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



|  |  |  |
| --- | --- | --- |
| School Name: Reynolds Lane Elementary School #: 202 |  |  |
| Principal Name: Kenya Griffin  School Website: <https://dcps.duvalschools.org/reynoldslane> |  |  |

TABLE OF CONTENTS

[OVERVIEW 3](#_Toc33426256)

[ASSURANCES 4](#_Toc33426257)

[NEEDS ASSESSMENT 5](#_Toc33426258)

[Previous Year Financial and Programmatic Outcomes 5](#_Toc33426259)

[Fiscal Overview from the Previous Fiscal Year 5](#_Toc33426260)

[Programmatic Overview from the Previous Fiscal Year 5](#_Toc33426261)

[Barriers 6](#_Toc33426262)

[Overarching Outcomes/Goals for the Current School Year 7](#_Toc33426263)

[COMMUNICATION AND ACCESSIBILITY 8](#_Toc33426264)

[FLEXIBLE PARENT AND FAMILY MEETINGS 10](#_Toc33426265)

[INVOLVEMENT OF PARENTS and FAMILIES 10](#_Toc33426266)

[FLEXIBLE FAMILY MEETINGS 11](#_Toc33426267)

[REQUIRED ANNUAL MEETING 11](#_Toc33426268)

[REQUIRED DEVELOPMENTAL MEETING 12](#_Toc33426269)

[BUILDING CAPACITY 13](#_Toc33426270)

[BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS 13](#_Toc33426271)

[PARENT AND FAMILY ENGAGEMENT EVENTS 14](#_Toc33426272)

[PARENT COMPACT 16](#_Toc33426273)

[INSTRUCTIONAL STAFF 17](#_Toc33426274)

[BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS 18](#_Toc33426275)

[COLLABORATION OF FUNDS 19](#_Toc33426276)

# 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, Click or tap here to enter text., 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.

|  |  |
| --- | --- |
|  | 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.  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_Jacquelyn Jenkins\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_08/05/2020\_\_\_\_\_  
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)*

|  |  |  |
| --- | --- | --- |
| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3400 | $2676.96 | $723.04 |
| **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** | | |
| Due Covid-19 some of 3rd and 4th quarter events were not completed. School staff will work to adjust budget needs to ensure all funds are expended this 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)** |
| 0 | 0 | Due to Covid-19, checking out resources from the Parent Resource Room will have to be done differently from previous years. A list of materials will be complied and put on school website. Parents can contact the school office for items to be complied and made ready for them. Parents not allowed in the parent resource room due to visitor restrictions. Resources will be discussed during parent involvement events. |
| 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) | 4 | Parents found the Title 1 Annual Meeting to be very helpful in understanding what Title I is and the role it plays at our school. They also found information about the Parent Resource Room to be very helpful. One suggestion made was to advertise the meetings more. |
| Developmental Meeting  (End of Year) | 17 | Parents found reviewing last year’s events and how funds were spent helped with planning this year’s events. Meeting was virtual due to Covid-19 restrictions. |
| Parent Involvement Kickoff and Conference Night | 20 | According to evaluations, parents found this event to be very helpful in understanding student progress and grades. |
| Real Men Read 11/21/20 | 7 | According to participants, the opportunity to read to students was very enjoyable. It seemed that the time of the event was a challenge to some due to it being in the morning. |
| School Science Fair Night 12/5 | 12 | Most parents responded either strongly agree or agree with very favorable comments. One parent stated, they wished the workshop was more hands-on. |
| FSA Parent Night & Family Conference Night- 2/20/20 | 20 | Feedback was generally favorable according to parent evaluations. Comments highlighted the most helpful part of the night was the review of grades and meeting with teachers. |
| Family Literacy Night | 23 | According to the feedback, parents seemed to enjoy the hands-on activities. The evaluations showed parents agreed or strongly agreed. |
| Family Math Night- 3/19/20 |  | Canceled due to Covid-19 |
| Transition to Kindergarten Virtual Workshop | 19 | Parents gained knowledge of how to attain VPK completion certificates and how to register for kindergarten, which is shown in registration numbers. |
| Multicultural Festival: Around the World in 180 Days- 5/22/20 |  | Canceled due to Covid-19 |
|  |  |  |

