

2019-20 Title I, Part A **School** Parent and Family Engagement Plan



School Name: BridgePrep Academy of Duval School #: 561

Principal Name: Kharmayne Kannada

School Website: <https://bridgeprepduval.com/>



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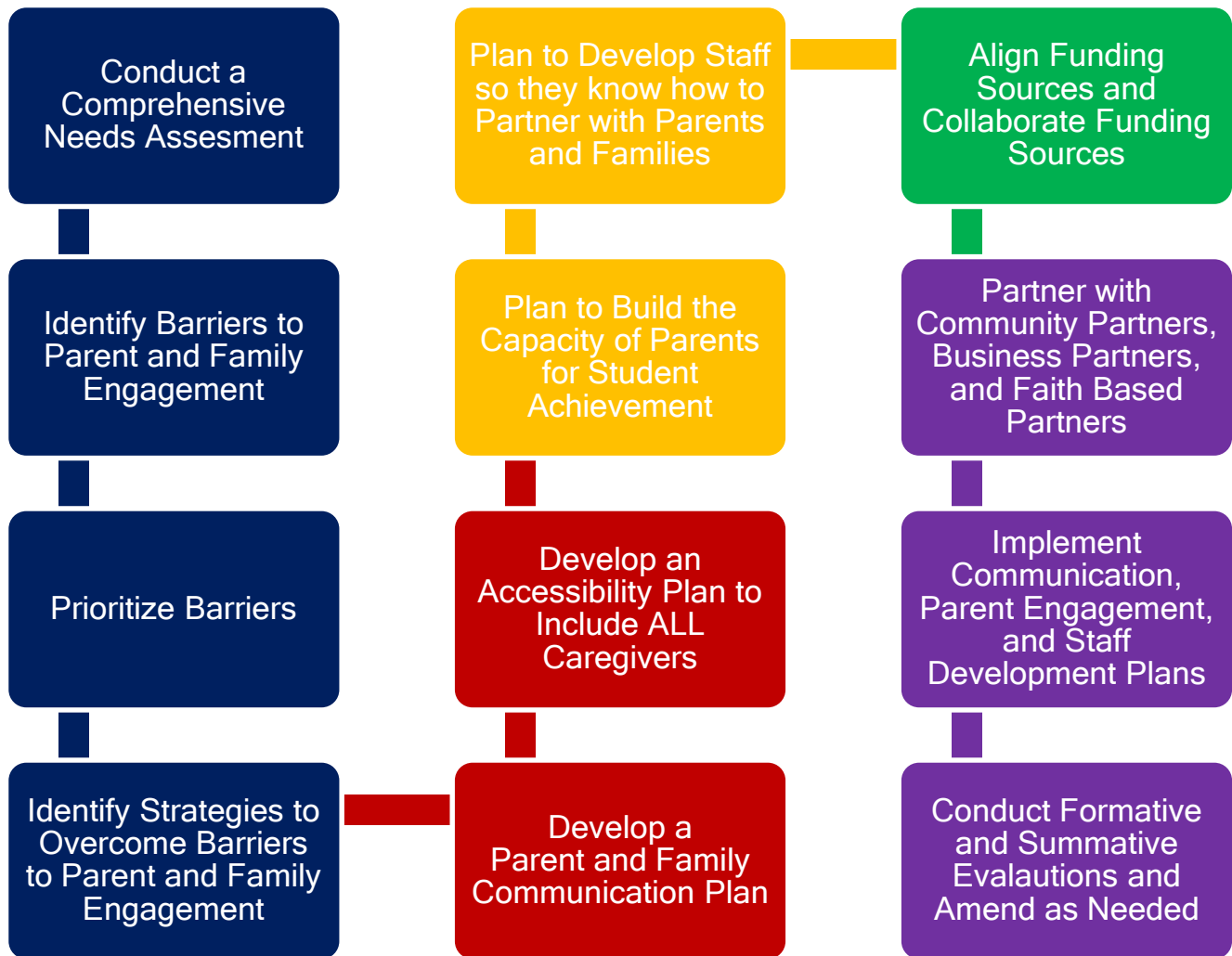
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OVERVIEW

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

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

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



"Treat children like they make a difference and they will."



