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



|  |  |  |
| --- | --- | --- |
| School Name: West Riverside Elementary School #: 12 |  |  |
| Principal Name: Shawna White  School Website: www.duvalschools.org/wres |  |  |

TABLE OF CONTENTS

[OVERVIEW 3](#_Toc12867435)

[ASSURANCES 4](#_Toc12867436)

[NEEDS ASSESSMENT 5](#_Toc12867437)

[Previous Year Financial and Programmatic Outcomes 5](#_Toc12867438)

[Fiscal Overview from the Previous Fiscal Year 5](#_Toc12867439)

[Programmatic Overview from the Previous Fiscal Year 5](#_Toc12867440)

[Barriers 7](#_Toc12867441)

[COMMUNICATION AND ACCESSIBILITY 9](#_Toc12867442)

[FLEXIBLE PARENT AND FAMILY MEETINGS 12](#_Toc12867443)

[INVOLVEMENT OF PARENTS and FAMILIES 12](#_Toc12867444)

[FLEXIBLE FAMILY MEETINGS 13](#_Toc12867445)

[REQUIRED ANNUAL MEETING 14](#_Toc12867446)

[Required Developmental Meeting 15](#_Toc12867447)

[BUILDING CAPACITY 16](#_Toc12867448)

[BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS 16](#_Toc12867449)

[PARENT AND FAMILY ENGAGEMENT EVENTS 17](#_Toc12867450)

[PARENT COMPACT 22](#_Toc12867451)

[INSTRUCTIONAL STAFF 23](#_Toc12867452)

[BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS 24](#_Toc12867453)

[COLLABORATION OF FUNDS 26](#_Toc12867454)

# OVERVIEW

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

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

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

|  |  |
| --- | --- |
| *“Treat children like they make a difference and they will.”* |  |

# ASSURANCES

I, Shawna White, 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.

|  |  |
| --- | --- |
|  | 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.  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Signature of Principal/School Administrator Date Signed

# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

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

|  |  |  |
| --- | --- | --- |
| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3010.00 | $2977.56 | $32.44 |
| **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** | | |
| Money was spent as much as possible. The remaining $32.44 could not be spent due to the adjustment period having already passed. | | |

## Programmatic Overview from the Previous Fiscal Year

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

|  |  |  |
| --- | --- | --- |
| Summative Overview of the Parent Resource Room | | |
| Total Visits  to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet) | **Total Resources Checked Out from the Parent Resource Room** | **What plans do you have to fully use the Title I Parent Resource Room?** **(include inventory that was not returned or any other information pertaining to parent involvement resource room)** |
| 109 | 63 | **All inventory was returned.** |
| 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 Title I Meeting | 38 | **Feedback provided on program evaluations.** |
| Developmental Meeting | 4 | **Results on feedback forms received from those in attendance, as well as, input received from other stakeholders unable to attend in person.** |
| Coffee Talk and Data Chats | 103 | **Teachers were able to answer questions parents had regarding student performance. Teachers also shared pertinent data related to their child’s performance. Also, feedback was provided on program evaluations.** |
| 3rd-5th FSA Lunch and Learn | 11 | **Feedback provided on program evaluations.** |
| Multicultural Traditions Night | 93 | **Feedback provided on program evaluations.** |
| Middle School Transition Lunch and Learn | 19 | **Those who attended expressed their gratitude for the information disseminated. Feedback provided on program evaluations.** |
| Literacy “Camp-In” | 54 | **Feedback provided on program evaluations.** |
| Science Night | 55 | **Feedback provided on program evaluations.** |
| K-2 Parent Night | 25 | **Feedback provided on program evaluations.** |
| Transition to KG | 46 | **Feedback provided on program evaluations.** |
|  |  |  |