*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. |
| Parent Nights were generally were well received according to the results of our Developmental Meeting. During many of the content nights, parents asked for more hands-on activities, which was used during Literacy Night. Parents gave most praise for the two conference nights. Parents wanted more Dad’s and Donuts or Real Men Read events to keep fathers involved. |

## Barriers

|  |  |  |
| --- | --- | --- |
| Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years. | | |
| 1. Communication: Many parents reported that they did not receive information about the parental activities despite documentation of robocalls, emails, texts, and posting on social media. 2. Language- Many of our ESOL families continue to be concerned that there is not an interpreter available for parental engagement activities. 3. Covid-19 restrictions- restrictions on visitors and volunteers will be a strain on parental involvement. Safety Precautions/ Moving to online activities may cause parents not to be as involved. | | |
| (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 | Our goal will be to give parents at least a three-week notice of the events. We will focus on utilizing all our communication strategies and platforms consistently throughout the year. Social media accounts and the school website calendar will be utilized more. Robocalls and texts seem to be most effective. |
| 2) | Language | Our goal will be to provide communication in English and Spanish. We will send home flyers in both English and Spanish. We will use the Remind App and social media that has a translation feature. We will advertise that we will have translators for our events.  We will hire translators for events and utilize our ESOL para and staff members that speak other languages. |
| 3) | Covid-19 Restrictions | Our goal is to provide parents with the resources they need while adhering to the restrictions in place because of Covid-19. We will provide parents with resources virtually when available and compile resources from the resource room for parents to pick up when necessary. We will utilize the platform Teams/ Go to Meeting to meet with parents for parent teacher meetings as well as workshops. |

## 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 key to the success of Reynolds Lane will be building strong relationships with all stakeholders. We will do this by continuing to improve our communication with parents, using programs that translate messages, and providing virtual options for meeting and workshops. Reynolds Lane will continue to provide parents with the resources and training that will help support learning at home. The school team will host workshops that will support parent understanding of school priorities. Communication will be utilized by the school team to provide updates about student progress and foster a relationship with parents. |

