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



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| School Name: Palm Avenue Exceptional Student Center School #: 170  |  |  |
| Principal Name: Michael T. Alexander School Website: <https://dcps.duvalschools.org/palmavenue>  |  |  |

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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, Michael T. Alexander, 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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| [x]  | 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; |
| [x]  | 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)]; |
| [x]  | 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)]; |
| [x]  | 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)]; |
| [x]  | 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)]; |
| [x]  | 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)]; |
| [x]  | 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)]; |
| [x]  | 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 |
| [x]   | 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 |
| $3,010.00 | $3,005.99 | $4.01 |
| **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 remained due to not having enough remaining funds to make a purchase. Parents will give feedback on how PFEP funds should be utilized during the Title I Developmental and Title I Annual Meetings.  |

## 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)** |
| 28 | 1 | We will continue to encourage parents to check out items from resource room to utilize at home with students. When parents and families visit the school, they will be encourage to utilize the parent resource room. |
| 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) |  | Feedback from Workshop Evaluation: |
| Developmental Meeting (End of Year) | 2 | Feedback from Workshop Evaluation: The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenter was knowledgeable.* Most helpful- The discussion of the budgets
* Comments/Suggestions- Partnering with more organizations
 |
| Parent Transition | 22 | Feedback from Workshop Evaluation: The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenter was knowledgeable.* Most helpful- Meeting the presenters & take away information, getting the children to work
* Comments/Suggestions- Good setting, great facilitation, Thank you for dinner
 |
| CBVE/Business Enterprise | 1 | Feedback from Workshop Evaluation: The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenter was knowledgeable. |
| Family Fun Night |  | Feedback from Workshop Evaluation: |
| Access Points/FSAA | 4 | Feedback from Workshop Evaluation: The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenter was knowledgeable.* Most helpful- FSAA & Scoring, how to get a diploma or waiver, information about grading & access points,
* Comments/Suggestions- Gave another option for communication (typing)
 |
| Communication and Visual Supports | 1 | Feedback from Workshop Evaluation: The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenter was knowledgeable.* Comments/Suggestions- More parents need to come.
 |
| Puberty and Sexuality Workshop | 1 | Feedback from Workshop Evaluation: The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenter was knowledgeable.* Most helpful- The book that was given is very helpful
 |
| Assistive Technology Workshop | 17 | Feedback from Workshop Evaluation: The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenter was knowledgeable.* Most helpful- FAAST (did not know about that), Parent Resource Center, Hope Haven information & Devices, the various technology, the materials available at the school, FAAST helps provide devices to our kids, the different devices that are out there that can help my child, the different devices that can help my child, everything, good, types of technology, the various technology components available & the ability to sample
* Comments/Suggestions- Extremely, super parent resources (Palm Avenue)
 |
| Social Security Workshop | 18 | Feedback from Workshop Evaluation: The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenter was knowledgeable.* Most helpful- To always apply/time is valuable; information regarding work related ideas and earning quarters; questions were answered & understood clearly; everything; being able to keep benefits/insurance; that the student must be taken to the appointment after age 18; that the student has to give permission for the parent do the decision making; everything; she was willing to take questions & explain the answers thoroughly; learning about self-employment, quarter earnings, RASS & VR; learning if I can work; I found it was helpful learning about the deductions & working while receiving benefits; learning about deductible income, SSI, SSDI, ticket to work & PASS;
* Comments/Suggestions- Use of a mic, was a successful program, continue to educate the public, perfect, wonderful class, I gained a lot of knowledge tonight, this workshop was very helpful to me, great job
 |
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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). |
| Following are a list of feedback collected at the Developmental meeting:Coordination and integration of Other Programs * Simply classes to understand

Flexible Meeting Times* Morning & night meetings

Building Capacity* Larger classes at night for children
* Social Security meeting
* Communicating with Parents
* Parent- Focus on them to center themselves to be calm to teach
* Mentally & physically tired/work/no desire

Staff TrainingCommunication* Newsletter
* Pre-calendar
* Heads-up meeting (RSVP notices)
* Continue what’s being done

Barriers* Mentally & physically tired
* Work
* No desire
* Transportation

School-Parent Compact* Take advantage of resource center with my son

Additional Comments* I am glad that we have a resource center for students and computers for parents. However, some (many) of the parents are not well read on how to use a computer. I would like to see a computer class for parents on how to maneuver the internet.
* Partner with Geek Squad or H.O.P.E
 |