ASSURANCES

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

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

*click to select each assurance, this page will require an original signature and submission to the District.

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
\$3,000	\$1,736.86	\$1,263.14
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		
Some funds were not fully expended due to some of the items on the plan being donated. Parents took part in developmental meetings and will also continue to provide input through SAC and PAL meetings.		

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)
16	0 Resources were primarily used in the room when parents came to visit.	The plan is for more parents to use the resource room and check out materials from the room. Additional advertisement and promotion of the parent involvement resource room will occur by incorporating more information about the room and its resources in monthly newsletters, social media (Facebook, school website, etc.), parent meetings and the One Call Now communication system.

Summary of Parent Engagement Events from the Previous Year		
Name of Activity (add all activities from the 2018-19 school year)	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)
Annual Meeting (Beginning of Year)	11	Effectiveness determined by agenda, meeting minutes, handouts, and PowerPoint.
Developmental Meeting (End of Year)	11	Effectiveness determined by agenda, meeting minutes and handouts.
Open House	112	Effectiveness determined by sign-in sheet, Title I Toolkit, newsletter, agenda and parent feedback.
Grandparent & Family Lunch & Learn	75	Effectiveness determined by sign-in sheet, Title I Toolkit, newsletter, agenda, handouts and parent feedback.
Parent Conferences	14	Effectiveness determined by flyers, newsletter, agenda, sign-in sheets, minutes and handouts.
Literacy Night	12	Effectiveness determined by parent feedback, sign-in sheets, newsletter, agenda, flyers and handouts.
FSA Family Night	10	Effectiveness determined by sign-in sheets, newsletter, agenda, flyers, and handouts.
Cooking with Math	8	Effectiveness determined by sign-in sheets, newsletter, agenda, flyers, and handouts.
Science Technology Engineering and Mathematics (STEM) and Fitness Night	11	Effectiveness determined by flyers, newsletter, agenda and handouts

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 during the previous year (not applicable to new Title I, Part A schools).
Parents enjoyed the sharing of vital information, activities and opportunities occurring at the school. Parents also valued being able to take an active role in their child's education through parent involvement activities and input on school plans and programs that impact their child's education.

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. Schedules/Times
2. Language
3. Lack of motivation
4. Lack of familiarity/knowledge of 21st Century academics and programs

(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)	Schedules/ Times	Provide incentives and special performances for meetings and hold AM, PM and Evening Events
2)	Language	Assign staff of same language to personally reach out and solicit any potential feedback from families in home language, translators
3)	Lack of motivation	Provide incentives and better communication about the benefits of participating in parent involvement activities

What are the overarching outcomes/goals for the current school year for parent and family engagement?

- BridgePrep Academy of Duval will develop activities to involve all parents in the education of their children and to increase their academic success.

COMMUNICATION AND ACCESSIBILITY



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

Accessibility

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

BridgePrep Academy of Duval (BPA Duval) will make every effort to provide special accommodations "when requested" for parents with disabilities and/or special needs. BPA Duval provides information and school reports in a format and, to the extent practicable, in a language such that parents can understand. All communications will be sent in both English and Spanish. Translators will be available during regular school hours and at scheduled events. Translators will also be invited to parent/teacher conferences when needed. There are bilingual staff available at all times. Flyers, postcards, newsletters and other materials are sent home in English and Spanish. In order to monitor the distribution of information to parents, the following will be kept on file in the Title I Toolkit: agendas, minutes, copies of newsletters, handouts, and/or flyers sent to parents. Additionally, the One Call Now communication system will be used to ensure all parents receive timely notification of school activities. One Call Now provides text, email and call messages in multiple languages.

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?