# COMMUNICATION AND ACCESSIBILITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.

|  |
| --- |
| 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?** |
| The school will provide full opportunities for all parents and families to participate in all parent and family engagement activities by having multiple family engagement events throughout the year, at different times during the day, and offering virtual and face to face opportunities.  Our goal is to maintain and foster consistent school communication regarding behavior, academic progress, and family events. We will do this by sharing the steps for accessing report cards on Focus through the school newsletter, having monthly SAC and PTA meetings, having afterschool SAIL parent meetings, and utilizing the school parent communication log, which is sent home daily. For ESOL parents, we will have bilingual flyers, robocalls and texts sent out. We will also have our bilingual staff available at meetings. |
| **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?** |
| There are many ways that Reynolds Lane will share information with stakeholders:   1. Marquee- Important school dates and events will be posted on the marquee at the beginning of each month. 2. Robocalls/ Phone Blasts- Details of school events will be communicated as needed 3. Remind App- Information about school events will be sent and translated through this app so that all parents will receive the information. 4. Newsletter- A monthly newsletter will be sent home with students and posted on school website highlighting the upcoming school events. 5. Daily Agendas- Teachers and/or students will mark the important days in agendas for parents to view when signing student’s agenda daily. 6. Flyers- School events and information will be advertised through flyers in English and Spanish will be sent home with students and posted on website. 7. Week Folders- Information in English and Spanish will be sent home in weekly folders. Parents will sign that they saw folder and the information included in it. 8. Social Media (Facebook and Instagram)- School events will be posted on Facebook and Instagram for parents to view. 9. PFEP Events- We will host two PFEP events each quarter that will provide parents with resources to help their child excel. The events will have a combination of in person and virtual activities. 10. SAC and PTA Meetings- There will be monthly SAC and PTA meeting where all stakeholders are invited to attend to provide input about the events and receive information about the state of the school. 11. School Calendar- A monthly school calendar will be sent home with students and posted on social media and the school website to advertise the special events at the school. |
| **What are the different languages spoken by students, parents and families at your school?** |
| English and 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. |
| 1. School Advisory Council (SAC) and Parent Teacher Association (PTA) as well as at all Title I Parent Events.   (2 and 3) The school will communicate information about events using the platforms below at least 3 weeks in advance. Information will be available to parents in their chosen language as well.   1. Marquee- Important school dates and events will be posted on the marquee at the beginning of each month. 2. Robocalls/Text Messages- Details of school events will be communicated as needed 3. Remind App- Information about school events will be sent and translated through this app so that all parents will receive the information. 4. Newsletter- A monthly newsletter in English and Spanish will be sent home with students and posted on school website highlighting the upcoming school events. 5. Daily Agendas- Teachers and/or students will mark the important days in agendas for parents to view when signing student’s agenda daily. 6. Flyers- School events and information will be advertised through flyers in English and Spanish will be sent home with students and posted on website. 7. Week Folders- Information in English and Spanish will be sent home in weekly folders. Parents will sign the they saw folder and the information included in it. 8. Social Media (Facebook and Instagram)- School events will be posted on Facebook and Instagram for parents to see. 9. PFEP Events- We will host two PFEP events each quarter that will provide parents with resources to help their child excel. The events will have a combination of in person and virtual activities. Translators will be available for parents. 10. SAC and PTA Meetings- There will be monthly SAC and PTA General Body/Board meetings where all stakeholders are invited to attend to provide input about the events and receive information about the state of the school. 11. School Calendar- A monthly school calendar posted on social media and the school website to advertise the special events at the school. |
| 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) Reynolds Lane Admin will share student achievement data during monthly SAC meetings. We will also share this information via the Annual Meeting as well as Open House. These meeting will happen in person or virtually.  (2) We will explain the forms of assessment used to measure student progress during parent/teacher conferences. Reynolds Lane Admin will share student achievement data during monthly SAC meetings. We will also share this information via the Annual Meeting as well as Open House. These meeting will happen in person or virtually.  (3) We will explain the achievement levels the students are expected to obtain during parent/teacher conferences and PFEP events. Reynolds Lane Admin will share student achievement data during monthly SAC meetings. We will also share this information via the Annual Meeting as well as Open House.  (4) A Spanish language interpreter will be available per the PFEP budget for select meetings. Information will also be shared in parents chosen language as needed. |
| (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. Title I Developmental Meeting, SAC and PTA   (2) The school will communicate information about events using the platforms below at least 3 weeks in advance.   1. Marquee- Important school dates and events will be posted on the marquee at the beginning of each month. 2. Robocalls/ Phone Blasts- Details of school events will be communicated as needed 3. Remind App- Information about school events will be sent and translated through this app so that all parents will receive the information. 4. Newsletter- A monthly newsletter in English and Spanish will be sent home with students and posted on school website highlighting the upcoming school events. 5. Daily Agendas- Teachers and/or students will mark the important days in agendas for parents to view when signing student’s agenda daily. 6. Flyers- School events and information will be advertised through flyers in English and Spanish will be sent home with students and posted on website. 7. Week Folders- Information in English and Spanish will be sent home in weekly folders. Parents will sign the they saw folder and the information included in it. 8. Social Media (Facebook and Instagram)- School events will be posted on Facebook and Instagram for parents to see. 9. PFEP Events- We will host two PFEP events each quarter that will provide parents with resources to help their child excel. The events will have a combination of in person and virtual activities. Translators will be available for parents. 10. SAC and PTA Meetings- There will be monthly SAC and PTA meeting where all stakeholders are invited to attend to provide input about the events and receive information about the state of the school. 11. School Calendar- A monthly school calendar will be sent home with students and posted on social media and the school website to advertise the special events at the school. |
| 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] |
| We invite parent input during parent meetings as well as SAC meetings and PTA meetings. Concerns will be submitted to the Title I District Office. Meetings will be held in person and virtually to accommodate safety precautions. |
| (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) We will have the Title I, Part A Parent and Family Engagement Plan available in paper format in the Parent Resource Room and front office. We will also have it available to parents on request.  (2)We will translate this plan into Spanish and have it available to parents. We will utilize our Spanish speaking team members to assist parents when needed. |

