

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



**School Name:**Henry F. Kite

**School #:** 3037

Principal Name: [Biannca Hill]

School Website: [<https://dcps.duvalschools.org/henrykite>]



# TABLE OF CONTENTS

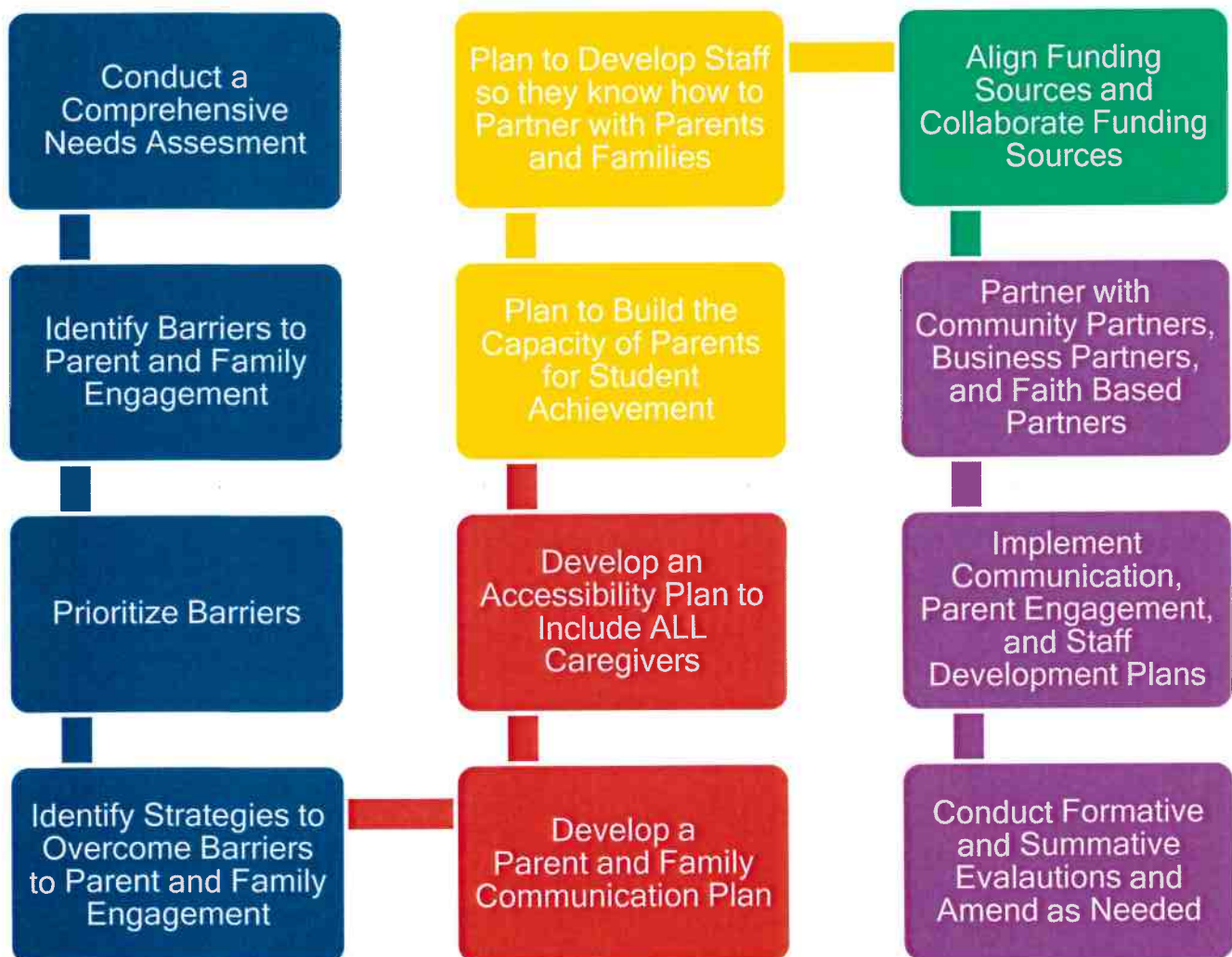
|   |    |
|---|----|
| OVERVIEW  | 3  |
| ASSURANCES  | 5  |
| NEEDS ASSESSMENT  | 7  |
| Previous Year Financial and Programmatic <b>Outcomes</b>      | 7  |
| Fiscal <b>Overview</b> from the Previous Fiscal Year          | 7  |
| Programmatic Overview from the Previous Fiscal Year           | 7  |
| Barriers  | 9  |
| Overarching Outcomes/Goals for the Current <b>School</b> Year | 10 |
| COMMUNICATION AND ACCESSIBILITY                               | 11 |
| FLEXIBLE PARENT AND FAMILY MEETINGS                           | 14 |
| INVOLVEMENT OF PARENTS and FAMILIES                           | 14 |
| FLEXIBLE FAMILY MEETINGS                                      | 15 |
| REQUIRED ANNUAL MEETING                                       | 15 |
| REQUIRED DEVELOPMENTAL MEETING                                | 16 |
| BUILDING CAPACITY   | 18 |
| BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS           | 18 |
| PARENT AND FAMILY ENGAGEMENT EVENTS                           | 19 |
| PARENT COMPACT  | 22 |
| INSTRUCTIONAL STAFF   | 23 |
| BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS           | 24 |
| COLLABORATION OF FUNDS  | 26 |