## 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 – Meeting time
2. Barrier 2 - Transportation
3. Barrier 3 – Child care
4. Barrier 4 – Parent speak other language
 |
| (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)).  |
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|  | Barrier | Steps or strategies that will be implemented to eliminate or reduce the barrier |
| 1) | Meeting time | Offer day or evening options for parents to attend training/workshops when possible |
| 2) | Transportation | Provide cab vouchers or bus passes to parents or family members |
| 3) | Child care | Provide child care for meetings, workshops, or trainings when possible |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| To increase parent and family engagement in school activities and to better prepare parents to support students’ academic, communication and behavior needs. |

# 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?**  |
| Offer various times as appropriate for parents to attend trainings or events. Provide transportation for parents who require transportation or special transportation. Provide a translator for parents who speak English as a second language and translate materials provided to parents. Provide childcare for parents during events and activities occurring after school. |
| **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?**  |
| Information will be disseminated by providing parents with Title I calendar of events and activities. Flyers will be sent out reminding parents of events and school activities. Post events and activities on school website. Conduct automated call outs and include events and activities in parent newsletter. In addition, RSVP notices were sent to parents. |
| **What are the different languages spoken by students, parents and families at your school?** |
| Spanish and English |

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| OMMUNICATION |
| (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) Send notification of scheduled events and follow-up with reminders(2) Newsletter, Title I calendar, school website, flyers, RSVP notices, school marquee and phone calls |
| 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) The curriculum used at the school will be shared during the Annual Title I meeting, open house, a SAC meeting, parent events focusing on instruction such as the Access Points and FSAA workshop and during IEP meetings.(2) Forms of assessment used to measure student progress will be shared during the Annual Title I meeting, open house, a SAC meeting, parent events focusing on instruction such as the Access Points and FSAA workshop and during IEP meetings.(3) The achievement levels students are expected to obtain will be shared during the Annual Title I meeting, open house, a SAC meeting, parent events focusing on instruction such as the Access Points and FSAA workshop and during IEP meetings. |
| (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 serve on PTA and School Advisory Council(2) Parents participate in Title I Annual and Developmental meetings; parents complete evaluation forms and surveys |
| 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]  |
| Preprint comment cards/forms will be available in the Parent and Family Engagement Room so parents or family member are able to express concerns or dissatisfaction about the implementation of the Title I school wide plan. Instructions on completing and returning the cards/forms will be included along with a collection basket or box. The comments or concerns will be faxed or email to the district’s 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).** |
| Make copies available in parent and family resource area; information is printed in English and Spanish; copies are provided at Title I events and activities; information is also shared at PTA and SAC meetings; sign posted in the front office stating that PFEP’s are available upon request and languages other than English are available upon request. The PFEP will also be posted online in English and Spanish. |

# 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 input is solicited in annual and developmental meetings; parents are given prior notice before meetings occur. |
| **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 vouchers
* Childcare - hire staff
* Home Visits - N/A
* Additional Services to remove barriers to encourage event attendance - Provide food
 |

## 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 input gained from the majority of parents through the district’s annual parent survey, during the developmental meeting and during the Title I Annual meeting.  |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Parent surveys, receipts from vouchers and purchases, payment for childcare and provided feedback parents provided on evaluation forms were used as documentation. |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.** [x]  AM Sessions based on documented parent feedback[x]  PM Sessions based on documented parent feedback[x]  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: Use automated call system, send out RSVP and office assistant make phone calls
2. Step 2: Share right to know with parents during meeting
3. Step 3: Conduct annual meeting PowerPoint presentation
4. Step 4: Share school and parent compact
5. Step 5: Review family engagement events and activities
6. Step 6: Solicit feedback on Title I program and engagement activities
7. Step 7: Title I parent and family engagement activities will be scheduled and notification will be sent either through flyers, school marque, school website, automated call system or RSVP reminders
 |
| **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.**  |
| Describe parent resource area, inform parents of supplemental materials and share district activities available through Parent Academy; more importantly, describe how some events and activities will provide information to assist them with understanding their children’s disabilities and provide access to community resources that would benefit students when they transition into the community. |
| **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) Performance data will be shared in Title I Annual PowerPoint.(2) It will be shared that Palm Avenue is a district assigned school and that parents and families have school choice options to address the needs of their students.(3) It will be explained to parents and families that they have a right to give feedback and engage in the decision making process for utilizing Title I funds. |
| **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?** |
| Send flyers, invites, and RSVP forms home via student backpacks; send reminders via student agendas; conduct automated calls; share information in the school newsletter; share information on the school marque; US Postal Service will not be utilized due to feedback that communications have not be received in the past and students’ mailing addressing not always being updated |