BridgePrep Academy of Duval (BPA Duval) will provide information and school reports in a format and, to the extent practicable, in a language such that parents can understand. All communications will be sent in both English and Spanish. Translators will be available during regular school hours and at scheduled events. Translators will also be invited to parent/teacher conferences when needed. There are bilingual staff available at all times. Flyers, postcards, newsletters and other materials are sent home in English and Spanish. In order to monitor the distribution of information to parents, the following will be kept on file in the Title I Toolkit: agendas, minutes, copies of newsletters, handouts, and/or flyers sent to parents. Additionally, the One Call Now communication system will be used to ensure all parents receive timely notification of school activities. One Call Now provides text, email and call messages in multiple languages.

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

The majority of BPA Duval students speak English at home. A large percentage of students also speak Spanish at home and a small percentage of students speak other languages at home (French, Arabic, and Haitian Creole). The demographic breakdown consist of 34% Hispanic, 47% African American, and 18% White.

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

- (1) All families will be informed about Title I programs/workshops using flyers, school newsletters, and the school website and Facebook pages. Information about Title I will also be discussed at SAC monthly meetings.
- (2) Handouts and/or flyers will be posted at the school, available at the front office, and sent home with students. Flyers and information will be in both English and Spanish. Additionally, the One Call Now communication system will be used to ensure all parents receive timely notification of school meetings and activities. One Call Now provides text, email and call messages in multiple languages.

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?

(1) Information about curriculum and assessments is shared at Title I Workshops and parent involvement activities. Information about curriculum and assessments is also shared at SAC monthly meetings. Teachers also review the curriculum, expectations, assessments, and goals during Open House and Curriculum Nights. Weekly assessments are administered aligned to Florida standards taught and are sent home with all students and parents. Parent can schedule meetings with teachers as needed. Teachers and staff work with parents to schedule times that are convenient. Students create data folders and compile statistics on their progress. Parent teacher conferences are held at least twice yearly so that parents are kept informed about the curriculum, assessment and achievement expectations and progress of their child. Additional times are scheduled as needed. Parents/Teacher conferences can and will be scheduled before, during, and after school. Translators will be present at conferences as needed. District, state and federal test are used to ascertain student progress. (2) The academic assessments used to measure student progress, in addition to classroom assessments, at BPA Duval are as follow: pre-and post-academic assessments using iStation and Achieve3000 standards based programs, on-going monthly formative assessments are also completed using iStation and Achieve3000, FAIR reading assessments are completed triannually and benchmark assessments are completed triannually. (3) The students are expected to pass with 70% accuracy.

(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) Parents are invited to provide input regarding school programs and activities during monthly PAL and SAC meetings and during Title I programs/workshops. A parent involvement survey is completed twice a year to get feedback and input regarding programs. Changes in programs are made based on parent feedback as appropriate.

(2) All families are informed about Title I programs/workshops using school newsletters, flyers and the school Facebook and website. Handouts and/or flyers are posted at the school, available at the front office, and sent home with students. Flyers and information are in both English and Spanish. Additionally, the One Call Now communication system will be used to ensure all parents receive timely notification of school activities. One Call Now provides text, email and call messages in multiple languages.

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]

Complaints regarding the Title I Plan and/or its implementation at BPA Duval will be directed to the school district Title I office.

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**).

The Parent and Family Engagement Plan is shared with parents and families during monthly PAL and SAC meetings and at the Annual Title I Meeting.

FLEXIBLE PARENT AND FAMILY MEETINGS

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



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

BPA Duval involves parents and families in the planning, reviewing and improvement of Title I programs during monthly PAL and SAC meeting, the Annual Title I Meeting and during Title I workshops and activities.

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 - BPA Duval does not provide transportation at this time
- Childcare - Childcare is provided by parent and staff volunteers during PAL and SAC Meetings and for other activities as needed and feasible.
- Home Visits - BPA Duval does not conduct home visits at this time
- Additional Services to remove barriers to encourage event attendance - BPA Duval provides incentives and special performances for meetings and holds AM and Evening Events.