## 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.







## ASSURANCES

I, Biannca Hill, 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.

Bianca Hill  
Signature of Principal/School Administrator

6/30/2020  
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   | \$2997.99            | \$402.01              |
| 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  |                      |                       |
| The remaining funds were not expended due to the school year being disrupted by the Covid19 Virus. Instruction is now virtual and there are no onsite meetings etc. held at the school building. To ensure all funds are expended, we will closely monitor the funds during the 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)                     |
| None   | None  | We will continue to make parents aware of the resources that are available and encourage them to make full use of the materials. We will also advertise the room to parents at events and via the teachers. |
| 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)   | 83  | Surveys, Handouts, Sign in sheets   |

|                                     |     |   |
|-------------------------------------|-----|---|
| Developmental Meeting (End of Year) | 10  | Surveys, Handouts, Sign in sheets   |
| Back to School Orientation          | 91  | Surveys, Handouts, Sign in sheets<br>Parents were pleased with the opportunity to meet teachers and learn a bit more about the requirements of their children's grade level.                |
| Open House                          | 167 | Surveys, Handouts, Sign in sheets<br>Parents were pleased to learn more about what the school has to offer and how best to help their children academically.                                |
| Mother's Day Brunch                 | 0   | Canceled due to Covid19   |
| Fall Festival Literacy Night        | 150 | Surveys, Handouts, Sign in sheets<br>Parents were pleased to learn about various reading strategies they can use at home to best work with their children on improving student achievement. |
| FSA Data Night                      | 60  | Surveys, Handouts, Sign in sheets<br>Parents were pleased to learn about the expectations for the FSA for their children as well as tools that can be used to help them at home.            |
|                                     |     |   |
|                                     |     |   |
|                                     |     |   |
|                                     |     |   |

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

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

The following items were discussed on the Developmental Meeting Survey given on April 13, 2020.

- Parental and Family Engagement
- Title I Budget, Part A
- PFEP Activities
- PFEP Budget
- School-Parent Compact
- Mrs. Foxworth discussed, reviewed qualifications, requirements, and programs.
- Attendees gave their input regarding preliminary Parent Involvement programs for



the 2020-2021 calendar year via a survey posted on the school's website, Facebook page and Class Dojo.

- Attendees were surveyed about the 2019-2020 School-Parent Compact.

This year has been very different in that we have had to be very creative in our attempt to reach and include parents in this process. A survey was created with a link and a QR code that allowed parents to provide input for the Developmental Meeting. Attendees voted to keep the School-Parent Compact as written except the change of date

## 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.

- Barrier 1- Communication
- Barrier 2- Parent work schedules
- Barrier 3- Parent understanding of assessment criteria and supporting resources
- Barrier 4
- 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) | Communication | The school will make resources available through various forms of communication such as the monthly newsletter, weekly parent communication folder, school marquee updates, Class Dojo, Social media and via phone through Connect Duval Messaging System. To improve communication, virtual meetings will also be an option as needed to allow parents to still provide feedback and to work with the school. |
| 2) | Parent work   | The school will provide flexible meeting times to accommodate  |

|    |  |   |
|----|--|---|
|    | schedules  | parents. Virtual meetings will also be an option as well.   |
| 3) | Parent understanding of assessment criteria and supporting resources | The school will host FSA/Data Nights to provide parents with a greater awareness of the knowledge and resources that are at their disposal. |

### 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 goal is to increase parent involvement and collaboration with the school.

