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



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| School Name: San Jose Elementary School #: 3083 |  |  |
| Principal Name: Paula Smith  School Website: Duvalschools.org/sanjose |  |  |

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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, Paula Smith, 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 |
| $3010.00 | $2495.56 | $514.44 |
| **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** | | |
| $314.01 6100-160 & 6100-200- unspent spent due to staffing conflicts. We have solidified staffing for 19/20 PFEP events.  $200.54 unspent in 6100-510 due to reduced cost of refreshment(s) purchased, also 1 purchase was recategorized from 6100-510 to 6100-390. | | |

## 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)** |
| No Data collected | No data collected | **During monthly school events and Team-up afterschool we market and share the resources available in 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) | 152 | **Parents surveys show evidence of Event Effectiveness. (3’s)** |
| Developmental Meeting (End of Year) | 42 | **Parent surveys show effectiveness (3)** |
| Data Dive Baseline (October 2018) | 159 | **Parent Surveys provide evidence of event effectiveness. (3’s)** |
| Science Fair (December 2018) | 25 | **Parent Surveys provide evidence of event effectiveness. (3’s)** |
| Literacy Night (January 2019) | 22 | **Parent Surveys provide evidence of event effectiveness. (2’s - 3’s)** |
| Dr Suess Data Night (February 2019) | 42 | **Parent Surveys provide evidence of event effectiveness. (3’s)** |
| Moms & Muffins / Dads & Donuts  (March 2019) | No sign-in information |  |
| Math Night (March 2019) | 75 | **Parent Surveys provide evidence of event effectiveness. (3’s)** |
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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 were asked the following questions The goals of this workshop were clear, this workshop met expectations, I gained many ideas, the presenter was knowledgeable about the subject , Overall this workshop was worthwhile; to be graded on a 3- strongly agree to n/a -does not apply. An overwhelming majority responded that the programs were indeed worthwhile. |

## 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 Scheduling Conflict with work 2. Barrier 2 Translation during Events 3. Barrier 3 Translation of all Communications to Parents 4. Barrier 4 5. Barrier 5 |
| (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) | Scheduling Conflict | Offer AM & PM meetings for some events. | | 2) | Translation during events | Recruit more diverse translators. | | 3) | Translation of all Communications to Parents | Utilize translation feature on School Messenger, School Connect. | |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| For parents to be more empowered to help students through resources shared during events. To also offer increased methods of communication to parents and families through translation and scheduling multiple times for events. |

# 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?** |
| San Jose will offer an AM & PM times for developmental meetings. All communication with School Messenger and School Connect will be translated. Barriers will be removed by continued advertising for more parents and families to sign-up through School Connect. Parents with disabilities, we continue to do everything in our power to ensure they feel welcomed and can access all the information necessary as well as can attend any on campus events. Once those parents are identified, we will continue to work collaboratively to ensure their needs are met and necessary modifications are made to allow them to participate in meetings and school events. Practice all means of communication with parents in ways that they can be involved with their childs educational experience. |
| **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?** |
| When applicable communications will be translated into their native language. TransAct will be used to provide translations for languages not represented by SJE staff. Interpreters will be presented during activities as facilitators. Avenues of communications will include but not limited to flyers website, marquee, school wide calendars, School Messenger, phone blasts, conferences, School CNXT. Multidisciplinary Team facilitates communications with families of disabilities. |
| **What are the different languages spoken by students, parents and families at your school?** |
| There are 20+ languages spoken by the students and Families of San Jose Elementary those Languages include- Afran, Afrikaana, Albanian, Amaac, Arabic, Burmese, Mam, Chinese, Korean, Farsi, Persian, French Creole, Hattian Creole, Hebrew, Indian, Kurdish, Kinyarwanda, Malayalam, Spanish.  The top 4 languages are English, Spanish, Arabic and Burmese. |