## 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.  |
| The strategy to be used will be inviting parents to the meeting through sending home a flyer with a RVSP reminding parents of the meeting. Parents will review the Parent and Family Engagement Plan and give feedback. |

# BUILDING CAPACITY

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

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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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?  |
| Follow parent input to do flexible scheduling for events and activities; cover suggested topics during presentations and workshops; have outside agencies provide help sessions based on parent request |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| We will solicit input from business partners, community organization during SAC and PTA meetings; we will conduct surveys with other organizations who have partnered with Palm Avenue through volunteering and supporting enrichment activities |
| **(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) Identify designated area assigned for parent resource room, place information at front desk advertising Parent and Family Engagement room, have office assistant available to answer questions related to Parent and Family Engagement Room (PFER), have user guide available for resources(2) Share the existence of the PFER during the annual meeting, a SAC meeting, and a PTA meeting; share information on the school’s website(3) Teachers and office staff will be trained on the usage of the PFER during a scheduled training session so that they will be able to inform and refer parents to resources |
| **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 are able to check out engagement packs in reading, language arts, mathematics and STEM; parents will receive training on how to utilize packets, check out materials and resources during the annual meeting. |

## 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) | Delores Johnson | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | September | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$115.00Childcare$16.92Translator$20.00 |
| Title I Developmental Meeting (required) | Delores Johnson | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | May | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$50.00Childcare$ $16.92Translator$20.00 |
| Parent Academy: Wisdom’s Journey | Delores Johnson | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | September | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$75.00Childcare$50.76Translator$20.00 |
| Parent Academy: Getting to Know Your Child’s IEP & Organizing for Next Year | Delores Johnson | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | October | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$75.00Childcare$50.76Translator$20.00 |
| Family Fun Night | Delores Johnson, Leadership Team Members | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | October | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$100.00Childcare$84.60Translator$20.00 |
| Transition Night | Robert Graver | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | October | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$25.00Childcare$50.76Translator$20.00 |
| CBVE/Business Enterprise Workshop | Robert Graver | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | November | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$25.00 |
| Puberty and Sexuality Workshop | Delores Johnson | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | December, January, or February | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$55.00Childcare$33.84Translator$20.00 |
| Assistive Technology Workshop  | Delores Johnson | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | November or January | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$75.00Childcare$33.84Translator$20.00 |
| Social Security Workshop | Delores Johnson | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | October & January | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$94.34Childcare$101.52Translator$20.00 |
| Access Points/FSAA Workshop | Jodi Gibson/Michelle Bartlett | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | September or October | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$50.00 |
| Communication and Visual Supports Workshop | Michael Alexander | Parents will have a better understanding of how to support their students’ learning at home and school by learning what is required in the state’s Access Points and Course Descriptors so that they can work to support their students’ achievement.  Additionally, increasing involvement, empowerment and collaboration of parents and family members increases the likelihood of overall student success and increased performance on the FSAA.  | November | Sign-in, Evaluation Form | Food(Chartwells, Pizza Hut, Publix, Walmart, or Sam’s Club)$50.00 |
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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?  |
| The evidence to show that the school-parent compacts were developed jointly will be documentation from the Developmental meeting with parent feedback. Palm Avenue is a secondary school; therefore, parent conferences are not required. A flyer along with the school-parent compact will be sent home to each parent with directions. Students returning their parent compacts will receive an incentive, this will be stated on the flyer. |

# 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.  |
| The evidence that will be provided will be a copy of the Four Week Notice and Parent Right to Know. Parents will also receive a checklist to send back to the school indicated that the two documents were received. |

## 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**

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| --- | --- | --- | --- | --- |
| Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness |
| Book Study on Poverty | Ms. Smith | Improved relationships between teachers and students and families | Aug-Dec 2019 | Sign-in sheetCompleted book review form, teacher discussions, evaluation |
| Poverty Simulation with the Title I team | Mr. Black | Improved ability for staff to work with parents and families | Dec 2019 | Sign-in sheets, evaluation sheets, follow up with teachers |
| Article review on on assisting parents and families and valuing their contributions | Administration or Leadership Team member | Involve, communicate, value and engage parents in the school |  | Agenda, sign-in sheet and minutes |
| Article review on working with parents and families as equal partners | Administration or Leadership Team member | Involve, communicate, value and engage parents in the school |  | Agenda, sign-in sheet and minutes |
| Article review on connecting and bridging ties between home, community and school. | Administration or Leadership Team member | Involve, communicate, value and engage parents in the school |  | Agenda, sign-in sheet and minutes |
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# 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.  |  |
| [ ]  | **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.*