# COMMUNICATION AND ACCESSIBILITY



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

## Accessibility

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

The school will contact families through various forms of communication such as: monthly newsletters, weekly parent communication folder, school marquee updates, Class Dojo, social media, school website and via phone through school messenger. Communication for ELL students will be sent in their native language. Several of the communication platforms utilized by the school (DoJo, Social Media, etc) will also translate for parents upon request.

**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 contact families through various forms of communication such as: monthly newsletters, weekly parent communication folder, school marquee updates, Class Dojo, social media, school website and via phone through school messenger. Communication for ELL students will be sent in their native language. The school will also work with the district ESOL office to provide translation services to families.

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

Spanish, Haitian-Creole, English

### 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) The school will communicate information by means of a monthly newsletter, weekly parent communication folder, school marquee updates, social media and via phone through school messenger system at least two weeks in advance.
- (2) Communication for ELL students will be provided in their native language.
- (3) Newsletter, Parent communication folder, School marquee, Social media, Class Dojo, via phone (school messenger system)

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 host parent nights to explain curriculum, assessments and achievement levels to students.
- (2) The school will begin the year with hosting an Open House, explaining the core and supplemental curriculum utilized throughout the school.
- (3) The school will host an FSA/Data Parent Night to explain the specifics of achievement levels, student growth measurement tools and promotional requirements. In addition to this, the school will post district and state links on the website to provide additional literature for parents to access. The school will also conduct Parent Teacher conferences as necessary to help supplement parents understanding.
- (4) Communication for ELL students will be provided in their native 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) The Title I Developmental parent/stakeholder meeting to develop the school's plan for Parent Involvement is a decision making opportunity. Parents will also be able to participate in the decision-making process during monthly meetings through SAC and PTA.
- (2) Communication will be sent via school newsletter, Parent communication folder, school marquee, social media, school messenger and class dojo.



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 in the Parent Resource Room as well as in the Main Office. Copies of these forms will be sent to the district Title1 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 in the Parent Resource Room. The plan will be discussed during the initial SAC and PTA meeting(s). Awareness of the plan will be communicated in the parent monthly newsletter and sent in the weekly parent communication folder. Copies of the plan will be available upon request.

(2) Communication for ELL students will be provided in their native 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)].

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 requests for parent participation will be supported through parent communication folder, school marquee, school messenger, school newsletter and via social media.

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 - The School Counselor and Administrative team will make home visits as necessary to ensure that parents are aware of the various programs and activities.
- Additional Services to remove barriers to encourage event attendance - The school will make resources and materials discussed during parent events accessible on the school's website.

## 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 gathered from Parent Surveys and during the Annual Parent Meeting and Title I 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?

The information gathered from Parent Surveys and during the Annual Parent Meeting and Title I 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 Virtual as needed

## 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: 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 Documentation to Digital Compliance Portal
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.

We will discuss: What is Title 1 (Program and Requirements) Parent Involvement in Title 1 Services associated with Title 1 School Improvement Plan Parent School Compact Feedback and Evaluation

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 school will add specific data around the aforementioned points as well as discuss Federal guidelines required of Title I schools, including but not limited to providing supplemental funds to approved schools to meet educational goals that supports the professional development of teachers as well as support parent engagement programs.

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?

The school will contact families through various forms of communication such as monthly newsletters, parent communication folder, school marquee updates, social media, school website and via phone through school messenger. Communication for ELL students will be sent in their native language. Many of the platforms utilized will also translate the information for parents into their chosen languages.

## REQUIRED DEVELOPMENTAL MEETING

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

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year



and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

The Developmental meeting will occur prior to the school year ending in May. Meeting notices are normally sent via monthly newsletters, parent communication folder, school marquee updates, social media, school website and via phone through school messenger system two weeks prior to the meeting being conducted. Communication for ELL students will be sent in their native language. The school will also meet virtually if needed and seek feedback through those means as well if needed.