# 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)]

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

## 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)]. |
| We involve parents though opportunities such as Virtual Orientation, Open House, SAC and PTA Meetings, and Annual Title 1 Meetings. Parents can discuss, share ideas, comments, and concerns during these meetings. The Developmental Meeting is utilized to improve our Title 1 Program through hearing feedback from parents about their needs. Meetings will be in person or virtual depending on safety precautions. |
| **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 – While no provision in the PFEP for transportation, there have been no concerns raised by families about transportation. * Childcare – Our events often have activities for our students to do with their families. Some events will be held virtually so childcare will not be needed. * Home Visits – These will be scheduled as needed. * Additional Services to remove barriers to encourage event attendance – We will provide Spanish language translators for several key events. We will consistently use our communication tools in English and Spanish to reach out to parents. |

## 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)] |
| Parent input was gained from the parent surveys and feedback forms after each of the events that were completed. Input was also gained from Parent Feedback meetings. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| The parent surveys and feedback forms including the parent gallop survey and the evaluations from the Developmental Meeting were used to gain insight into the parents’ needs. |
| **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 meeting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## 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 - Survey All Parents for Meeting Times and Interests 2. Step 2 - Send out flyer, robocall, texts, social media posts, post on marquee, and on one-view announcing Title I Annual Meeting 3. Step 3- Send out meeting location/ virtual platform 4. Step 4 – Prepare meeting notes, (prepare slide show) 5. Step 5 – Prepare sign-in, feedback forms, and other handouts 6. Step 6 – Send out flyer, post on social media, robocall, and text reminder 2 days before event reminding parents of the location/ virtual platform for the event 7. Step 7 – Prepare room/ virtual platform for parents on day of 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.** |
| School administration will explain and discuss Title 1 programs and requirements. We will share projected dates for family workshops and family night events providing parents with virtual options. We will also discuss the procedures for checking out materials from the Parent Resource Room. We will also share the Title I Federal Programs PowerPoint and we will review the Parent Compact form with our stakeholders. |
| **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) Administration will share Adequate Yearly Progress (AYP) and academic goals for the school year by subgroup using visual aids and graphs for parents to see the progress of the students.  (2) Enrollment in relation to school choice will also be discussed using visual aids and graphs. Our School Choice night in January also will highlight the middle school choice offerings for our families  (3) The meeting will also cover the parents’ “Right to Know” information. |
| **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?** |
| We will share a hard copy of all information via the monthly newsletters, report cards, and weekly folders. We will also utilize flyers and student agendas to communicate with parents. Go to meeting offers a dial-in function that allows parents to participate with cell phone without computer access. |

## 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. |
| 1. Step 1 - Send out flyer, robocall, texts, social media posts, post on marquee, and on one-view announcing End of Year Developmental Meeting 2. Step 2- Send out meeting location/ virtual platform 3. Step 3 – Prepare meeting notes, (prepare slide show) 4. Step 4 – Prepare sign-in, feedback forms, and other handouts 5. Step 5 – Send out flyer, post on social media, robocall, and text reminder 2 days before event reminding parents of the location/ virtual platform for the event 6. Step 6 – Prepare room/ virtual platform for parent on day of presentation/ Navigate any technology challenges before meeting 7. Step 7- Provide parents with a survey either virtually or hard copy upon request for parents to provide feedback. |

