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



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| School Name: Crystal Springs Elementary School #: 226 |  |  |
| Principal Name: Todd Simpson  School Website: dcps.duvalschools.org/cse |  |  |

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# OVERVIEW

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

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

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

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

# ASSURANCES

I, Todd Simpson, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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

\*click to select each assurance, this page will require an original signature and submission to the District.  
Todd Simpson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_05/27/2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Signature of Principal/School Administrator Date Signed

# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

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

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3,400 | $3,187.99 | $230.92 |
| **If funds remained at the end of the year, explain why funds weren’t fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year** | | |
| As an effect of COVID-19 school closure began effective 3/16/2020 resulting in all funds not fully being expended. | | |

## Programmatic Overview from the Previous Fiscal Year

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

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| Summative Overview of the Parent Resource Room | | |
| Total Visits  to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet) | **Total Resources Checked Out from the Parent Resource Room** | **What plans do you have to fully use the Title I Parent Resource Room?** **(include inventory that was not returned or any other information pertaining to parent involvement resource room)** |
| 247 | 43 | Parents are invited to come and obtain information needed about food pantries, shelters, free clinics, etc. by the parent liaison. There are computers for parent to use to sign up for volunteer status, focus, etc. There are items available for check out (books, games, and other resources). We will continue our monthly "Pastries with Parents" with different topics each month to receive information and resources to encourage academic success. |
| 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) | 19 | Parents stated they were more informed concerning our family engagement plan. Feedback forms were collected. |
| Developmental Meeting  (End of Year) | 82 | Parents notified the school of what kinds of activities families would like to see to assist students’ academic success. |
| Literacy Night | 53 | Parents were given grade specific strategies they could use to help their child at home as well as an overview of the Florida standards.  Feedback forms were collected from parents. |
| Science/Math (STEM) Night | 88 | Parents were provided information regarding iReady, Focus, and Achieve. Parents were given the opportunity to access these programs at that time in the computer lab as well. Parents were provided with information on the FSA, types of questions and practice tests to take at home. Feedback forms were collected from parents. |
| Pastries with Parents | 149 | Parents were provided with strategies and resources they could use at home as well as other informational sessions covering the IEP process, Safety and FSA. Feedback forms were collected from parents. |

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

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| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan. |
| Based on our developmental meeting, the following information was gained:   * Helpful learning all of the information. * Informational * How my child can further their education. * Each section is described in depth. * Great information * Websites provided for FSA. |

## Barriers

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| Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years. | | | |
| 1. Barrier 1 – Transportation 2. Barrier 2 – Language Barriers 3. Barrier 3 – Scheduling | | | |
| (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) | Transportation | CSE will continue to offer an off-site parent meeting in the community. |
| 2) | Language Barriers | CSE will continue to offer an interpreter at the parent  meetings to combat the language barriers. |
| 3) | Scheduling | CSE will continue to offer both day, afternoon, and evening sessions of parent meetings. In the event of another school closure or as required by the CDC we will conduct virtual meetings in lieu of face-to-face gatherings. |

## Overarching Outcomes/Goals for the Current School Year

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| Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement? |
| To increase the number of participants at family engagement events. |

# COMMUNICATION AND ACCESSIBILITY

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| Telephone | Envelope | Email | Laptop | Chat |

