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



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| School Name: Ortega School #: 16 |  |  |
| Principal Name: Shannon Rose-Hamann  School Website: <https://dcps.duvalschools.org/>ortega |  |  |

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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, Shannon Rose-Hamann, 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.  
  
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Signature of Principal/School Administrator Date Signed

# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

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

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3010 | $3010 | $0 |
| **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** | | |
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## 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)** |
| 13 | 7 | **Include a check out system for parents to receive materials. Only 1 item was not returned (5 minute vocabulary practice cards)** |
| 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) | 10 | **Evaluation Forms** |
| Developmental Meeting (End of Year) | 16 | **Evaluation Forms** |
| Open House | 55 | **Sign in sheets** |
| Math / Science Night | 36 | **Evaluation Forms** |
| Literacy Night | 16 | **Evaluation Forms** |
| December Exhibit Night | 77 | **Evaluation Forms** |
| Donuts with Dads | 50 | **Evaluation Forms** |
| Muffins for Moms | 70 | **Sign in Sheets** |
| April Exhibit Night | 71 | **Evaluation Forms** |

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

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| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year (not applicable to new Title I, Part A schools). |
| Parents want to ensure that communication is transparent. They want flexible times for activities at the school. |

## 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. Parent Availability 2. Transportation Issues 3. Incorrect phone numbers 4. Lack of participation |
| (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) | Parent Availability | Reaching out to parents using multiple means of communications | | 2) | Transportation  Issues | Offering flexible times for activities | | 3) | Incorrect phone numbers | Providing translation of all papers in various home languages | |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| The overarching outcomes/goals for the current year for parent and family engagement is to have activities during flexible times so that parents are aware of the activities and are able to attend these events. Also, communication with parents is a priority for us. We will ensure that we keep parents phone numbers current and ensure that we provide translation of information in various languages. In addition, we will provide multiple forms of communication with parents. |

# 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. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?** |
| ORTEGA will provide various meeting and event times to ensure that all parents are able to attend events. Communication will be transparent with parents and information will be provided to parents in various languages by using TransAct. In addition, teachers, school administrators (principal and assistant principal) will be accessible before school, planning periods and afterschool to meet with parents. In addition, we will host various hands on events for parents to participate and be involved in the school during the day. Parent Resource Room will be promoted by the school for parents to utilize in order to assist their child. |
| **Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?** |
| The school will communicate with parents using the following: The district assigned communication, social media, student agendas, flyers, and newsletters in various languages. |
| **What are the different languages spoken by students, parents and families at your school?** |
| The only different language spoken at ORTEGA is Spanish and Haitian. |

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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) Include the tools and resources that will be used for communication. |
| 1. The school will communicate with parents in a timely manager about Title One using phone link system, website, social media and student agendas.   (2) Flyers and Newsletters |
| 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) Teacher conferences  (2) Parent nights  (3) Blended learning reports, progress reports, report cards and student agendas |
| (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) SAC, Annual Meeting, Developmental Meeting, Mid-Year Stakeholders Meeting  (2) The school will communicate opportunities for parents to participate in decision making by utilizing the following: phone link system, website, district communication system, student agendas, flyers and newsletters |
| 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] |
| Parents are given the opportunity to request meetings concerning their child's education and to submit comments to LEA. In addition, parents will have an opportunity during SAC Meetings to discuss an issue. |
| 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 school will publish and communicate the Title I, Parent and Family Engagement Plan to parents and families by making a copy accessible for parents in the parent resource room. There will also be copies available for parents at Open House, front office and available upon requests. |

# 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)]. |
| The school will host an Annual Meeting and Developmental meeting at various times for parents to be able to participate in planning, reviewing, and improvement of Title I Programs as well as the school wide funds. |
| **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 – provide bus passes to assist families in need of transportation * Childcare – Host family activities to ensure that all family members are able to attend event * Home Visits – Principal, Assistant Principal and Guidance Counselor will make home visits for parents are in need as well as students with high absenteeism. * Additional Services to remove barriers to encourage event attendance - ORTEGA will work with the faith based partners in our area to also host activities with our families. |