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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. Parents will be notified at least 2 weeks in advance of all Title I programing. When feasible, notification will be translated in their native language.   (2) Communication will include, but not limited to the San Jose website, parent link Facebook page, School Messenger, flyers, posters, Peach Jar, school calendar SchoolCnt and the marquee are all tool and resources used to communicate with the parents and families of our students. |
| 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) San Jose Elementary implements the Duval County Public Schools standards-based curriculum aligned to the Florida standards for k-5. Aligned district and classroom level assessments are implemented as formatives to inform teachers and parents of student progress. (2) In addition, State assessments such as FSA are administered. All assessments are administered according to district testing schedule. Proficiency levels for assessments are established by state and district. (3) Parents are provided with quarterly mid-term progress reports, quarterly report cards and user ids/ passwords to access teachers electronic grade book via FOCUS. Teachers may also provide other means of communication as determined by school wide expectation. |
| (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. Monthly PTA and SAC which are open to all parents, not just members, were presented with opportunities to provide input into the Parent Family Engagement Plan (PFEP) and PFEP Budget. 2. The PTA and SAC will continue to provide input opportunities for parents thought out 2019/2020. The 4th Thursday of every month at 4:00pm |
| 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 have various opportunities to provide feedback informs of written documentation, telephone, e-mail and surveys. All feed back is collected, reviewed and addressed accordingly. |
| 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).** |
| Copies of the PFEP are in the front office and the Parent Resource center. This document is also available upon Parents request. |

# 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)]. |
| San Jose Elementary’ s SAC committee is our primary parent/stakeholder advisory council to provide all matters related to family engagement to improved student achievement for every student at SJE. |
| **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, Child Care, Home Visits & Additional Services:   These services will be provided for designated events or individual needs…Our school guidance counselor, social worker and Lutheran Liaison works closely with families in need to provide transportation (JTA, DCPS & Yellow cab) to remove barriers to encourage event attendance |

## 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)] |
| Parents completed this information on the Developmental Meeting Form distributed during the PFEP Developmental Meeting. Most Parents prefer evening events due to their own work schedule; since we have afterschool programs that engage approx. 200 students daily we offer opportunities around those pick-up times. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Parents completed this information on the Developmental Meeting Form distributed during the PFEP Developmental Meeting |
| **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: Invitations to this meeting will be developed & communicated to all parents . 2. Step 2: Communications via website, flyers, parentlink, and marquee will be sent 3. Step 3: Artifacts (data, agenda, sign-in sheets, evaluation etc.) will be collected 4. Step 4: Artifacts will be housed in in the Title I Audit Box 5. Step 5: The Title I meeting will convene on \_9/05/2019 @ 5:30pm\_ facilitated by: Paula Smith |
| **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.** |
| Parents are informed that San Jose Elementary is a Title I school therefore they are entitled to various programs to assist the academic, social and emotional success of their children. Through tutoring opportunities, Reading, Math and Science Coaches, through added materials and Equipment and through Parent Family and Engagement Activities. |
| **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) Adequate yearly Progress (AYP) sets a standard for accountability, which measures our schools results of state level tests in reading and math. AYP uses assessment data to measure the academic performance of all students, including subgroups such as whose family qualify as low-income. They are also informed that the AYP goal is for all students to reach 100% proficiency in reading and math.  (2) School Choice- Parents are given information concerning DCPS’ school choice options.  (3) Parents Rights- Parents Are informed of the following:   * Their rights to request and receive timely information regarding the professional qualifications of their child’s Teachers and Paraprofessionals * To be notified if their child’s is assigned to or taught for four consecutive weeks by teacher who is not certified. * The level of advancement of their child on required state assessments. |
| **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?** |
| School Calendar, School Newsletter- Flyers as Notifications are all sent home each Tuesday with students in a weekly communications folder. |

## 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. |
| We are going to market and advertise through SAC & PTA- providing Parents with monthly reminders that they can contribute to our monthly events with their comments and suggestions. |

# 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? |
| We will use the interest of our families & use our students to help engage parents, such as science fairs where displays are for viewing. Showcasing individual student work and data during events to aid them in understanding subject area grade level needs. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| In continued partnership with our Faith-based partners. SJ partnered with Lakewood United Methodist Church to host our first annual Back to School BBQ and gave away free books. Faith-based partners provide volunteer time and efforts during major Parent and Family Engagement events, as well as attending SAC meetings. We also partner with neighboring businesses such as Publix & Tropical Smoothie. |
| **(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) Parents are informed of the Parent Resource room during conferences with admin and teachers.  (2) Signage is posted in the main office and hallway  (3) Take home Flyers are available year-round in the main describe all items available in the Parent Resource room- Office staff share this information with parents when families come in for assistance. |
| **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?** |
| Our academic nights supplies parents with suggested strategies to use in specific contents areas, such as reading to and with their child, doing math while in the grocery store. We also suggest websites to view with their children offering academic support. |

