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| `2020-21  Title I, Part A *School* Parent and Family Engagement Plan |
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| School Name: Lake Shore Middle School #: 3069 |  |  |
| Principal Name: Scott Stuart  School Website: www.duvalschools.org/lakeshore |  |  |

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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, **Scott Stuart**, 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.  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_August 10,2020\_\_\_  
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 need’s 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 |
| $ 3400.00 | $ 2425.91 | $ 974.09 |
| **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** | | |
| Funds were not fully expended due to factors that prohibited parent participation. The upcoming year parents will be given a variety of opportunities to be engaged through a variety of platforms to ensure funds are fully 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)** |
|  |  | Administration will continue to improve on making the resource room an asset for parents by providing educational training |
| 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 (September 24,20) |  |  |
| Developmental Meeting  (End of Year) |  |  |
| High School Show case |  |  |
| Data Literacy Night-Math |  |  |
| Data Literacy Night-ELA |  |  |
| Data Literacy Night-Science |  |  |
| Data Literacy Night-Social Studies |  |  |
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*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 was not 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. |
| Parents were please who came out to participate with all information presented. Parents also expressed the information was well presented in all formats (verbally, visual power point, as well as hard copies). |

## 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- Event Times 2. Barrier 2- Lack of Transportation 3. Barrier 3- High Population of Non-English-Speaking Families 4. Barrier 4- High Volume of incorrect phone numbers and email addresses 5. Barrier 5- Lack of Interest/ Lack of Motivation and Teacher Communication | | |
| (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) | Event Times | Provide flexible meeting dates and times to include morning and afternoon. |
| 2) | High Volume of incorrect phone #’s and correct emails | Have all students fill out new registration information (new and returning students) Verify updates with incentives and have teachers send emails out and verify which students had no parental response and follow up through administration. |
| 3) | High Population of Non-English-Speaking Families | Send parent communication in English and Spanish through email and phone tree. Have an interpreter onsite at parent events. |

## 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? |
| 1. Offer events with flexible and rotating meeting dates and times to include morning and afternoon as well as online meeting to reach a larger number of parents. 2. We intend to provide interactive, highly engaging, empowering activities for parents, students and family through workshops and fun activities with interpreters with respect to diversity and equity. 3. We also plan on using data to update and educate all stakeholders. The goal is to create an understanding of how data is used to increase student and parent knowledge and close learning gaps within our school. 4. Creating a climate and culture of regular ongoing parent communication with all stakeholders using positive incentive to drive expectations not disciplinary actions alone. |

# 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?** |
| We are committed to providing all stakeholders with the opportunity to participate. We will offer events with flexible and rotating meeting dates and times to include morning and afternoon as well as online meeting to reach a larger number of parents. We will use recordings and have a live component to reach parents who lack transportation, disabled or work during those designated event times with interpreters with respect to diversity and equity. We will use multiple streams of communication to include but not limited to school website, schools Facebook, Twitter, Parent links, etc., creating a climate and culture of regular ongoing parent communication with all stakeholders using positive incentive to drive expectations. |
| **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?** |
| We will notify parents and families through District approved communication to include: 1. School Website, Parent Links (emails and phone blast), School Facebook, School Twitter, School Instagram, approved flyers, other approved social media. 2. All school communication will be created double sided in both English and Spanish 3. We will promote Title I am meeting communication through school messenger, parent links, flyers, website and approved social media platforms. |
| **What are the different languages spoken by students, parents, and families at your school?** |
| English and Spanish speaking students and families. |