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

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| Accessibility |
| **Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?** |
| Meetings and workshops at CSE are conducted in English. In the event of another school closure or as required by the CDC we will conduct virtual meetings in lieu of face-to-face gatherings. Flyers and other mailings are translated in Spanish whenever possible, with interpretation always available by phone or in person. Spanish translators and ASL interpreters for meetings, parent conferences, and workshops are available upon request. If another language is required, DCPS has a list of translators that can be requested as well.  CSE is a disability-friendly school, having ramps and an elevator to accommodate all visitors and guests. The campus contains no physical barriers that discourage parent attendance at functions and/or meetings. Information concerning school events will be posted on the school’s website, through flyers sent home with students, and our monthly newsletter (The Dolphin Cove). |
| **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 Title 1 Family Engagement Liaison will send information and reminders through the Remind App, flyers, and Parent Link at least 2 weeks in advance. These emails will include reminders and updates of school events and business and encourage parents to take an active role in the education of their children. The school website, Facebook page, and Twitter accounts will also be used to keep parents informed of parent involvement opportunities as they arise. A parent resource center is set up outside the front office and available to any parents that come on campus. The resource center contains a parent information guide, Title 1 family engagement workshop event calendar, families in transition information, bullying prevention awareness, sports screening and physical information, and school choice information. |
| **What are the different languages spoken by students, parents and families at your school?** |
| Spanish, Tagalog, Vietnamese, Cambodian Khmer, Haitian-Creole, Chinese, Arabic |

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| COMMUNICATION |
| (1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication. |
| (1) Meetings involving parents will be regularly scheduled, notice given at least 2 weeks in advance and agendas will be provided. The annual meeting will take place the second month of the school year. At the parent annual meeting the parents will be informed how they may be involved through the 2019-2020 calendar of events.  (3) Parents and guardians will be notified of Title 1 programs and activities through Parent Link, flyers, the Remind App and the school web site. The school marquee will also be utilized to encourage participation. CSE distributes a monthly newsletter to all families which also includes all programs offered. This information is available in multiple languages upon request. |
| 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) Curriculum and assessment information will be presented at our first annual parent meeting as well as during Orientation and Open House.  (2) Students are assessed regularly to determine whether they are making adequate progress. Forms of assessments as well as proficiency levels will be discussed with parents. It will also be discussed ongoing through our school newsletter, teacher’s newsletters and blogs and family educational nights.  (3) CSE’s school goals as well as student achievement levels on state required academic assessments will be displayed at the annual meeting as well as during the year through teacher conferences and at parent nights.  (4) This information is available in multiple languages upon request. |
| (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) At the annual meeting, 2020-2021 calendar of events will be presented. At the time parents will be introduced to our SAC and PTA. The Title 1 Family Engagement Liaison will send information and reminders for this meeting through the Remind App, flyers, and Parent Link at least 2 weeks in advance.  (2) At each SAC and PTA meeting all upcoming parent engagement events will be highlighted to ensure all stakeholders have an opportunity to partake in the activities. The Title 1 Family Engagement Liaison will send information and reminders for this meeting through the Remind App, flyers, and Parent Link at least 2 weeks in advance.  (3) At the annual developmental meeting, parents will have the opportunity to provide the school with their needs and feedback on services that are provided. The Title 1 Family Engagement Liaison will send information and reminders for this meeting through the Remind App, flyers, and Parent Link at least 2 weeks in advance. |
| 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] |
| CSE employs a part-time parent liaison who is responsible for providing the coordination, technical assistance and other support to the school. The parent liaison and school administration are responsible for collecting and reviewing surveys completed by the parents to determine the next steps for school improvements. If the plan is not satisfactory to the parents of participating children the school will submit any parent comments with the plan to the 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) The Title 1, Part A parent and family engagement plan to parents and families will be posted on the schools’ website as well as copies to be posted in the front office. This information is available in multiple languages upon request.  (2) Title 1 resource display in the parent resource room. |

# FLEXIBLE PARENT AND FAMILY MEETINGS

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

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

## INVOLVEMENT OF PARENTS and FAMILIES

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| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)]. |
| Crystal Springs Elementary will ensure the organized, ongoing and timely manner of involving parents using the following methods:   * Home to school and school to home communication in English and/or other languages. * Student planners * Flyers * Newsletters * Remind App * School website * Email * Parent Link   At Crystal Springs elementary parents and families are involved in the planning, review and improvement of Title 1 programs, including involvement in the decision making of how funds for Title 1 funds will be used be:   * Attending School Advisory Council (SAC) meetings * Title 1 Developmental meeting * Annual Title 1 meeting * Participating in Parent/Teacher Association(PTA) activities * Reviewing academic data for funding decision making * Previous school year parent and family engagement plan |
| **How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]** |
| * Transportation – Transportation for families is provided on a need basis. * Childcare – CSE will hold Title 1 parent workshops and meetings in the evening and will offer limited childcare or children’s activities while parents attend a workshop. * Home Visits – Our guidance counselors and some teachers make home visits to conference with parents who cannot attend a school conference. * Additional Services to remove barriers to encourage event attendance – Our schools address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests CSE will hold Title 1 parent workshops and meetings in the evening and will offer limited childcare or children’s activities while parents attend a workshop. |

