

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



School Name: Sadie T. Tillis

School #: 116

Principal Name: Helen S. Dunbar

School Website: dcps.duvalschools.org/sadietillis



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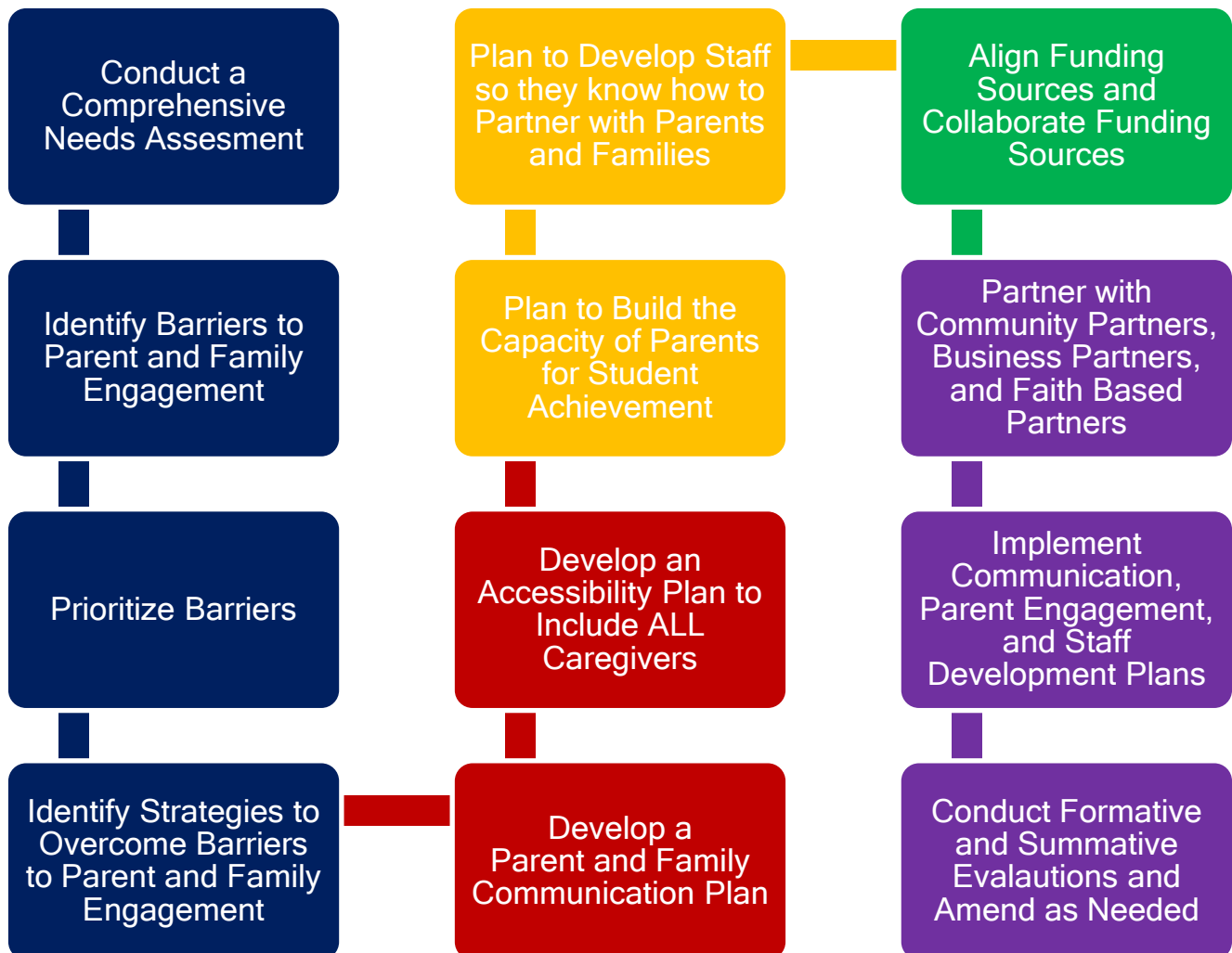
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OVERVIEW

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, Helen S. Dunbar, 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.