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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. Parents will be notified at least 2 weeks in advanced of all Title I Parent and Family events.   Dates will also be posted on the website in the Calendar for the month.   1. All Communication will be printed in English and Spanish as well as Verbal communication in   both languages.   1. Schools Website, District approved Flyers, approved Social Media, Messenger, Parent Links |
| 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) Open House, Title I Developmental Meeting as well as Parent and Family Engagement Activities for parents, Parent Data and Literacy events also in Collaboration with Support Programs within Lake Shore Middle  (2) Parents will be informed of assessments used through communications from Teachers, website, emails, phone tree calls, and Testing Coordinator updates. Assessments used but not limited to is Achieve 3000, HMH Math,   1. Students will participate in Data Chats within their classrooms to know their specific level in all core classes. Teachers will ensure students own their Data (standard specific) which will allow them to be intentional with strengthening their knowledge and clarify misconceptions. Students will also understand individual gains needed to reach each benchmark and level.   (4) All information sent home in writing will be in English and Spanish. Emails and Phone tree will have a translator recorded |
| (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. Volunteers for supporting students during the day. Assisting with the Parent liaison, Parent recommendations as it pertains to students with IEP’s, ELL’s and all other students. 2. Parents are encouraged to participate in all stakeholder meetings, (Parent Involvement meetings, SAC meetings, PTSA meetings, Open House, Developmental Meeting) |
| 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] |
| 1. Comments and concerns may be shared on parent surveys as well as shared with the Administrative Team 2. The parent can communicate in writing or in person at the Title I 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 the languages that apply to your school? |
| (1) School Website  (2**)** Plan made readily available in the Parent Resource Room  (3) Annual meetings to discuss plan and parents will be notified by flyers and newsletters. |

# 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)]. |
| 1. SAC and PTSA meetings will be held monthly for parents and family members with academic updates to include grades, assessment data and school improvement activities as well as parent workshops. The continuous improvement cycle is used to address, revisit and plan for involvement. (2). Once the school PFEP has been presented it will be shared at the Annual Title 1 meeting, placed on the school website and hard copies made available. (3) If a change needs to be made to the PFEP, a developmental revision meeting will be held during an approved month to make changes to the PFEP. (4). After each parent and family activity has been facilitated, a survey is provided to obtain feedback. The feedback is used to support the improvement process. Survey results and other forms of feedback are shared during SAC meetings. |
| **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 -when necessary the school will provide JTA passes or Uber Verifications * Childcare – For larger assemblies, the school will have childcare options available * Home Visits – We will compete as needed. * Additional Services to remove barriers to encourage event attendance -We will provide flexible days and hours on a needed basis. |

## 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)] |
| 1. Parent Participation in Developmental Meeting  2. Families provide Feedback Through SAC and PTSA Meetings.  3. Families participate in surveys at the end of parent involvement meetings and activities.  4. Feedback to Admin. Through Oral and Written Communication. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| 1. Communication from parent emails  2. Surveys used for information  3. Minutes from PTSA/SAC meetings  4. DATA from participation at various meeting and activities. |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)  AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## 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: Choose Dates for Entire Year 2. Step 2: Choose Type of Meeting/Activities/ Agenda for meeting 3. Step 3: Create/Get Approval of Flyer Information for Communication to go out to parents 4. Step 4: Send Physical Flyer home with student, email, Phone tree, Website, Social Media 5. Step 5: Prepare Power Point with Collaborations with internal Partner Programs 6. Step 6: Prepare sign in sheets, survey forms for parents 7. Step 7: Prepare Parent Compacts for distribution 8. Step 8: Prepare copies of the Right to Know ready for distribution 9. Step 9: Day of meeting-Ensure all areas CLEAN, Sound System Working and Ready. 10. Step 10: Ensure Principal, Admin all presenters and volunteers in place prior to start time |
| **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.** |
| Federal Program PowerPoint in Collaboration with Schoolwide information for parents  A presentation will be given as follows:   * Explanation of Title I (purpose, funding, and aligned Data) * Prepare written parent involvement policies for District schools * Scheduled events on calendar for the year * Create and Sign School-Parent Compacts * Dates and Examples of Involvement * Needs Assessments * Feedback- which will be reviewed during developmental meeting and throughout the year. |
| **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 PowerPoint presentation will be presented to parents and all stakeholders on Title I, AYP by   subgroups to share the aggregated data providing next steps used to close academic gaps where needed.   1. Parents will be provided with information regarding curriculum, assessments, and goals for   student performance.  (3) Quarterly progress reports will be sent home to parents for review.  (4.) School Choice and Right to Know will be discussed in small groups for a clearer and  concise understanding. |
| **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?** |
| 1. We will Continue to Use Marquee to update information and meetings 2. We will continue to send flyers home with students 3. We will continue to use parent email and group phone calls 4. We will have information in all relevant offices: Main office, Student Services, Guidance, and Parent Resource room. |

