
2. Step 2 Advertisements and Flyers are created and posted and distributed
3. Step 3 Power Point from Title 1 Office is updated.
4. Step 4 Meeting is held with the Power Point guiding the discussions
5. Step 5 Suggestions are written and reported
6. Step 6 Questions answered
7. Step 7 Meeting is closed
8. Step 8 Changes are made to the plan according to the suggestions

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.

Included in the Power Point are:

- Introductions
- Agenda
- Education as a Key to Success
- School Grade and AYP
- No Child Left Behind
- How Title 1 Works
- Parent's Rights
- Supplemental Support
- How should we use the funds
- Parent-School Compact
- Parent Involvement Policy and Requirements
- Activities to support your child's education
- Home School Connection

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.

(Cedar Hills Elementary uses a Power Point Presentation that has multiple slides to cover AYP, School Choice and the Rights of Parents

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

Parents will be informed of the meeting through flyers, agendas, School Call Out, Tuesday Folders and the school's marquee.

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.

Cedar Hills Elementary had the Developmental Meeting for 2019-2020 in April 2020 at 11:00. The meeting was held virtually. Parents were notified of the meeting via call-out, marquee and poster at the lunches. The meeting covered: Money not spent and how we continued to have Family Engagement Activities, suggestions for activities for next year, and the reduction in barriers.

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?

In the power point, there are different pausing points for input from the parents and community members. The ideas from parents and community members will be input into the Parent and Family Engagement Plan. To involve more parents this year we will be: having a 2 week notice for activities, Tuesday Folders and continue the use of agendas for communication. The materials in the Parent Involvement Room will be updated.

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

The activities in the Parent and Family Engagement Plan are designed for the parents and community to join with the school for increased student achievement and open communication between home, community and school. Cedar Hills Elementary is participating again in College Week.

(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.

Cedar Hills Elementary has a Volunteer Liaison position and he or she will assist, coordinate and facilitate the connection between school and home. She will support or foster volunteering within the classroom. Cedar Hills is proud to say that we have a newly created Parent Involvement Room for parents to enjoy. In the room are two computers and a printer for checking student's grades and completing the volunteer form. The directions to the Family Engagement Resource Room is on the main bulletin board as you walk into the building. All visitors must sign in at the office and the office staff is trained to support parents in going into the room, and assisting them with the computers.

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?

PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>1. How to complete the parent portions of FASFA</i> <i>2. How to research college websites for what their child need for admission</i> <i>3. How to use OneDrive and Focus to keep up on graduation indicators</i> <i>4. About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Principal McKinney	Title 1 information	September 2020	Sign-in sheets and meeting minutes

		<p>is shared with the Parents/Guardians:</p> <ul style="list-style-type: none"> • Introductions • Agenda • Education as a Key to Success • School Grade and AYP • No Child Left Behind • How Title 1 Works • Parent's Rights • Supplemental Support • How should we use the funds • Parent- School Compact • Parent Involvement Policy and Requirements • Activities to support your child's education • Home School Connection 		
Title I Developmental Meeting (required)	Principal McKinney	<p>Title 1 information is shared with the Parents/Guardians</p> <ul style="list-style-type: none"> *Parent and Family Engagement Plan Draft *Parent Meetings *Building capacity *Staff training *Communication between school and home *Barriers *School-Parent Compact *PFEP Budget 	April 2021	Sign-in sheets and meeting minutes
Open House (Grade 5)	Cobb	<p>Open House</p> <ul style="list-style-type: none"> • Welcome • Arrival • Departure • School meals • Common Procedures 	September 2020	The parents will provide feedback and suggestions

Reading Night and FSA (Grade 4)	Garner	Reading Night Intermediate and FSA	October 2020	The parents will provide feedback and suggestions
Math Night and FSA (Grade 3)	Morris	Math Night Intermediate and FSA	November 2020	The parents will provide feedback and suggestions
Holiday Program (Grade K)	Bissett	Holiday Unity	December 2020	The parents will provide feedback and suggestions
Reading Night (Grade 1)	Middlebrooks	Reading Night Primary	February 2021	The parents will provide feedback and suggestions
Math Night (Grade 2)	Jimenez	Math Night Primary	March 2021	The parents will provide feedback and suggestions

Schools may add or remove rows as needed.

PARENT COMPACT

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

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

At the Developmental Meeting we reviewed the Parent Compact and asked parents for any changes, additions or deletions. Parents did not have any suggestions. The Parent Compact will be reviewed yearly at this meeting.

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

The principal will collect all of the signed compacts.

INSTRUCTIONAL STAFF

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

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

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

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

1. Parents will receive a 4 Weeks Parent Letter that will inform them if their child has been assigned to or taught by a teacher that is not properly licensed or endorsed.
2. A list of all teachers that are ineffective or out of field or inexperienced will be pulled from Focus and readily available.

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
RTI/MTSS Training	Ms. Wallis	Improved relationships between teachers and students and families during the RTI/MTSS process	September 2020	Sign-in sheet, teacher discussions, evaluation
Volunteer Training	Ms. Raneri	Improved ability for staff to work with parents and families	August-December 2020	Sign-in sheets, evaluation sheets, follow up with teachers
Pre-Planning Training and Early Release Trainings	District	Improved relationships between teachers and students and families	August 2020	Sign-in sheets, evaluation sheets, follow up with teachers

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	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 type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The Voluntary Prekindergarten 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 new school aged children adjust to their new parenting roles
<input type="checkbox"/>	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 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 type="checkbox"/>	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 I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	SAI - 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"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The purpose to provide 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 I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	ESOL program students who benefit from a language acquisition curriculum to help learn English and improve achievement

Schools may add lines as needed.