Helen S. Dunbar
Signature of Principal/School Administrator

June 4, 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	\$2,329.29	\$1,070.71
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		
Unexpended funds were mainly due to lack of proper planning and preparation for events.		

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)
No parents visited the resource room during the school year.	0	<ul style="list-style-type: none"> Continue to make the area more inviting Host chats (Sip & Chat) with families in the resource area Advertise our area on website, school brochure, and on Classroom DOJO to give a snapshot of what is available in the area for families
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)	78	Parent evaluation feedback indicated parents felt the meeting was valuable.

Developmental Meeting (End of Year)	24	Data from the parent/teacher survey indicates the majority of the activities/events the school sponsored were successful. Events were hands-on and family friendly.
Tales and Treats	50	Literacy activities were intentionally designed to incorporate families. Each grade level collaborated on activities that encompassed ELA standards. Families had assignments that involved make and take work that would continue the learning and practice at home. Parents gave specific feedback to teachers and administration expressing their contentment of the event and what they learned.
Data and Dine	23	The event planned gave parents an opportunity to conference with their children teachers in a one-on-one contact. During this time, parents learned how their children were performing academically at mid-year and the growth needed in order to make a year's gain and/or to become proficient by the end of the school year. Parents indicated they were very delighted with the event, because they learned what they need to do to help their children at home.
Math Night	38	Math night was a hands-on family event. Teachers created math activities and games that requires families to participate. Families shared their satisfaction of the event. They learned the strategies in which students learn to solve math problems. Families left the event with take home math activities to incorporate with at home learning.

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.

Results from the summary evaluation meeting shows an overall satisfaction with the 2019-2020 Family Engagement activities/events. Specific feedback that was overarching were comments of how events involved family participation.

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.

The school's only barrier, as indicated from all data sources, was scheduling conflicts with personal plans.

(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)	Scheduling Conflict	Publish the entire school year calendar of parent/family engagements at the beginning of the school to share with community and parents.
2)	Parent/Family Engagement	Develop a school-wide initiative for families that will appeal to them to become more active in school
3)	Staff/Family Relationships	Continue to work with the district PBIS team and Parent Academy to strengthen positive relationships with families and create a family friendly school

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?

All students will benefit from increased family and community engagement that provides positive educational opportunities for families to improve understanding of their children's grade level expectations, improve family ability to assist their children with school and learning, and improve relationships among all stakeholders.

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?

Our goals for the 2020-2021 school year, is to see a continuous increase of parent and family engagement and participation in school events. We will improve by adding more diverse opportunities to accommodate all families.

Strategies include:

- (1) Alternate monthly events AM/PM
- (2) Provide virtual sessions throughout the school year
- (3) Our monthly family engagement calendar: "Parents Make the Difference" will be provided for parents of each student outlining event, important dates to remember, and parent tips
- (4) Employ bilingual personnel to translate for parents
- (5) Recognize diversity in our school establishing multi-cultural events and activities

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?

Communication to families will come in the following format:

- (1) School Messenger: the messenger will be set up to come in the translations of the primary language of our families (this report will come from FOCUS)
- (2) The school will use Classroom DOJO. Individual teachers may send out reminders/notification and administration will for the entire school. Through this program parents are able to translate school messages to their native language.
- (3) The school will provide a monthly family engagement calendar: "Parents Make the Difference" will be provided for parents of each student outlining event, important dates to remember, and parent tips; will be formatted in English and Spanish
- (4) Notices of upcoming events will be displayed on the school's marquee and school website (in which there will be a direct link for parent response)

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

English
Spanish

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.

- • Send notice home two weeks prior to event • Advertise event on marquee • Parent Information board located at the front of the school • School Messenger: the messenger will be set up to come in the translations of the primary language of our families (this report will come from FOCUS) and Parent Information board located at the front of the school (in English and Spanish spoken by families at the school)
- • Parent questionnaires will be sent home to poll for best time and any barriers that would prevent them from attending. • Flexible meeting times will be provided • Send notice home two weeks prior to event (in English and Spanish spoken by families at the school) • Advertise event on marquee • Monthly Family engagement calendar (in English and Spanish spoken by families at the school) • Parent Information board located at the front of the school (in English and Spanish spoken by families at the school) • School Messenger weekly parent calls School website will also have a direct link for surveys that parents may access and complete virtually.