## FLEXIBLE FAMILY MEETINGS

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| How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)] |
| Designated school employees surveyed parents to determine next steps for school improvements to increase parental support. Input was also obtained during the Developmental Meeting as well. The results of the survey were shared with SAC and made available to parents. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| DCPS Title 1 program requires that all Title 1 school hold a parent meeting to develop or write/revise their parent and family engagement plan. Schools are required to provide evidence that documents; how parents were invited, an agenda for the meeting, sign in sheets, and minutes and/or specific input given by parents. The Title 1 program coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring system. |
| **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: In the event of another school closure or as required by the CDC we will conduct virtual meetings in lieu of face-to-face gatherings. |

## REQUIRED ANNUAL MEETING

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| 1. Step 1: The Title 1 parent liaison and admin will present a PowerPoint that incorporates: 2. Step 2: Parents right to know 3. Step 3: Curriculum and assessment information 4. Step 4: Ways parents can be involved 5. Step 5: School choice, and the qualifications of their child’s teacher or paraprofessional 6. Step 6: Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field 7. Step 7: The meeting will take place September 24, 2020 in which all parents will be invited. 8. Step 8: A flyer will be sent to all parents, notifications will be sent via Remind App and Parent Link as well as posted on the school marquee. 9. Step 9: The school-wide school-parent compact will be reviewed and discussed at parent teacher conferences. |
| **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 Title 1 parent liaison and school will present a power point presentation that incorporates information on:   1. The Title 1 program 2. Parents right to know 3. Curriculum and assessment 4. Ways parents can be involved 5. School choice and the qualifications of their child’s teacher or paraprofessional. 6. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field. |
| **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. A part of the power point presentation will cover the collection of data on the achievement and assessment results of students disaggregated by gender, ethic/racial group, English proficiency, migrancy, disabilities, and economic status. 2. The power point presentation will review DCPS school choice website. The site is designed to give families an overview of the many types of school choice options that are available for school-age children in Jacksonville. In it, you will find information about specific programs including magnet programs, career academies, high school acceleration programs, choice programs and charter schools.   (3) The PowerPoint will also include the parents right to know information:   * Parents have the right to request and receive timely information regarding the professional qualifications of their child’s teachers and paraprofessionals. * Parents must be notified if their child is assigned to or taught for four or more consecutive weeks by a teacher who sis not highly qualified. * Parents should be provided information regarding the level of achievement of their child on state required academic assessments. * To the extent that is feasible, information must be in a language the parents can understand. |
| **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 Title 1 family engagement liaison will send home flyers at least 2 weeks in advance as well as a monthly calendar/newsletter. Our school events and parent engagement activities will also be posted on the school marquee. The Title 1, Part A parent and family engagement plan to parents and families will be posted in the front office, Title 1 resource display, and in the parent resource room. |

## REQUIRED DEVELOPMENTAL MEETING

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

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| Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding. |
| Step 1: Surveys will be provided at the end of the year developmental meeting to evaluate and gather information, concerns & suggestions for Parent and Family Engagement. |