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## 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: All Data from the Year (Parent Surveys, Stakeholder feedback, would be included in the  prepared PowerPoint for discussion  Step 2: We will discuss the current plan and determine Goals and Activities met vs No met  Step 3: We will discuss Student Data and Overall SIP  Step 4: We will discuss any suggestions and all changes that need to be made for the next Plan  Step 5: Finally, we will determine next steps continuing the improvement model process and  provide the notification of meeting at lease 2 weeks in advance. |

# 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 need’s assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| 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. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| 1. We will host workshops to address parent and family use of Technology which will assist parents in navigating FOCUS and will result in a clearer understanding of Progress reports, understanding Test History and will ultimately assist with improving student achievement 2. We will host grade level meetings to help parent and family members clarify any questions they may have about their student’s assessment data which will result in goal setting to improve student achievement. 3. We will bring in experts to address parent and family topics that will empower and educate such as Financial Planning, Goal Setting, Family Relationship Building, Self-Care, to name a few but not limited to which will assist in improving student achievement. The stronger the family unit the more focused a student will be. |
| **(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. Resource Room is advertised through Website Communication, Social Media platforms and   all campus office such as Main office, Student services, and Guidance where the Parent  Resource room is located.   1. Parents will be regularly guided to the Parent room as they come in for various services.   We will continue to notify parents without technology to use the parent computer that is set up for their use   1. Professional Development will continue to be used to prepare Teachers and school staff to assist Parents to use the Parent Resource Room and the resources provided. |
| **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?** |
| * **Technology workshops on navigating Focus will assist in many ways for Parents and Students** |

## 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 needs 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) | Principal, Asst. Principal, School Counselors, Internal Partners and Stakeholders | - What is Title 1  - Why Title 1  - Parent and Family Engagement Plan | September 2020 | -Workshop Topic  -Sign in sheets  -Parent Surveys  -Pictures as  Artifacts  -Agenda |
|  |  |  |  |  |
| AVID Parent Night | Principal, Asst. Principal, AVID School Counselor, Internal Partners and Stakeholders | - Overview of Avid  - Impact of Avid on student and Family  - How Avid Impact College and Career | October 2020 | -Workshop Topic  -Sign in sheets  -Parent Surveys  -Pictures as Artifacts  -Agenda  -High School Programs/College |
|  |  |  |  |  |
| AFL Parent and Family Night | Assistant Principal, AFL Faculty & Volunteers, PTSA, SAC, Teachers, Faculty and Staff | -AFL Academic and Family Mental Health  -Student and Parent Resources  -Parent and Family Workshops (Financial & Continuing Education) | October 2020  January 2021 | Workshop Topic  -Sign in sheets  -Parent Surveys  -Pictures as  Artifacts  -Agenda |
|  |  |  |  |  |
| DATA & Literacy Night 6-8 Grades |  | -Student Assessments Explained  -Student’s Progress  -Teacher/Student Goals and Next Steps | November 2020 | Workshop Topic  -Sign in sheets  -Parent Surveys  -Pictures as  Artifacts  -Agenda |
|  |  |  |  |  |
| 8th Grade Career Fair and Transition to High School | Assistant Principal, School Counselors, Volunteers, PTSA, SAC, Teachers, Faculty and Staff, High School Representatives | -Academic Progression  -High School Options DCPS  -Career and College Overview | December 2020 | Workshop Topic  -Sign in sheets  -Parent Surveys  -Pictures as Artifacts  -Agenda  -High School Programs/College |
|  |  |  |  |  |
| AFL-Parent and Family Engagement Night/ Data Updates | Assistant Principal, AFL Faculty & Volunteers, PTSA, SAC, Teachers, Faculty and Staff | AFL Academic and Family Mental Health  -Student and Parent Resources  -Parent and Family Workshops (Financial & Continuing Education) | January 2021 |  |
|  |  |  |  |  |
| Partners on Purpose Parent and Family Expo | Principal, Assistant Principals, Counselors, PBIS Team Project Rise, AFL, Girls Matter, Girls Inc. Boys 2 Men,  PTSA, SAC, Teachers, Faculty and Staff | -  -  - | March 2021 |  |
|  |  |  |  |  |
| Title I Developmental Meeting (required) | Principal, Asst. Principal, School Counselors, Internal Partners and Stakeholders | -Title 1 Overview Lake Shore 2021  -Survey Review and identify changes needed  -New Goals Title 1 Plan for 2021-2022 | MAY 2021 |  |