# 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?**

Developmental meeting, Back to School Orientation, Open House, Annual Title 1 Meeting, Literacy Night (Fall Festival) FSA/Data, Parent Night Volunteer Training Parent Academy Events/Workshops The school will advertise all events on the school's website, social media, class dojo, school messenger system and paper fliers. All notification from the school will be sent at least two weeks in advance.

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

The community partners will serve as SAC members and through their partnership, they will: participate in any of the school's programs, add input to the school's decision-making process per use of the school improvement funds, provide goods to support school needs and provide resources and services to families beyond the school.

**(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 has an established Title 1 Parent Resource Room for material checkout. The school will advertise the room to parents continue to make parents aware of the resources that are available and encourage them to make full use of the materials.
- (2) Items available for checkout will be posted online via school website and social media; also, a hard copy of materials will be made available.
- (3) The Assistant Principal will facilitate training for utilization of the Parent Resource room to school staff and parents. Teachers will provide extra support to parents by giving them insight on materials that are beneficial to the instructional needs of their children.

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?

Parents will receive training through the Parent Academy training and workshops. Provide pamphlets and other reference materials to keep parents and families abreast of information. Utilizing PFEP funds, the school will purchase various educational games and activities for our parent resource room. The school will also purchase additional supplies that relate to each of our specific events so that parents have the materials needed to boost school improvement. The school will also utilize PFEP funds for additional supplies for the parent resource area as well for parent use.

## 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"> <li>1. How to <b>complete</b> the parent <b>portions</b> of FASFA</li> <li>2. How to <b>research</b> college websites for what <b>their child</b> need for admission</li> <li>3. How to use <b>OneDrive</b> and Focus to keep up on <b>graduation</b> indicators</li> <li>4. About the most <b>popular scholarship websites</b> and tips for receiving <b>funding</b></li> </ol> | <i>October 2020, February 2021</i> | <i>Sign-in; Evaluation/ Feedback; Parent <b>screen shot</b> of <b>completed</b> FASFA parent page; Evidence of one <b>completed</b> scholarship application after 3 weeks; <b>Completed</b> parent worksheet for the in-state and out of state college admission requirements</i> |
| Title I Annual Meeting (required)                   | Assistant Principal        | Increase Parent awareness and participation in the area of basic Title 1 information and practices.  | September 2020                     | Flyer, Agenda, Sign in sheet, survey, presentation handouts   |
| Title I Developmental Meeting (required)            | Assistant Principal        | Increase Parent awareness and participation in the area of basic Title 1 information and practices.  | May 2021                           | Flyer, Agenda, Sign in sheet, survey, presentation handouts   |

|                               |                                    |   |                |  |
|-------------------------------|------------------------------------|---|----------------|--|
| Back to School Orientation    | Leadership Team, Teachers, Parents | 1.Increase Parent Participation and awareness of school and academic protocols.   | August 2020    | Sign In sheet, handout   |
| Open House                    | Leadership Team, Teachers, Parents | 1.Increase Parent Involvement and awareness of school protocol.<br>2.Parents will receive vital information on student academic performance and testing data.   | September 2020 | Flyer, Agenda, Sign in sheet, survey, presentation handouts  |
| FSA Testing & Promotion Night | Leadership Team/Teachers/ Parents  | 1.Increase parent knowledge as it pertains to student proficiency in the core content tested areas.<br>2.Parents will receive strategies and information to assist students at home with FSA preparation.<br>3. Stakeholders will receive insight on academic achievement and promotion criteria for 3 <sup>rd</sup> grade.<br>4.Improved performance on FSA and overall student achievement. | March 2021     | Flyer, Agenda, Sign in sheet, survey, presentation 150 handouts<br><br>improved student achievement in core academic areas |
| Literacy Night                | Leadership Team/ Teachers, Parents | 1.Increase parent knowledge and student proficiency in the core content area. The instructor will lead parents and students in physical activities by integrating literacy engagement through line dancing.<br>2. Improve overall student achievement as well as performance on the FSA and other district wide assessments.  | October 2020   | Flyer, Agenda, Sign in sheet, survey, presentation handouts<br><br>improved student achievement in language arts           |
| Mother's Brunch               | Leadership Team                    | 1.Mothers/Stakeholders will participate in a brunch that will give them insight on student achievement and strategies to help their students academically & socially.<br>2. The session will include Make and Take  | March 2021     | Flyer, Agenda, Sign in sheet, survey, presentation handouts<br><br>improved student achievement in Writing                 |