# BUILDING CAPACITY

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

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| CSE has on staff a parent liaison. We will increase parent/family knowledge of curriculum, assessment, available resources, and educational strategies positively impacting the ability of parents and families to support the academic achievement of students. We will provide parents/families and classroom teachers access to educational materials and resources to be used at home as a supplement to school resources. We will increase parent/family ability to support learning at home. We will continue to provide interpreters for our parents as needed. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Provide information for parents about standards and curriculum and how to help students at home. Provide information on where to find and use the Florida standards and curriculum. Provide test taking strategies for parents to cover with their child at home and provide information to parents about the state assessments their child will be expected to take this year. Information on test taking tips/strategies. Provide websites that provide test taking practice. Provide sample test questions during parent nights. Educate parents about the use of parent portal and how to navigate thru the system to stay a brisk of their child’s grades. Provide parents with strategies to help them read with their child at home. Provide informational packets on engaging students in reading and writing at home. We will continue to collaborate with our faith based partners as well as continue to seek additional business partners. |
| **(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 parent resource room is designed to involve, connect and empower parents to help children reach academic success and serve as a hub for training and resources. The resource room offers support and assistance, a lending library, a parent newsletter, parent training workshops, and serves as an information and referral source for families and staff members. Parent liaison will hold meetings with parents each month to encourage and support parents. 2. Each parent will receive a calendar of events which will provide important dates for parent involvement throughout the year. Parents and families will be encouraged to visit the school’s parent resource center. The principal is responsible for ensuring that each of these activities is complete and effective. Our school will hold an orientation day August 6th & 7th, 2020 to increase parent awareness of the school and teacher’s goals and expectations as well as to introduce the parents to the resource room. We will discuss the parent resource room during our annual meeting at open house. 3. The school staff are trained on the location, hours, operation of workshops offered, Title 1 programs, coffee talks on parent engagement and other offerings. |
| **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?** |
| We are purchasing additional supplies and resources for our parents to utilize in the parent resource room. The supplies include toolkits to assist parents with day to day home learning. Resources include books, games and online learning tools. |

## PARENT AND FAMILY ENGAGEMENT EVENTS

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

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| Name of Activity | Person Responsible | What will parents learn that will have a measurable,  Anticipated impact on student achievement | Month Activity will take Place | Evidence of Effectiveness |
| *Example: FASFA and Scholarship Writing Night* | *Principal Brad Pitt* | *Parents will learn:*   1. *How to complete the parent portions of FASFA* 2. *How to research college websites for what their child need for admission* 3. *How to use OneDrive and Focus to keep up on graduation indicators* 4. *About the most popular scholarship websites and tips for receiving funding* | *October 2020, February 2021* | *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* |
| Title I Annual Meeting (required) | Melissa Bell/  Kendra Melendez  Todd Simpson | Inform parents about Title 1 programs. | 09/2020 | Sign in sheets, surveys, agendas and flyers. |
| Title I Developmental Meeting (required) | Melissa Bell/  Kendra Melendez  Todd Simpson | Solicit parent feedback regarding programs to support and grow parent involvement.  Parent perspective on beneficial teacher professional development.  Family feedback on student programs to increase academic success.  Best forms of communication from school.  Solicit parent feedback regarding how our school make sure all families have opportunity to engage. | 09/2020 | Sign in sheets, surveys, agendas and flyers. |
| Literacy Night | Melissa Bell/  Kendra Melendez  \*Reading Coach  Jill Bunker  Todd Simpson | Parents will be provided with a grade specific overview outlining and identifying the Florida standards and strategies they can use to help their child at home. K-2 parents will be provided information on curriculum and how it to help their student acquire word recognition. 3rd-5th grade parents will learn about language comprehension and will also receive information on the FSA and different study techniques they can practice at home to enhance proficiency on the test. | 10/2020 | Sign in sheets, surveys, agendas and flyers. |
| STEM N ight | Melissa Bell/  Kendra Melendez  Brittany Johnson  Jill Bunker  Todd Simpson | Parents will be provided with a grade specific overview outlining and identifying the Florida standards and strategies they can use to help their child at home. Parents and students will participate in hands on activities geared to the Florida standards. 3rd-5th grade parents will also receive information on the FSA and different study techniques they can practice at home to enhance proficiency on the test. | 01/2021 | Sign in sheets, surveys, agendas and flyers. |
| Pastries with Parents | Kendra Melendez | Parents will receive information, resources and make and takes to encourage academic success at both home and school. | Monthly, 2nd Tuesday | Sign in sheets, surveys, agendas and flyers. Increase in the number of visits to the parent resource room. |