## 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)] |
| The input gained from parents were obtained through the annual meeting, developmental meeting, SAC, and evaluation forms from events that have taken place at the school. |
| **What documentation dOrtegas the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Evaluation forms, sign-in sheets, parent involvement log and report form and other documentation that is a part of the school. |
| **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  AM & PM Sessions (Same content to appeal to more parents)  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. Post the annual meeting on the school marque 2. Distribute news letters 3. School website 4. Parent Phone link 5. District agendas 6. Post information meeting time and location in student agendas 7. Communicate with parents face to face during arrival and dismissal 8. Distribute flyers 9. Work with our faith based partners to assist with advertising our meeting as well. |
| **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.** |
| Title I program will be shared with parents during our Annual Meeting. Our school will also elicit the parents supporting us with our school improvement plan which will be shared at the annual open house meeting. We will share with our parents our school goal target of improving student achievement overall by 40 points for the upcoming school year as well as our focus targeted areas of reading, math and science achievement and lowest performing quartile students. We will also encourage parents to attend our mid-year stakeholders meeting to inform parents of our progress.  Subsequently, we will review with our parents the activities that we are planning for the upcoming school year and the value of the parent resource room that can be utilize to aid parents with assisting their child at home. |
| **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) PowerPoint presentation of the annual meeting will be distributed to all parents  (2) SPARS Report will be given out to parents  (3) Front Office and Parent Resource Room will have this information in it as well. |
| **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?** |
| Parent Resource Room is available for parents to use. Subsequently, informational flyers will be sent home as well as the information will be posted in the student’s agenda. The marque will be kept up to date and have current events posted on it. Phone link will also be used to notify parents of activities at ORTEGA. Newsletters will be sent out monthly as well as letters will be mailed out. |

## 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 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. |
| At ORTEGA, we will ensure that the end of the developmental meeting is held by surveying our parents to make certain that we offer flexible meeting times for parents to participate in our developmental meeting. From this survey data, we will host several developmental meetings at various times on several different days to ensure that we are meeting the needs of all parents. |

# BUILDING CAPACITY

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

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| Ortega Elementary will implement activities that will build the capacity for meaningful parent and family engagement by ensuring that the parents are involved in the process and are fully aware of the activities and that the activities we are hosting are relevant to them. For example, the parents will be given a survey at the beginning of the school year to give us feedback about times and the activities that they feel are most beneficial to their family. With this information, we will align activities that are relevant to our parents as a whole. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Ortega Elementary will implement activities that will build relationship with the community to improve student achievement by getting the community involved in the activities that we are offering at our school. For example, community will be involved in our Family Academic Nights, SAC, Volunteering/Mentoring during the school day. In addition, we will invite our faith based partners to also assist us by offering various activities that involve our parents and students several times a year (fall, winter and spring). |
| **(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) (1) The school will implement the Title I Parent Resource Room to support parents by ensuring that parents are fully aware of the parent resource room and the items that are available to support their child at home. We will give them an overview of the parent resource room and the process for checking out materials during the various school related events such as Open House, Family Nights, SAC, parent-teacher conference and other meetings.  (2) The Parent and Family Engagement Room is advertised to parents by using various forms of media such as the following: school marque, student planners/agendas, school website, parent –teacher conference, family nights, phone links, face to face with parents before, during and after school.  (3) The school staff will be trained on how to use the parent resource room during pre-planning, during administrative common planning, during early release training and grade level training. |
| **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?** |
| The school will provide other reasonable support for parent and family engagement activities by offering ongoing volunteer roundup activities with our parents. We will also have quarterly meet and greet activities where parents meet with the principal or assistant principal to discuss student achievement, various subject areas by providing hands on activities, school improvement, family involvement, ELL support and other topics. |

## 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 | Itemized Budget  *(if applicable)* EVERY BUDGET LINE MUST BE ON THE BUDGET |
| *Example: FASFA and Scholarship Night* | *Principal Brad Pitt* | *Parents will learn:*   1. *How to complete the FASFA with their child* 2. *Storytelling techniques so their child will learn how to write a college essay for scholarships* 3. *How to find scholarships for their child* | *October 2019, February 2020* | *Sign-in; Evaluation/ Feedback; Parent involvement increase;*  *Parent screen shot of completed FASFA parent page;*  *Student essay.* | *3 hours of childcare ($9.93), transportation ($50.00);*  *light refreshments ($100.00);*  *10 Scholarship books for parents @ $50;*  *10 ACT books for parent resource room @50;*  *Total: $1179.79* |
| Title I Annual Meeting (required) | Principal, AP, Title I Liaison | To increase parent involvement with their student's learning | August, 2019 | Parent sign in sheets | NA |
| Title I Developmental Meeting (required) | Principal, AP, Title I Liaison | To increase parent involvement and student’s learning | May 7, 2020 | Developmental Meeting Feedback form, Evaluation Forms, | NA |
| Annual Title 1 meeting and Open House | Principal / AP | To increase parent involvement with their student's learning | Sept.5, 2019 | Parent sign in sheets |  |
| Math / Science Night | Instructional Coach, Classroom Teachers | To increase student achievement and to increase parent understanding of the  FSA Math and NGSSS Science | Oct. 29, 2019 | Practice Tests and sign-in sheets, Evaluation Form | Refreshments ($215.00) |
| Donuts for Dads | Title I Parent Liaison | To increase Reading strategies with students | Dec. 19, 2019 | Evaluation Forms and Sign-In Sheets | Refreshments (120.00) |
| Muffins for Moms | Title I Parent Liaison | To increase Reading strategies with students | Feb. 14, 2020 | Evaluation Forms and Sign-In Sheets | Refreshments (150.00) |
| Volunteer Breakfast | Title I Parent Liaison | To increase parent involvement | May 2020 | Evaluation Forms and Sign-In Sheets | NA |
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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.

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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? |
| Each year, we hold a collaborative meeting with parents to discuss and create a parent compact form for the school, we revise the plan and submit it on to our parents at Open House as well as our Annual Title One Meeting. Parents at that point give additional feedback and the parent compact form is distributed and flyers created explaining compact. The parent compact form is sent home. We create a phone link, website, marque to remind parents to review, sign and return to our school.  Our teachers are also given additional copies of the parent compact that they are required to sign off as evidence that they received the parent compact. Teacher have a parent compact log and they discuss with the parent compact form with parents during parent-teacher conference  Teachers distribute compact forms several times a year and communicate with the parents if they have not received the formed. |

# 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. |
| At Ortega, we provide parents information regarding their child’s teacher’s qualifications through communication. We send out a Right to Know letter to parents explaining parents right to request the following information: Licensing criteria for the grade level and subject area, Their degree-major information, paraprofessionals qualifications, etc.  In addition, we send out a letters regarding our out of field teachers. Both letters are sent out twice in a school year 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)]

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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.** |
| **Items in red are examples**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness | | ESOL Training | DCPS ESOL representative. Rose-Hamann, Ms. Harper | Improved relationships between teachers and ELL students and families | Sept. 2019 | Sign-in sheet, teacher discussions, evaluation | | Morning Meetings | Ms. Harper | Improved relationships between teachers and students | Oct. 2019 | Sign-in sheet, teacher discussions, evaluation | | ESOL School Visits | Ms. Harper | Improved relationships between ELL Teachers and ELL students | Nov. 2019 | Sign-in Sheet, teacher discussions, evaluation | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

# 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 |  |
|  | **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. |  |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | We have a tutor that will work 5 hours a day with our Lowest Performing Quartile Students in Reading and Mathematics. We will also have after school tutoring in Reading and Math. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. |  |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*