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 provides parents with assistance in understanding such topics as the State academic standards for all grade levels at various parent events (Family Orientation, Open House, Curriculum Night events). At each event, parents will gain understanding of the local and state assessments and the achievement levels students need to obtain by the end of the academic school year.
- (2) The school (administration, counselor, teachers, district specialists and academic coaches) will share and provide information to parents about how students will be assessed. Parents may receive direct links to state and/ or district websites that will

share examples of practice problems and a practice assessment.

- (3) The school will provide parents a general overview of achievement levels students are expected to obtain during Student Orientation and Open House. Teachers will utilize data from Performance Matters and the Student Promotion Grade Tracker document with individual parents in conference settings.
- (4) To meet the needs of our ELL population, we will employ a translator to communicate with parents.
- (5) Parents who are unable to attend any sessions, will have the opportunity to view session in a virtual platform. Recorded sessions will be upload in the platform.

(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 school's goal is to increase parental input in all decision-making processes for school wide family engagement events. Opportunities that we provide for parental input include survey of parent suggestions during the Developmental meeting, during monthly SAC meetings, quarterly PTA meetings and End of Year Reflections.
- (2) Opportunities for parent invites are extended through the following methods: school's calendar, advertisement on school's website, on school's marquee, and direct contact through teacher recommendation. We will also extend the opportunity for parents to join in virtual sessions.

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]

After parent review of the Title 1 school-wide plan, if there are parents who express dissatisfaction of the implementation plan, their comments will be scanned and forwarded (via email) to the district's Title 1 Office.

(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) A notebook will be made available in the parent involvement room and in the front office. The Parent plan will also be uploaded to the school's website
- (2) The plan will be published in English and Spanish.

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 plans a developmental meeting with parents to share and discuss previous year's data and academic trends. The school shares academic and social goals of the current school year and solicits ideas from parents of how they can become an integral part of the school's success. Parents are given the opportunity to engage in conversations about what they would like to see offered at the school that would interest them to participate. The budget is shared with parents and discussed of ways of spending the money that would incentivize more participation and that would encumber activities that would increase their involvement with their children. To be adaptive to parent schedules, the school will offer virtual flexible meetings throughout the school year.

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** - Transportation is not a barrier at our school, however if issues with transportation arise monies from the PFEP will be allocated towards the purchase of buses to transport families from home to school events.
- **Translator**-A translator will be employed to overcome language barriers among many of our families

FLEXIBLE FAMILY MEETINGS

<p>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)]</p> <p>An end of the year reflection and upcoming school year Developmental survey gave parents the opportunity to give the school feedback and suggestions for continuous improvement.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>The data from the end of the year survey is the main documentation used as planning for the upcoming school year.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other <u>Virtual Sessions</u></p>

REQUIRED ANNUAL MEETING

<p>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)]</p> <ol style="list-style-type: none"> <u>1. Survey all parents for meeting times and dates</u> <u>2. Notify parents 2 weeks in advance of the meeting</u> <u>3. Remind parents 1 week in advance and give a brief summary of the purpose of the meeting</u> <u>4. Advertise on school marquee, website and through school messenger</u> <u>5. Send email invite with virtual meeting link to join meetings</u> <u>6. Prepare meeting notes/slide show for presentation</u> <u>7. Prepare sign-in sheets, feedback forms and handouts</u> <u>8. Send out flyer and or reminders 2 days prior to the event</u>
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9. Prepare room for the presentation

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

The school will use the PowerPoint presentations provided by the district to communicate the Federal Programs offered to Title 1 schools.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

- (1) The school elaborates from the PowerPoint on the Federal Program site by sharing the school academic end of the year spring performance data of all subgroups.
- (2) The school also shares its actionable plan of the present school year for continuous school improvement.
- (3) State funding is shared with parents and how the school plan to use the allocation (Academic Coaches, supplemental materials, technology). Parents will receive information of state laws of school choice and federal monies allocated to Title 1 schools.

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 kept abreast of all school events and district dates (school holidays, assessment window, quarterly reports, etc..) through school monthly calendar, marquee, weekly phone messenger and through Classroom DOJO.