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

|  |
| --- |
| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year (not applicable to new Title I, Part A schools). |
| Feedback provided:   * Meeting times during the day (Ex. Lunchtime) in addition to the evening events that already occur * Add Spanish Heritage activity in the fall * Best communication was Facebook, texts, website and email * Barriers: language, however, it is being worked on; provide new events * Programs most enjoyed: Bi-lingual storytelling, Literacy Camp In, Science Night * Administration listens to concerns and works to make effective changes |

## Barriers

|  |
| --- |
| Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years. |
| 1. Barrier 1-Time of programs. Many parents are involved in evening commitments outside of school. 2. Barrier 2-More diversity in the parents who attend. Ensuring that everyone knows they are welcome to attend (i.e. not just PTA parents). Translators are available at all events and notifications are sent in varying languages. This has seen improvement from the previous year. 3. Barrier 3- Change dates of events. If Multicultural Traditions night was moved from December, more families may attend thinking it does not coincide with holiday traditions. |
| (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) | Time of Programs | Meetings will be offered in the evenings, as well as, provided Lunch and Learns. This way more parents have opportunities to attend. | | 2) | Diversity in Attendance | Continue to advertise translator availability for those who need it.  Have staff make personal invites to families prior to events.  Parents will also reach out to personally invite other families. | | 3) | Change Dates of Events | Multicultural Traditions Night will be moved to the beginning of October to coincide with Hispanic Heritage Month. | |

|  |
| --- |
| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| More parents will attend the school wide events (Title I, SAC, PTA, etc.) and feel more ownership in the process of accessing and staying informed regarding their child’s education and school. |

# COMMUNICATION AND ACCESSIBILITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.

|  |
| --- |
| 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?** |
| Translation will be provided at each event by one of the school staff members. These services are advertised on all activity flyers that are sent home. Flyers are translated into Spanish since almost half of the student population are Spanish speaking. There will be more of a variety of activity times to increase the attendance at previously poorly attended events. |
| **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 monthly newsletters, Tuesday Newsday, and flyers are all translated into other languages. For those that have Facebook, the information posted is translated into the language that parents have set. Translators are always available for Spanish. Any other language translators are secured through the ESOL Department. |
| **What are the different languages spoken by students, parents and families at your school?** |
| Spanish, English, Mandarin Chinese and Vietnamese |

|  |
| --- |
| 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. |
| All meetings and activities will be advertised through the following means:   1. school marquees (street and foyer) 2. monthly newsletter with bi-monthly calendars 3. Tuesday Folders with Tuesday Newsday Flyer 4. flyers given at least two weeks in advance of the event 5. phone blasts 6. emails 7. West Riverside and West Riverside PTA Facebook page 8. school’s website calendar |
| 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) This information is shared through monthly SAC meetings, parent/teacher data chats and conferences, Open House, parent events such as 3-5 FSA Lunch and Learn Lunch. Parents are also welcome to schedule a conference at any time during the year to review their child’s progress.  (2)This information is shared at SAC meetings, the Mid-year Stakeholder’s Meeting, and various other parent events and conferences/data chats. Assessment dates are also shared in advance via the school newsletter calendar, information about testing in the newsletter and Tuesday Newsday, as well as, the school’s website and Facebook page.  (3)This information is shared through activities such as FSA Lunch and Learn and parent/teacher data chats and conferences. |
| (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 can participate on the SAC Committee, attend the Annual Title I meeting and attend the Parent Family Engagement Plan Development Meeting. Parents are also welcome to voice ideas, solutions, and concerns with administration at any time. Responses to parent inquiries and concerns are addressed in a timely manner.  (2)   a. school marquees (street and foyer)  b. monthly newsletter with bi-monthly calendars  c. flyers given at least two weeks in advance of the event  d. phone blasts  e. emails  f. West Riverside and West Riverside PTA Facebook page  g. agenda stickers  h. school’s website calendar  i. personal invitations by the staff  j. notices to join the SAC Committee |
| 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] |
| **A packet of program information is sent to the Title I office following an event of meeting. This information includes the program/event overview, minutes, and parent feedback forms/surveys to evaluate the program. All comments and suggestions are noted and will be identified for submission to the Title I office if needed. If a parent is unsatisfied with the Title 1 school-wide plan, we will refer them to the Title 1 Office at 390-2123.** |
| 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).** |
| **This plan is advertised as being available through the monthly newsletter, posted in the main office, posted in the Parent Resource Room, and posted on the school’s website. Parents are always welcome to request a copy if they would like. This plan is also reviewed during a SAC meeting and available at the Annual Title I Meeting.** |