## 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 Smith | Parents are informed of the nature of Title I, AYP, School Choice and the Rights of Parents. | September 2019 | Agenda, sign-in, survey/evaluation |  |
| Title I Developmental Meeting (required) | Principal Smith | Parents are involved and input into the decision making process that will ultimately enhance all areas of academic achievement | September 2019 | Agenda, sign-in, survey/evaluation |  |
| Data Drive- Baseline | Grade Level Chairs | To Inform parents/caregivers of there child’s progress, current assessment levels and achievement standards their children must meet during thee year. We provide them with resources such as the parent resource room, to use at home to improve their performance in | October 2019 | Agenda, sign-in, survey/evaluation | Translators 3 at 2hrs each hour = $70.24  Refreshments $150.00  Paper for handouts $102.76  **Total = $323.00** |
| Science Fair | Science Chair  Ms. Becerra | Parents will participate in teacher-led interactive science curriculum aligned with activities that focus on hands-on scientific exploration of the science process. Process Activity Kit to continue support at home | November 2019 | Agenda, sign-in, survey/evaluation | Refreshments $50.00  Paper for handouts $73.06  **Total = $123.06** |
| Literacy Night | Reading Coach- Mrs. Crespo | Parents will participate in teacher-led reading curriculum aligned with activities that focus on comprehension strategies utilized in workshop model. Parents will take home material to continue supporting their children. | January 2020 | Agenda, sign-in, survey/evaluation | Translators 3 at 2hrs each hours = $70.24  Refreshments $50.00  Catering $125.00  DCPS Printing $125.00  Paper $32.00  **Total = $402.24** |
| Moms N Muffins | Reading Interventionist  Ms. Lodico and Mrs Paz | In conjunction with Literacy Week, parents will receive information on How to promote literacy and excellent reading habits in students | January 2020 | Agenda, sign-in, survey/evaluation | Paper for activities $70.76  Catering (muffins) $25  **Total $95.76** |
| Dads n Doughnuts | Reading Interventionist  Ms. Lodico and Mrs Paz | In conjunction with Literacy Week, parents will receive information on How to promote literacy and excellent reading habits in students | January 2020 | Agenda, sign-in, survey/evaluation | Paper for activities $69.60  Catering (doughnuts)  $25.00  **Total $94.60** |
| Dr Seuss Data Day with FSA | Homeroom Teachers | Parents will be involved in an interactive reading celebration that focuses on literacy and comprehension. Followed by in depth sessions that informs parents of their child’s success. | February 2020 | Agenda, sign-in, survey/evaluation | Translators 3 at 2hrs each hours = $70.24  Refreshments $75.00  Catering $125.00  Paper $159.25  Announcement Postcards-postage-  $300.00  **Total $729.49** |
| Math Night | Math Coach- Mrs. Geoghagan | Parents will be participating in teacher-led math curriculum aligned activities that focus on strategies, | March 2020 | Agenda, sign-in, survey/evaluation | Refreshments $50.00  Catering $125.00  **Total = $175.00** |
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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? |
| An agenda & meeting minutes of the May 21st PTA / SAC as well as sign-in sheets are evidence that will show of parent involvement in the creation of the School-Parent Compact. |

# INSTRUCTIONAL STAFF

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

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.  
  
If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

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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. |
| Through the TTE process we screen teacher certification through student schedules. If a teacher is lacking we will send notification home in both October and February. |

## 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 | | Book Study on Poverty | Ms. Smith | Improved relationships between teachers and students and families | Aug-Dec 2019 | Sign-in sheet  Completed 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 | | Book Study | Mullins | Ensure equity of engagement | Sept 2018 | Sign-in sheet, completed book review form, teacher discussions & evaluation | | Sanford Harmony Curriculum | Home room teacher | Social emotional learning to meet students’ needs | Aug 19- May 20 | PBIS quarterly events sign-in sheets | | Monthly Faculty meetings | Mrs. Smith & Mrs. Naylor | -Data Analysis of of academic behaviors | Aug19 -May 20 | Sign-in sheets & classroom walk through | | Weekly common Planning | Mrs. Geogaghan & Mrs. Crespo | Curriculum needs & lesson plans | Aug 19- May 20 | Sign-in sheets & classroom walkthoughs | |  |  |  |  |  | |

# 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 | Presentation /Workshop to Parents to Support Parent Workshop for transition to Kdg. |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | Data Overview sessions offered |
|  | **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. | Supports students identified as at risk according to data. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | Professional Development is offered to teacher throughout the school year, early release day training & leadership meetings |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*