*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? |
| 1. Parents will understand the Parent Compact through the Annual Title 1 Meeting 2. School Counselors will share and complete the Parent Compact with all students who complete a scheduled Parent, Student, Teacher Compact. 3. A record log will be kept by each counselor tracking the dates of both in school and home school conferences and compact agreements completed. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| 1. Principal will receive monthly updates on Parent Compact and Surveys conducted in relation to Title 1 2. Principal will send out all Title 1 communications a month prior to Activity date and will communicate consistently up through the Engagement Activity 3. Principal will also be given monthly updates on Collaboration and parent and Family Engagement Meetings and workshops |

# 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. |
| 1. Right to Know Form will be covered during the Annual Title 1 Parent Meeting 2. Principal will send the Right to Know Form out to parents identifying Teachers who fall in this category |

## 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 | | *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* | | Bi-Monthly Meeting with Collaboration of Stakeholders | Ms. Butler-Admin  Ms. Johnson | Students identified with varying indicators and provides additional support to ensure academic improvements and student social/emotional support | The 1st and 3rd Wed. of each Month | Agenda, Sign in Sheets, Evaluation Sheets, Artifacts of the work being done around Title 1 students | | PD for Teachers on Title 1 and all details relating to Students, Parents and Family Engagement | Ms. Butler-Admin  Counselors  Coaches | Literacy and Dara reviewed with students and parents and the plan of goals and next steps to ensure students gains are understood and how to obtain them | November 2020  February 2021 | Agenda, Sign in Sheets, Evaluation Sheets, Artifacts of the work being done around Title 1 students | | 8th Grade DATA Night/Transition to High School  High School  Career Fair-8th grade | Ms. Butler-Admin  Ms. Wrenn-8th grade Counselor  Henderson and Young-Coaches  Teachers-8th grade | Parents of 8th grade students as well as students who can attend a program that will assist in their HS placement for the upcoming school year. | November 2020  January 2021 | Agenda, Sign in Sheets, Evaluation Sheets, Artifacts of the work being done around Title 1 students | |  |  |  |  |  | |  |  |  |  |  | |

# 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 | The Administrators, Exceptional Education Lead, School Counselors, Program Site Coaches, Academic Coaches will provide Professional Development to Teachers and will be an ongoing PD to ensure Teachers understand and are following all student’s individual education plans within the classroom. VE Teachers are working with designated case load on Academic Achievement gains, Evaluation meeting updates, Students behaviors and social and emotional support. |
|  | **VPK** - Voluntary  Pre-Kindergarten |  |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. |  |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | Administration, School Counselors, Full-Service School, and our Collaboration Support Stake holders will pull students as awareness arrives through Consult and reports pulled to provide support to both Academic and Social and Emotional support for student. Resources will be shared with parents as findings arise to quickly support needs of the family unit. |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | Tutoring Support for both students in the building and students in Duval Home Room will be provided through Teachers on the staff and SAI providers approved by DCPS. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | Professional Development is provided by the District at the onset of the new school year and a continuation is administered throughout the school year pertaining specifically to Title 1 Parent and Family Engagement Plan activities promoting academic growth and educational Workshops |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency | ESOL students will benefit from specific Parent and Family Engagement programs in and outside of school. Students will be given specific class arrangements during the school day to promote English language acquisition as well as social and emotional support through VE Teachers and additional school activities. Parents of ESOL students will also be given a Program of support in the evenings to supports them on English Language Acquisition and receiving opportunities for Higher Education. |

*Schools may add lines as needed.*