# FLEXIBLE PARENT AND FAMILY MEETINGS

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

|  |
| --- |
| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)]. |
| The Annual Title I Meeting will be held on Tuesday, August 27th at 4:45 P.M. This date and time was selected because of its proximity to the first PTA and SAC meetings. This way we can improve the attendance at the meeting so that more parents are informed of what Title I has to offer our school.  Parents are notified and invited to the meeting via both school marquees, School messenger phone blast and email, West Riverside School Facebook Page, school website calendar, monthly newsletter, and flyer.  Prior to the meeting taking place, a Title I Powerpoint will be prepared, agenda, sign-in sheets, and parent evaluations created, and parent notification disseminated.  The Title I meeting is intended to reach all parents school wide. Parents will be informed of the guidelines involving a Title program and its funds. Parents are also shared information regarding the various groups of students that are protected and provided services under Title I. Parents always have the opportunity to provide suggestions or input at monthly SAC meetings. They also have the opportunity to provide input at the mid-year stakeholder’s meeting. |
| **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 - * Childcare - * Home Visits - * Additional Services to remove barriers to encourage event attendance –   Child Care and transportation will be offered and provided upon request for any Parent and Family Engagement Activities. These services will be advertised so that parents are aware of their availability. We ask that parents let us know so that arrangements can be made. Translators will also be available and compensated should we need them for events. Often times, a faculty member is also in attendance that can provide translation services. |

## FLEXIBLE FAMILY MEETINGS

|  |
| --- |
| 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 were provided a survey, Parent and Family Engagement Plan Development Worksheet, to complete either at the meeting or on their own if they were unable to attend. This survey was used for parents to provide input as to the types of programs, times, and possible barriers to implementing or attending programs. We also review the input that is provided on event evaluation forms. Parents provide their thoughts regarding program times and what would be best suited for their schedule. We have reflected on all of this input and are adjusting program events accordingly for the 2019-2020 school year. |
| **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, questionnaires, and program evaluations. |
| **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 \_\_\_\_In conjunction (back to back events) with another event such as a PTA or SAC meeting or student performance. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## REQUIRED ANNUAL MEETING

|  |
| --- |
| 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)] |
| Step 1: The Annual Title I Meeting will be held on Tuesday, August 27th at 4:45 p.m. This date and time was selected because of its proximity to SAC and PTA meetings. This way we can improve the attendance at the meeting so that more parents are informed of what Title I has to offer our school.  Step 2: Parents are notified and invited to the meeting via both school marquees (street and inside), school messenger phone blast and email, West Riverside School and West Riverside PTA Facebook Pages, school website calendar, monthly newsletter, and flyer.  Step 3: Prior to the meeting taking place, a Title I Powerpoint will be prepared, agenda, sign-in sheets, and parent evaluations created, and parent notification disseminated.  Step 4: A translator will be in attendance should parent need assistance. |
| **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.** |
| The Title I meeting is intended to reach all parents school wide. Parents will be informed of the guidelines involving a Title 1 program and its funds. Parents are also shared information regarding the various groups of students that are protected and provided services under Title I. |
| **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.** |
| The principal presents the Annual Title I meeting PowerPoint to parents. Within this presentation, there are slides in the PowerPoint that cover each of these areas: Information regarding the rights of all students including migratory and homeless, the Parents Right to Know, Title I activities that are held throughout the year, and data and performance of the school and district (including school and district grades). There will also be information regarding school choice and how that looks in our district with school capacity calculations. An opportunity for parent questions and review of slides is also available. Parents can also receive a copy of the PowerPoint presentation upon request. |
| **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?** |
| Paper methods and phone blasts are utilized in addition to technology-based notifications. The school also has student agendas and Tuesday folders that provide a means for constant communication between school and families. Parents can also participate in teacher/parent conferences at any time throughout the school year. There are flyers and information posted on a dedicated bulletin board in the main office, as well as, the Parent Resource Room. Our school has a policy of open communication and parents accessing that information. |

## Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

|  |
| --- |
| Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding. |
| The meeting is advertised beginning a month in advance. Information is sent home via the monthly newsletter, posted on the school calendar, and posted on the website, Facebook page and school marquees. The meeting is also advertised at the 3rd Nine Weeks Awards Ceremony since we have a large number of parents in attendance. We also provide parents with a paper copy of the feedback form/survey to help drive the changes needed for the upcoming school year. |

# BUILDING CAPACITY

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

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

|  |
| --- |
| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| Activities selected throughout the year are a result of new district initiatives, parent requests and/or feedback from previous events, parent input from the Parent Family Engagement Plan Development Meeting, and activities that will support the goals of the School Improvement Plan (i.e. strategies to reinforce and implement with their child for upcoming standardized testing). These activities are meant to involve all members of the family and get them excited about learning at home (i.e. Family Science Night). |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| As a school, we call upon our current business partners to assist in making events meaningful, fun, and engaging for all family members that attend. For example, at our Traditions Night, we have families from within the school participate in sharing learning activities and traditions that they do with their students at home. Our events that include catering or refreshments are purchased from our already established West Riverside Elementary Business Partners. We also have a representative from the Willowbranch Library who sometimes attends our events to help promote literacy at home and programs offered through the public library. |
| **(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) The Parent Resource Room is a place that is used for all parent meetings such as SAC and PTA. It also is a location that advertises the Parent Academy courses that are offered in the district, as well as a location for displaying School Parent Compact Agreement, Attestation Letter, Title I Information, and all other required documents. Parents can access this rom at any time to check out materials or review/request copies of any of the required documents that are on display.  (2) The Parent Resource Room is located in the front of the school across the hall from the main office. There is signage indicating that it is the Parent Resource Room. The Parent Liaison is housed out of the room and is always welcoming and inviting parents in to see the materials we have available for checkout. We also advertise the room at Orientation and Open House.  (3)School staff utilize this room for parent meetings, as needed. They are also referred to this location when needing to check out materials that could be used with their children at home. Also, the parent liaison has information for parents and how they can be involved in the school and with their child’s education. Parents are also referred to this room when needing to access a computer, sign up for FOCUS/OneView, etc. |
| **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?** |
| Every event that is put on includes follow-up materials that families can use at home to extend the learning. This may include, but not limited to, make-n-takes, activity ideas, resources that can be accessed in the community, materials available for check out from the Parent Resource Room, or availability to checkout 1 of 5 netbooks. During our Science and Math nights, our focus is on ensuring that parents have a plethora of activities to do with their child at home in order to make real world connections for those subject areas. Our Science Night involves doing hands on, fun, science activities that can be replicated at home.  Parents are encouraged to be active participants in each of our learning sessions. We hold Lunch and Learns, Transition to Middle School is presented by a representative from the School Choice Office, and participation in the Rosetta Stone Parent Academy Course where parents can improve their English or Spanish language skills. |

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of Activity | Person Responsible | What will parents learn that will have a measurable,  Anticipated impact on student achievement | Month Activity will take Place | Evidence of Effectiveness | Itemized Budget  *(if applicable)* EVERY BUDGET LINE MUST BE ON THE BUDGET |
| Title I Annual Meeting (required) | Shawna White, Principal |  | August 2019 | PowerPoint, sign-in sheet, meeting evaluations | N/A |
| Title I Developmental Meeting (required) | