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



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| School Name: School #: 3096 |  |  |
| Principal Name: Dr. Gregory D. Bostic  School Website: <https://dcps.duvalschools.org/rhs> |  |  |

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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, Dr. Gregory D. Bostic, 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 |
| $3,010 | $1034.04 | $1975.96 |
| **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 purchases made after the allotted time. Parents were engaged with a detailed summary of expenditures including shortcomings on current budget at the developmental meeting. Parents along with SAC and PTSA gave feedback on how funds can be fully expended with opportunity to email liaison if new ideas become available. | | |

## 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)** |
| 58 | 3 | **To continue to use resource room for all parent conferences.**  **Make sure all resources are up to date.**  **Repair printer for future use.**  **Invite Parent at all sporting events to take advantage of resources.** |
| 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) | 125 | **Parents were informed about Title I parent involvement and activities and rights under Title I. (Parents attended upcoming events and began utilizing Resource Room during conferences.** |
| Developmental Meeting (End of Year) | 7 | **Parents and stakeholders responded to survey and gave feedback to continue increasing attendance at all activities.** |
| Why Cook Wednesday’s (1) | 5 | **Parents were made aware of Lexilles and how important they were in determining testing outcomes. (Increase in literacy and graduation rate)** |
| Why Cook Wednesday’s (2) | 13 | **Parents were made aware of requirements needed for promotion and graduation as well behaviors to look for in their students. (Increase in FSA Reading and graduation rate)** |
| Why Cook Wednesday’s (3) | 10 | **Parents were informed about strategies to improve child’s reading and math through online and physical resources available. (Increase in Geometry EOC and graduation rate)** |
| Why Cook Wednesday’s (4) | 3 | **Parents were informed of last minute strategies that can be implemented to improve outcomes on tests. (Increase in FSA Data and graduation rate)** |
| SAC meetings | 12 | **Kept stakeholders informed about building data. (behavior, test, and allocating funds to different building needs)** |
| PTSA meetings | 10 | **Were combined with Why Cook Wednesday and increased attendance.** |
| Senior Meetings | 37 + | **Informed about all requirements and fees associated with graduation. (Increase in graduation rate)** |
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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 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 stated that they were not aware of events. Parents wanted more incentives for events including classroom incentives for attendance. Parents wanted events announced during highly attended (sports) events. |

## 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 Timely Notification to Events across different media sources 2. Barrier 2 Parent Transportation 3. Barrier 3 Viewing Data and Information after Event(s) 4. Barrier 4 Teacher initiated Information and Free Classroom Incentives |
| (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) | Timely Notification | Announce events during all athletic events due to more turnout. | | 2) | Transportation | Give bus passes to parents who have concerns during week of  Event. (Via Students) | | 3) | Information for those unable to attend | Record events and presentations and post on school website after event is held. Increase amount teacher presentations | |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| * To increase parent participation in Title I activities and events. * To create more dynamic information for parents to use immediately after the activity. * Increase teacher participation at events. * Create more opportunities for parents to receive information from events if they were unable to attend. |

# 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?** |
| At least 2 weeks prior to Title 1 activities, information will be placed on the school’s calendar (website and OneView), flyers will be distributed to students to take home and the flyer will be emailed to families through the Principal’s weekly email blast to families. Information on the event will be announced to students during the morning or afternoon announcements. The week before the event, the information will be placed on the marquee and the night before the event, a Robo/Automated call home will be made by the Principal.  Information on the Title 1 program and activities will also be discussed in PTSA and SAC meetings, where all parents are invited to attend. |
| **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 provide information to all parents, including parents with limited English proficiency, disabilities, and migratory children about the services and accommodations available for them. Accommodations will include, but are not limited to, translation of documents into their native language to ease the process of becoming involved in their child’s school, flexible hours for the resource center to provide all families the opportunity to participate; we will provide curb-side access and wheel-chair access to the center for disabled parents. |
| **What are the different languages spoken by students, parents and families at your school?** |
| Haitian Creole  Spanish |

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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) At least 2 weeks prior to Title 1 Parent Involvement activities, information will be placed on the school’s calendar, auto calls, flyers, daily announcements, community partner phone blasts.  (2) During Professional Learning Communities (Teachers will be informed of events and participation encouraged, increase classroom incentives for attendance) |
| 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 will be given to parents during Annual Meeting and throughout the year during all activities. Teachers will receive information during Early release trainings and PLC’s. Teachers will inform students throughout school year vie classroom strategies.  (2) Poster of Achieve 3000/FSA levels will be posted through the school and in every English Class. Teacher will present assessment information throughout the school year in all classes.  (3) Teachers will have individual data chats with every student during work period in all classes |
| (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 feedback is welcomed anytime during the school year via feedback forms. During all activities parents will have an opportunity to take survey.  (2) During Annual Title I meeting and every activity throughout the school year followed by the 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] |
| Title I Liaison will remain in contact with Title I Specialist throughout school year and relay any parent concerns to office in a timely manner. Follow up if needed. |
| 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).** |
| School Website will have electronic copy of PFEP for parents to access at any time.  Copy of Plan will be available in Main Office, Guidance, and Parent Involvement Resource Room at any time for parents.  Auto Calls before events and review of Plan at every activity with Q & A session. |

# 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)]. |
| Parents will take surveys after each event beginning with Annual Meeting  Survey/Feedback forms will be available in Parent Resource Room throughout school year.  Budget with fund Expenditure will be provided at SAC/Developmental Meeting with survey on how funds can be utilized more efficiently. |
| **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 –Bus passes for events will be given out in guidance prior to event. * Childcare – City Year Core members will be utilized for children to be monitored. * Home Visits – Parent who are unable to attend if requested will get home visits. * Additional Services to remove barriers to encourage event attendance –   Parent Involvement Activities will be recorded and posted on school website in order to be view at parents’/guardians leisure if event is missed. |

## 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)] |
| Parent feedback sheets were handed out at every event in order to gain information for future events in order to accommodate parent concerns and barriers.  Attendance data for events will be monitored for best times. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Parent Involvement Activities Attendance Sign-In Sheets  Parent Involvement Feedback Surveys |
| **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. Step 1: It will be posted on school website 2. Step 2: Announcement for Annual Meeting/Open House will be announced every morning, in cafeteria during lunch and all sporting events leading up to. 3. Step 3: Automated Calls will go home to every parent 4. Step 4: Physical Flyers will be posted around school campus 5. Step 5: Teacher will give classroom incentives to students for attendance 6. Step 6: Annual Meeting will be presented during open house 7. Step 7:Presentation and questions will be addressed prior to dismissal |
| **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.** |
| PowerPoint Presentation on all resources available under Title I and other Federal Programs |
| **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) 2 Slides in PowerPoint Presentation on adequate yearly progress (AYP)  (2) 1 Slide on School Choice and Parent Rights  (3) PowerPoint Presentation on Federal Programs |
| **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?** |
| Announcement for Annual Meeting/Open House will be announced every morning, in cafeteria during lunch and all sporting events leading up to Annual Meeting. Automated Calls will go home to every parent. Physical Flyers will be posted around school campus (Parent Resource Room). Teacher will call home to inform parents and give classroom incentives to students for attending event. Annual Meeting will be presented during open house to increase effectiveness and questions will be addressed prior to dismissal |

## 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. |
| All Parent Involvement Documents that are compiled throughout the year (Event Dates, Sign Ins, Feedback Forms, Budget and Expenditures) will be brought and presented followed by a Q&A about what funds can be used for. A blank budget and event sheet will be distributed and collected to identify other purposed events and budget items that are need for student success. |

# 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? |
| The school will explain the structure of the tests, the types of technology-enhanced question types, the meanings of the different levels and the importance of the Blended Learning platforms in each content area to increasing achievement on the tests. The school will also explain what forms of assessments and data points are used along the way to track student progress. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| The school will host multiple Parent Nights on state-tested core content areas (Math, Literacy, Science and Social Studies) to describe the Florida Standards, Florida Standards Assessments and EOCs and how they impact student scheduling the next year, final grades in the courses and in some cases, graduation requirements |
| **(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 will be used for all parent conferences during school day and school personnel will promote Resource Room and use informational resources with parents during conferences.  (2) Resource Room will be advertised during all activities beginning with Annual Meeting. Posters around campus will inform students/parents of all aspects and activities associated with Title I funding.  (3) Staff are trained to use Resource Room for all conferences with parents and what information can be used for parents during and after conferences. |
| **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?** |
| Parents will be given resources during all Parent Involvement activities. In-depth trainings will be provided when asked or need arises.  Material check-out procedures will be located in the main office an guidance (guidance counselors) to inform parents of additional resources.  Vystar Credit Union: Free Tax Prep Workshop including financial planning assistance will be held after January 2020. |

## 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 | | AP James Gaspard | | Parent will learn all Federal programs offered and parent rights for Title I and Parent Resource room Instruction and procedures | Sept-Oct 2019 | Sign-In Feedback Surveys  Increase in Attendance at Parent Involvement Activities and usage of Resource Room | Text Books for Check out in Resource Room:  -Writing Strategies 10@$40  -Test Success for Nurses Exam 1@$35  -Reading Strategies 8@ $32  -10 Steps to Earning Better Grades 19@$10  -Outsmart Your Next Exam 10@$10  -Test Taking Strategies 10@$10  -Admission Matters 8@$13  -How to Prepare a Standout College Application  8@$14  Total: 1197.00  Poster of all Title I Services, Events, and Activities for School Year Total: $300  Total: 1497.00 |
| Title I Developmental Meeting/SAC Meeting | | AP James Gaspard | | Parents will Review Evaluate Plan and Budget Expenditures to plan for next school year | May 2020 | Sign In  Surveys and Feedback forms completed by parents | N/A |
| Senior Nights | | Guidance Harris | | Parents Senior expectations credit checks and fees | October, December2019,  February, April 2020 | Acceptance Letters FAFSA forms completed and brought to meetings. | N/A |
| Why Cook Night (1) | | AP James Gaspard | | Parent will be informed on Behavioral Data  Achieve 3000 Lexille Bands,  Online Resources FOCUS Software Information  Parent Resource Room Training | October 2019 | Decrease in undesirable behaviors  Increase in Achieve 3000 monthly reports  Increase use of Resource Room  Increase in parent progress monitoring | Light Refreshments  $50  Catering: $200  Posters/Flyer$200  Total $450 |
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| Why Cook Night (2) | | AP James Gaspard | | Parent will receive information on Behavioral Data Math XL Information  Online Resources  Achieve 3000 Lexille Bands  Graduation and Promotion Requirements | December 2019 | Increase in usage of online resources  Increase in Achieve 3000 usage and data.  Increase in College Ready Students | Light Refreshments  $30  Catering: $200  Poster/Flyers $100  Total $330 |
|  | |  | |  |  |  |  |
| Why Cook Night (3) | | AP James Gaspard | | Parents will learn:  Testing strategies to improve outcomes on FSA and EOC exams. Online Resources available  Promotion and Testing Requirements | January 2020 | Increase in usage of online resources  Increase in Achieve 3000 usage and data.  Increase in College Ready Students | Light Refreshments  $20  Catering $150  Poster/Flyers $100  Total $270 |
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| Why Cook Night (4) | | AP James Gaspard | | Parents will be informed on last minute testing strategies to improve outcomes on FSA and EOC exams. | March 2020 | Increase in testing attendance Increase in usage of online resources  Increase in Achieve 3000 usage and data.  Increase in College Ready Students | Catering: $150  Total $150 |
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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? |
| All signed parent compacts will be kept in folder and housed in building. School Parent Compact template will be available in resource room for viewing. Parents will be advised/encouraged to School Parent Compact after all conferences. |

# 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. Letter and automated call home to parents to make them aware with an invitation to meet to answer any remaining questions. 2. Letter that includes list and automated call home to parents to make them aware with an invitation to meet to answer any remaining questions. |

## 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 | | Ruby Payne: Framework of Understanding Poverty Book Study | Mr. Gaspard | Improved relationships between teachers and students and families | Aug-Dec 2019 | Sign-in sheet  Completed book review form, teacher discussions, evaluation | | Classroom Management in Secondary Classroom | Dean Griffin and Brown | Improved classroom management and maximize instruction | Aug-Oct 2019 | Decrease in classroom infractions and increased time on task and student achievement. | | Technology in the Classroom | Mr. McNair | Using Technology to increase student engagement | Aug 2019 | Increased student engagement during lesson and work time. Student initiated technology and feedback | | 4 Pillars of Excellent Instruction | Dr. Bostic and Ms. Hunter | Increase effective instruction and rigorous content | Aug 2019 | Increase in data in Domain 2 and 3 in teacher evaluation | | Focus on Note Taking | Gear Up District Specialist | Increase effective note taking and student information retention | Aug 2019 | Sign In Sheet, Completed activity form | | Positive Behavior Intervention Systems Meetings | Dean Brown and Griffin | Improve behavior on campus and create/improve existing School-wide/Classroom systems | Aug-May 2020 | Sign In Sheet, Meeting Agenda and Notes | | Code of Student Conduct  Classroom Interventions and Restorative Justice | Dean Brown and Griffin | Increase time spent in class and minimize loss of instruction due to | Aug 2019 | Increased RJ interventions and decrease of Classroom level referrals | |

# 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 | Information contacts in Parent Involvement Resource Room to link parents to resource needed. |
|  | **VPK** - Voluntary  Pre-Kindergarten |  |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | Information and contacts in Parent Involvement Resource Room to link parents to resource needed. |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | Information and contacts in Parent Involvement Resource Room to link parents to resource needed. |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. |  |
|  | **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.*