The communication as described above are all accessible to parents without the need of technology.

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.

After reviewing survey results from each function, the school will disaggregate the data from trends and comments. This data is shared with parents and discussed to plan for events for the upcoming school year.

BUILDING CAPACITY

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

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

<p>Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?</p>
<p>The parent/family activities will fully align with state standards from grades K-5. The activities will include take home and take away activities and information that will support families with home learning.</p>
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p>
<p>To improve student achievement and build community relationships, the school will provide events that will be facilitated by students.</p> <p>In addition, the school will continue on-going professional development with District PBIS Specialist and Parent Academy to increase positive relationships with parents.</p>
<p>(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.</p>
<p>(1) The school will host intimate parent help sessions, Sip & Chat, in the Parent Resource Room and in a virtual platform. During the sessions, parents will be introduced to the supplemental materials to support learning in the home.</p> <p>(2) The Parent Resource Room is advertised by a school signage located in the main hall/office. In addition, the school will advertise snapshots of materials and resources on our website and through Classroom DOJO.</p> <p>(3) The school faculty and staff are trained to extend their assistance with parents by</p>

showing materials in the parent resource room that will support learning in the home.

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?

If the school is allotted additional resources for parents, the school could host virtual trainings for parents to show them remote resources that could be used in the home to support the learning. As a school we have determined items to purchase from Title 1 funds that will support families academically, socially, and emotionally. Resources in which we plan to purchase are:

Channing Bete: These resources will provide parents and families with additional outreach materials.

Positive Promotions: resources that will support parent and family engagement in areas of building self-esteem and using effective reading strategies to increase comprehension.

Other items are being purchased to be utilized at Parent and Family Engagements through out the school year for parents to create “make and take” items that will again improve student achievement and enhance parent and family engagement.

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</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</i>

		<i>funding</i>		<i>requirements</i>
Title I Annual Meeting (required)	Principal and Assistant Principal	<ol style="list-style-type: none"> 1. Parents will gain an understanding of the role of Title 1 Schools and the Federal Impacts involved. 2. Parents will know the academic data of the school from the previous school year and the current school's actionable goals for improvement 	August 2020	Agenda Sign In Parent Evaluation form
Title I Developmental Meeting (required)	Principal and Assistant Principal	<ol style="list-style-type: none"> 1. Parents will have the opportunity to reflect on the school's programs and events offered. 2. Parents will be given the opportunity to input suggestions for family engagement activities for the next school year. 	May 2021	Agenda Sign In Parent Evaluation Form
SIP & Chat: Transitioning Back into	Office of Student Discipline and	<ol style="list-style-type: none"> 1. Parents will engaged in dialogue 	August 2020	<ul style="list-style-type: none"> • Agenda • Sign In • Parent

School	Support Services	<p>about returning to school post Pandemic</p> <ol style="list-style-type: none"> 2. Parents will become aware of resources provided 		<p>Evaluation Form</p> <ul style="list-style-type: none"> • Parents utilizing resources from the resource room / digital resources would serve as additional evidence
SIP & Chat	District ELA Specialist	<ol style="list-style-type: none"> 1. Parents will understand the state stature of the student progression plan for Grade 3 promotion 2. Parents receive and understand the BEST standards and benchmarks for grade 3 	September 2020	<ul style="list-style-type: none"> • Agenda • Sign In • Parent Evaluation Form • An increase in student achievement in ELA in district platforms and state testing would serve as evidence.
Kahoot It! Understanding BEST Standards and State Assessment	<p>School academic coaches</p> <p>Assistant Principal (Testing Designee)</p>	<ol style="list-style-type: none"> 1. Parents will gain an understanding of state expectations ELA, Math, and Science for students in grades 4-5 2. Parents 	September 2020	<ul style="list-style-type: none"> • Agenda • Sign In • Parent Evaluation Form • An increase in student achievement in ELA, Math and Science across district utilized platforms as well as state testing would be evidence of