# 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? |
| Reynolds Lane Elementary will provide trainings and resources throughout the school year to assist parents in working with their children. Workshops will be conducted in person or virtually instructing parents about current reading, math, and science strategies aligned to the Florida standards. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| We are actively pursuing partnerships by inviting community members to our school PFEP events and SAC meetings, which are held in person or virtually depending on safety precautions. Community members are invited to participate in a variety of events during the school year. |
| **(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 resources of the Parent Resource Room will be available to the parents. We will take an inventory of the resources in the Parent Resource Room and post them on our website. The parents will be able to view the inventory and request the materials they would like. The materials will be compiled, and the parents will be able to pick them up from the front office.  (2) The resources in Parent Resource Room will be advertised on the school website. The parents will be told about the resources available during the PFEP events, parent/teacher conferences, SAC and PTA meetings.  (3) Faculty and Staff will be trained on how to utilize the Parent Resource Room. The faculty and staff will have a copy of the inventory list of the Parent resource Room and the directions on how to check out materials. Teachers will be encouraged to review the list of resources before parent/teacher conferences so materials can be recommended. |
| **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?** |
| Coaches are available to assist parents on demand. The math and reading coaches plan and participate in parent workshops during PFEP events. We intend on purchasing additional resources for our Title I Parent Resource Room from several vendors to make our room more user friendly. We wish to purchase book holders, trays, flashcards and other items. Flashcards will be given to parents for their use at home with their children to improve student achievement. We are also wanting to purchase postage to be able to send out information to parents unable to attend events as well as advertise events. We are also purchasing items for our specific events to be able to provide parents with the resources shared at every event to improve student achievement. |

## 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 |
| *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)  Parent Involvement Kickoff  (see budget) | Admin | Parents will be   1. Informed about school procedures, available resources and acquire their input to improve parental involvement. 2. Review and approve the school compact form and revise the School Improvement Plan. | August/ September 2020 | Sign In Sheet with Parent/Guardian Contact Information; Feedback Form; Meeting Minutes |
| Title I Developmental Meeting (required – no cost) | Admin | Parents and families will:   1. Engage in the development of the upcoming 2021-2022 PFEP by discussing: Flexible Meeting Times, Building Capacity, Staff Training, Parent-School Communication, School-Parent Compact Form and Barriers. | May 2021 | Sign In Sheet with Parent/Guardian Contact Information; Feedback Form; Meeting Minutes |
| Moms and Muffin (see budget) | Admin, Coaches, Teachers, Staff | Parents will:   1. Engage in activities focusing on literacy that provide parents with techniques and strategies for how to assist their child at home with their learning. 2. Create a Focus account if they do not already have one. 3. Develop a better understanding of Teams. | September 2020 | Sign In Sheet with Parent/Guardian Contact Information; Feedback Form; Meeting Minutes;  Improved student achievement on district literacy platforms |
| Family Conference Night  (See budget) | Admin, Coaches, Teachers, Staff | Parents will:   1. Meet with teachers to discuss student progress. 2. Review their student’s data 3. Learn strategies to use at home with students. | November 2020  March 2021 | Sign In Sheet with Parent/Guardian Contact Information; Feedback Form; Meeting Minutes;  Improved student achievement in all academic areas |
| Dads & Doughnuts/ Real Men Read  (see budget) | Admin, Coaches, Teachers, Staff | Parents will be:   1. Engaged in activities that promote the importance of reading and how to make reading fun. 2. Invited to read and facilitate literacy activities for our students for half a school day (virtually). | November 2020 | Sign In Sheet with Parent/Guardian Contact Information; Feedback Form; Meeting Minutes;  Improved academic performance on district platforms |
| FSA/ School Choice Night  (see budget) | Admin, Coaches, Teachers, Staff | Parents will learn:   1. The expectations of the Florida Standards Assessment. 2. Strategies to incorporate at home to support their children with FSA preparation. 3. About the Middle Schools that are available to their students. | January 2021 | Sign In Sheet with Parent/Guardian Contact Information; Feedback Form; Meeting Minutes;  Improved performance on the FSA |
| Literacy Night  (see budget) | Admin, Coaches, Teachers, Staff | Parents will be:   1. Exposed to various literacy strategies taught by each grade level. 2. Given the opportunity to engage in a fun filled night of hands on learning that will show them some activities to use at home to assist their students. | February 2021 | Sign In Sheet with Parent/Guardian Contact Information; Feedback Form; Meeting Minutes; Improved academic performance in literacy |
| Multicultural Festival  (see budget) | Admin, Coaches, Teachers, Staff | Parents will:   1. Learn about various cultures and customs through reading. 2. Read an excerpt about a different country with their child and participate in a gallery walk that will encompass reading around the world. | March 2021 | Sign In Sheet with Parent/Guardian Contact Information; Feedback Form; Meeting Minutes;  Improved Parent Climate Survey |