|                                 |                 |  |                |  |
|---------------------------------|-----------------|--|----------------|--|
|                                 |                 | activities for the parents to further promote improved performance on the Writing FSA.   |                |  |
| Mid-Year Stakeholders Meeting   | Hill & Foxworth | Stakeholders will receive pertinent information regarding data and the mission and vision of the school  | January 2021   | Flyer, Agenda, Sign in sheet, survey, presentation handouts  |
| For Dads Only Brunch            | Hill & Foxworth | 1.Fathers/Stakeholders will participate in a brunch that will give them insight on student achievement and strategies to help their students academically & socially.<br>2. The session will include Make and Take activities for the parents. | September 2020 | Flyer, Agenda, Sign in sheet, survey, presentation handouts<br>"Make and Takes" produced during the event for parent/student use |
| Black History Living Wax Museum |                 | Increase parent knowledge and student proficiency in the core content area. The instructors will lead parents while students represent noteworthy figures; thereby integrating literacy engagement through presenting historical information.  | February 2021  | Flyer, Agenda, Sign in sheet, survey, presentation, handouts, improved student achievement in core academic areas                |
|                                 |                 |  |                |  |
|                                 |                 |  |                |  |
|                                 |                 |  |                |  |
|                                 |                 |  |                |  |

*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?**

1. Annually a Developmental Meeting is held, where the Parent Compact is discussed, and parents are included in the process and given the opportunity to voice if they fully support or desire to make changes to the contents of the Parent Compact.
2. The compact will be presented to parents during parent- teacher conferences as well as the teacher will also keep a Compact Folder and a Compact Review form for the purpose of documentation.

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

The principal will require documentation of parent invitations, sign in sheets, signed compacts and notes from conferences held in person or virtually. This will be monitored quarterly to ensure that all stakeholders understand the importance of the compact.

## INSTRUCTIONAL STAFF

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

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

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

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

As a Title I school we are required to send a "Four Week Notice" to the parents which provides them with notification regarding the certified status of a teacher. This letter will be sent on school letter head and will list the names of staff members and their current status as it relates to proper licensure in the state of Florida. The school will also maintain on hand information regarding out of field, ineffective, and inexperienced teachers in our Title I files as well as online with the district.

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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

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

| Name of Activity                                | Person Responsible | Correlation to Student Achievement  | Month Activity will take Place | Evidence of Effectiveness  |
|---|--------------------|---|--------------------------------|--|
| <i>Poverty Simulation with the Title I team</i> | <i>Mr. Black</i>   | <i>Improved ability for staff to work with parents and families</i>   | <i>Dec 2020</i>                | <i>Sign-in sheets, evaluation sheets, follow up with teachers</i>  |
| Poverty simulation<br>Building relationships    | Mrs. Watson        | We will create strategic partnerships to better serve our parents and families at the school level.   | Nov-Dec. 2020                  | Sign-in sheets, evaluation sheets, follow up with teachers.  |
| Parent Academy Workshops                        | Various Persons    | Parents will participate in various workshops to assist with needs as it relates to academic and social matters throughout the year as opportunities are presented. | Sep. 2020-May 2021             | Sign-in sheets, evaluation sheets, follow up with school-based personnel on parent academy calendar of events. |
| Parent Engagement Activities                    | Janice Miller      | Improved ability for staff to work with parents and families  | Sep.20 20- May 2021            | 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 checked="" 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 1 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   |   |
| <input checked="" 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 1 seeks to provide training and resources to families to help their children to 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.  |
| <input checked="" 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 1 seeks to provide families with resources and training on how to help their children to be academically and behaviorally successful in school.  |
| <input checked="" 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 1 seeks to provide training and resources to families to help their children to be successful in school, graduate on time and become college and career ready.   |

|   |  |   |
|---|--|---|
| ☒ | <b>Title II, Part A - Supporting Effective Instruction</b> through professional development targeted to administrators and teachers. | The purpose is 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 1 seeks to provide the tools and education necessary to families so that they can work hand in hand with the highly qualified staff members.                |
| ☒ | <b>Title III, Part A - Helping English Language Learners</b> achieve English proficiency   | Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a long period of time. Title 1 educates and provides resources to the family that range from one time workshops to programs over the entire school year. |

*Schools may add lines as needed.*