FLEXIBLE FAMILY MEETINGS

<p>How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]</p> <p>Input regarding school programs and activities is provided during monthly PAL and SAC meetings and during Title I programs/workshops. A parent involvement survey is completed twice a year to get feedback and input regarding programs including best times for parent involvement meetings and activities to be held. Changes in programs are made based on parent feedback as appropriate.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>Parent feedback from parent surveys, evaluations after workshops or events and meeting minutes are maintained as documentation that parent needs for meeting times were assessed.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input checked="" type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> AM & PM Sessions (Same content to appeal to more parents)</p> <p><input type="checkbox"/> Other _____</p>

REQUIRED ANNUAL MEETING

<p>Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]</p> <ol style="list-style-type: none"> 1. The Title I Annual Meeting will be conducted on October 30, 2019 2. The meeting will begin with sharing information about Title I and how it works 3. Information will be shared about Parent Rights related to Title I 4. School Accountability and School Grade information will be shared 5. Information on Florida state standards 6. Services and supports provided by Title I funding 7. How the school works with parents and families 8. Parent School Compact 9. Discuss academic standards and expectations <p>Discuss opportunities for parent involvement and parent input</p>
<p>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.</p> <p>The Title I Annual Meeting will provide critical information about Title I, Part A and how funding will be used to increase student achievement and parent involvement.</p>

<p>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.</p>
<p>(1) A PowerPoint presentation will share the adequate yearly progress of students broken down by subgroups and school-wide achievement targets (2) A PowerPoint will be used to discuss school choice (3) The right of parents of Title I schools will be discussed as part of the PowerPoint presentation</p>
<p>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?</p>
<p>In addition to all parent notification of events, communication, information and parent events, school updates being posted online on the BPA Duval Website and Facebook, information will also be disseminated through flyers, notes-home and a monthly newsletter.</p>

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 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.

Parents from the SAC committee along with parents at the monthly PAL meeting will be invited to evaluate Parent and Family Engagement occurring during the year. The school leadership team will meet to evaluate Parent and Family Engagement and review data discussed during PAL and SAC meetings and from end of year parent surveys. Based on the evaluation, data review and parent input decisions will be made in preparation for funding for the upcoming school year.

BUILDING CAPACITY

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

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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?

Based on feedback from parent surveys, evaluations, data review and Title I Requirements leadership will continually look for ways to increase the capacity for meaningful parent and family engagement.

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

BPA Duval currently partners with local businesses and others community programs to provide additional books, resources, technology and family activities to support parent involvement and increased student achievement (Book It program, Book Donation Drive, Technology Donations, Monthly family Night at local restaurants, etc.)

(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) A Title I Parent Resource room has been setup in a designated room in the front office - Resources for check-out and parent activities are purchased with Title I Funds
 (2) Information about the Parent and Family Engagement room and resources is advertised through the monthly newsletter, the school website and Facebook and through Flyers sent home and posted throughout school. Additionally, the One Call Now communication system will be used to ensure all parents receive information about the resources available. One Call Now provides text, email and call messages in multiple languages.
 (3) Office staff, Leadership and other designated staff are trained on how to check out material and share information and resources with parents about the Parent Resource Room.

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?

Title I funds are used to purchase resources and materials to use for parent involvement activities and the Parent Resource Room. Resources include educational books and resources for parents to check out and use to support their children academically.

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	Itemized Budget (if applicable) EVERY BUDGET LINE MUST BE ON THE BUDGET
Title I Annual Meeting (required)	Administration, Teachers, Staff	Creates a partnership between school and families to increase parent awareness of curriculum and to help foster positive attitudes towards education along with important Title I Updates.	October	Sign-in sheet, Title I Toolkit, Newsletters, Agendas and Parent Feedback	