*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? |
| Notes from the Title I developmental meeting and Annual meeting will be provided showing the development and approval of the compact, as well as, a parent form will be used as verification that parents received and signed the form. During the annual meeting we will review and explain the compact to parents. Parents given the compact will receive a signed copy of the original form and the school will keep a copy on file for the school year. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| Our goal is to have each teacher meet with every parent for a least one parent teacher conference throughout the year. Conference Nights will give parents opportunities to meet with teachers during the evening hours to accommodate for different schedules. Teachers will be required to record and document parent teacher meetings on a specified form. Conference Nights may be virtual due to safety precautions. |

# INSTRUCTIONAL STAFF

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

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.  
  
If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

|  |
| --- |
| As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan. |
| (1) Parents will be made aware of the status of classroom teachers and paraprofessionals who are not properly licensed or endorsed by parent notification letters that will be sent home to each student affected.  (2) All teachers returning were effective or highly effective teachers. If this changes, documentation will kept on hand at the school as well as uploaded into compliance. |

## 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 | | *Poverty Simulation with the Title I team* | *Mr. Black* | *Improved ability for staff to work with parents and families* | *Dec 2020* | *Sign-in sheets, evaluation sheets, follow up with teachers* | | What Great Teachers Do Differently Book Study | Mr. Griffin | Improved understanding of effective teaching and student relationship strategies that will help all teachers be successful. | August 2020-  Dec. 2020 | Sign-in sheets, evaluation sheets, follow up with teachers | | The Growth Mindset Coach Book Study | Ms. Jenkins | Improved understanding of the Growth Mindset and how it can boost student achievement | January 2021-  March 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)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act | The Guidance Counselor and VE teachers coordinate parent conferences to discuss their child’s academic and/or behavior progress on a continual basis. They work collaboratively with parents to complete IEPs, and they also inform them about their parental rights as it pertains to their child’s education in the environment in which he/she is serviced. |
|  | **VPK** - Voluntary  Pre-Kindergarten | VPK parents are invited to utilize the Parent Resource Room. Transition to Kindergarten Workshop is an event for VPK parents to attend to gain information about the transition to kindergarten, how to attain a VPK completion certificate and how to register for kindergarten. |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | Ongoing Student Progress Monitoring Plans (PMPs) are developed yearly based on student needs. The progress monitoring plans provide interventions for students to bridge reading and math gaps. |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | The parent resource room provides parents with resources to help their students be successful. It also provides parents with the opportunity to use computers and other technology they may need. |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | We utilize these funds to provide part-time tutoring for students with deficits in achievements. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | Teachers are supported by a math coach and a reading coach. These coaches provide teachers with guidance, modeling, feedback, and resources. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency | Communication is translated and provided to our ESOL families. Translators are provided for PFEP events. An ESOL paraprofessional works with students in the classroom to support learning. |

*Schools may add lines as needed.*