		will gain an understanding of benchmarks that must be taught prior to state assessment		effectiveness.
SIP & Chat	Principal/Parent Academy OR iReady Representative	<ol style="list-style-type: none"> 1. Parents will gain insight on how to best assist with iReady in the Home 2. Parents will be introduced to the supplemental materials available in the Family Resource Room 	October 2020	<ul style="list-style-type: none"> • Agenda • Sign In • Parent Evaluation Form • An increase in student achievement in ELA and Math in iReady as well as state testing would be evidence of effectiveness. • Increased check-outs from the Parent Resource area
Tales and Treats (ELA)	ELA Teachers Academic ELA Coach	<ol style="list-style-type: none"> 1. Families will participate in Language Arts activities that will inform parents of K-5 grade level standards benchmarks 2. Families will exit the event with make and take activities to support learning in the home 	October 2020	<ul style="list-style-type: none"> • Agenda • Sign In • Parent Evaluation Form • Increased student achievement in district utilized platforms for ELA as well as an increase in state assessment results.
Holidays Around the	Art and Music Teachers	Families will be engaged in viewing	December 2020	<ul style="list-style-type: none"> • Agenda • Sign In

World: Art Gallery and Musical		art and multi-cultural festivities. In addition, families will learn an awareness of other cultures and build a sense of community within our school.		<ul style="list-style-type: none"> • Parent Evaluation Form • An improvement in Schoolwide climate survey results • Reduction in discipline referrals would also demonstrate effectiveness
Data and Dine	Teachers Students Administration	<ol style="list-style-type: none"> 1. Parents will have an opportunity to conference with their children teachers in a one-on-one contact 2. Parents will learn how their children are performing academically at mid-year and the growth needed in order to make a year's gain and/or to become proficient by the end of the school year 	January 2021	<ul style="list-style-type: none"> • Agenda • Sign In • Parent Evaluation Form • Increased student achievement in all subject areas across state testing and district platforms would show effectiveness
STEM Night Super Cool Scien	Teachers Students Academic Coach (Math)	<ol style="list-style-type: none"> 1. Parents will learn and be engaged in hands-on Math and Science activities to incorporate at home to help their children improve in mathematics 	February 2021	<ul style="list-style-type: none"> • Agenda • Sign In • Parent Evaluation Form • Increase in student achievement in Math and Science on state testing and district

		and science		utilized platforms
SIP and Chat Strike out Stress and Add Empowerment!	School Counselors (school base and Daniel Memorial)	1. Parents will learn techniques to reduce stress in the home and empower students to do their best on the spring assessments	March 2021	<ul style="list-style-type: none"> • Agenda • Sign In • Parent Evaluation Form • Increase student achievement on state assessments • Improved engagement by students during state assessments

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?

Evidence of the developmental meeting for the parent compact will be documented by:

1. Parent Notice or Invitation of the meeting
2. Agenda of the Title 1 Development meeting
3. Parent Sign in
4. Scanned copies of parent input (ideas, statements)
5. Parent Evaluation form

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

The development of the parent compact will be finalized prior to the opening of the school year. Families will have the opportunity to provide input remotely. The compact will be introduced during the Annual Title 1 meeting and class sets will be given to teachers during the first month of school.

To ensure the fidelity of required conferences, the parent compact will be copied on NCR paper and will require signatures and dates of the parent, teacher, and student. The parent, teacher and the principal will have copies.

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.

School principal will notify parents, in writing, of their child's teacher if he/she is teaching out of field. The notification used will be a formal letter (Parents Right to Know) indicating the areas in which the teacher has met state requirements and the areas that are currently out of field.

The letter will ensure parents that the teacher is working towards meeting all state required course work and/or certification and the steps the teacher is taking in order to meet state requirements for certification.

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>
Virtual Online book study	Ms. Perry	To strengthen positive relationships with families and create a family friendly school which will raise student achievement	Dec. 2020	Sign in Sheets Evaluation Teacher responses from tasks and or encounters with parents

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The school utilizes funds designated for students with disabilities to purchase supplemental materials to provide differentiated instruction.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	The school utilizes funds to employ additional staff (tutor) and/or to provide teachers with a stipend to extend learning opportunities to identified students for an additional hour twice a week after school.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	The school utilizes funds to provide an ESOL para during the school day. For PFEP events, we will provide translators for events so ELL parents can be involved. We also translate all materials to go home for ELL parents to promote involvement and build capacity.

Schools may add lines as needed.