Title I Developmental Meeting (required)	Administration	Creates a partnership between school and families to increase parent awareness of Title I Programs and gives parents an opportunity to take an activity role in development of Title I activities	May & July	Sign-in Sheet, handouts, Agenda, Minutes	
Open House	Administration, Teachers	Creates a partnership between school and families to increase parent awareness of curriculum and to help foster positive attitudes towards education.	August	Sign-in sheet, Title I Toolkit, Newsletters, Agendas and Parent Feedback	
Grandparent & Family Lunch & Learn	Administration, Staff	Provides families with reading strategies and information on how parents can help their children develop reading skills	September	Sign-in sheet, Title I Toolkit, Newsletters, Agendas and Parent Feedback	\$236.78
Parent Conferences	Teachers, Administration	Provides information to parents on expectations, how parents can help their children and on student progress.	October and March	Flyers, newsletter, Agenda, Sign-in Sheets, Minutes, Parent Surveys, Parent feedback	
Literacy Night	Teachers, Administration	Provides family activities and information to parents on expectations and how parents can help their children in reading	September	Parent feedback, Sign-in sheets, Newsletter, Agenda, Flyers, minutes or handouts	\$286.78
Academic Night	Teachers, Administration	Provides family activities and information to parents on expectations and how parents can	January	Parent feedback, Sign-in sheets, Newsletter, Agenda,	\$186.78

		help their children be successful academically and master Florida Standards		Flyers, minutes or handouts	
Literacy in Math Night	Teachers, Administration	Provides family activities and information to parents on expectations and how parents can help their children in math while also using literacy strategies	November	Parent feedback, Sign-in sheets, Newsletter, Agenda, Flyers, minutes or handouts	\$256.89
Writing Night	Teachers, Administration	Provides family activities and information to parents on expectations and how parents can help their children in writing and literacy	December	Parent feedback, Sign-in sheets, Newsletter, Agenda, Flyers, minutes or handouts	\$ 236.78
Science Night	Teachers, Administration	Provides family activities and information to parents on expectations and how parents can help their children in science	October	Parent feedback, Sign-in sheets, Newsletter, Agenda, Flyers, minutes or handouts	\$ 166.78
Social Studies Living Museum with Women's History Focus	Teachers, Administration	Students share important information with their families through a Living Museum of History based on research and reading about important historical events	February	Parent feedback, Sign-in sheets, Newsletter, Agenda, Flyers, minutes or handouts	\$ 192.81

Muffins with Mom and Summer Literacy Activities	Teachers, Administration	Provides family with summer literacy activities and resources.	February	Parent feedback, Sign-in sheets, Newsletter, Agenda, Flyers, minutes or handouts	\$ 236.78
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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?

Sign-in sheets from development meetings, parent conference forms and sign-in sheets will be used to document the joint development of the school-parent compact and that conferences were held with parents describing the compact.

INSTRUCTIONAL STAFF

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

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

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

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

Dated notification will be provided informing parents of students assigned or taught four or more consecutive weeks by a teacher not properly licensed or endorsed. Dated notification listing teachers who were ineffective, out-of-field or inexperienced according to Florida's Approved ESSA State Plan will also be provided to parents.

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
Research articles on Parent Involvement will be reviewed and discussed during staff trainings by administration, teachers/staff to improve teacher/parent relations	Kharmayne Kannada and Jennifer Fowler	Improved relationships between teachers and students and families	Aug-Dec 2019 during monthly staff and leader-ship meeting-s	Sign-in sheets, agendas, minutes, handouts and follow up with teachers
All faculty will receive training on Parent Involvement and Positive Communication. Teachers will be provided training on best practices for ensuring optimal parent involvement and the importance of parent involvement to student success.	Kharmayne Kannada and Jennifer Fowler	Improved ability for staff to work with parents and families	Aug-Dec 2019 during monthly staff and leader-ship meeting-s	Sign-in sheets, agendas, , minutes, handouts and follow up with teachers

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	Students with disabilities under IDEA receive opportunities for participation in all activities implemented in BPA Duval Title I programs and the Parent and Family Engagement plan. Federal funds are coordinated in order to provide the best opportunities for student success.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Students designated under the McKinney Vento Homeless Assistance Act receive opportunities for participation in all activities implemented in BPA Duval Title I programs and the Parent and Family Engagement plan. Federal funds are coordinated in order to provide the best opportunities for student success.
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Limited English proficient students are given opportunities for participation in all activities implemented in BPA Duval Title I programs and the Parent and Family Engagement plan. Federal funds are coordinated in order to provide the best opportunities for student success.

Schools may add lines as needed.