*Schools may add or remove rows as needed.*

# PARENT COMPACT

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

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| As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? |
| Teachers will be required to conference with parents regarding the agreement and development of the school-parent compact at which time the signed compact will serve as evidence. All signed compacts will be housed with the parent liaison in the parent resource room. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| Teachers will submit their conference logs quarterly to ensure conference are held with all parents pertaining to the parent 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.

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| As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan. |
| According to state guidelines and district policy, parents are notified in writing. They are sent a Four Week Notice informing them that the instructor is not highly qualified, according to the NCLB legislation. They are, however, are qualified, as they meet the Florida requirements for the position being held. There are provided a more in depth understanding of the certification needed in a letter sent home during FTE Week, i.e. ESOL, ESE, etc… |

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on… |
| 1. **The assistance of parents and families and in the value of their contributions.** 2. **How to reach out to, communicate with, and with parent and families as equal partners.** 3. **Implementing and coordinating parent and family programs and building ties between parent and families and the school.** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness | | Monthly Parent Involvement Meetings focusing on Building Relationships through  Campus Activities, Parent Empowerment and Increased Student Achievement | Ms. Melendez | Improved ability for staff to work with parents and families | Sept 2020 – April 2021 | *Sign-in sheets, evaluation sheets, follow up with teachers* | | S.T.E.M. Simulations & Hands on Activities for Teachers & Parents | Professor Wilson | S.T.E.M. related hands-on activities which correlate to grade level science standards | Feb 2021 | *Sign-in sheets, evaluation sheets, follow up with teachers* | | A Framework for Working with Students of Poverty | Administration | Meeting the needs of ALL students (varying socioeconomic levels) | Jan 2021 (E.D. Mtng) | *Sign-in sheets, evaluation sheets, follow up with teachers* | | Conducting Effective Parent Conferences | Administration | Effectively Conducting Parent-Student Conferences (Academic Improvement) | Sept 2020 (E.D. Mtng) | *Sign-in sheets, evaluation sheets, follow up with teachers* | |  |  |  |  |  | |  |  |  |  |  | |

# COLLABORATION OF FUNDS

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| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.  [ESEA Section (a)(2)(C)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act | Crystal Springs parent engagement program will be available to advise parents of students with disabilities of their rights in their child’s education. They will be encouraged to be involved in planning, problem solving, decision making and I.E.P. input during parent/teacher conferences and meetings. |
|  | **VPK** - Voluntary  Pre-Kindergarten | Enrollment into the VPK program is based on a lottery system conducted by the district. Notices will be sent out to parents concerning the enrollment date. Transition to kindergarten programs will be offered during the month of May to orient parents to the expectations of the Florida State standards for Kindergarten students. |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | The prevention and intervention programs for children and youth who are neglected, delinquent or at risk. Title 1 seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title 1 also seeks to furnish families with strategies for a safe environment. |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | CSE will let parent/guardians aware of DCPS’s families in transition homeless education program upon enrollment of a family who is living in a shelter or sharing the housing of others due to loss of housing. Resources and training is provided through this program on how to help parents and their children be academically and behaviorally successful in school. |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | CSE will utilize SAI funds to offer supplemental instruction to our student before and after school for remediation. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | Training will be given to teachers in how to use social media to engage families. Strategies and tools to implement technology into school. Parent communication. Teachers will be provided training on ow to reach out to, communicate with, and work with parents/families as equal partners, how to value and utilize contributions of parents/families, how to implement and coordinate parent/family programs, and how to build ties between families/parents and the school. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency | CSE will post free parent academy courses that are offered in schools, libraries, community centers and faith-based institutions, in our parent liaison’s office as well as on our resource board. We will also hand out flyers and calendars during our family engagement meetings. |

*Schools may add lines as needed.*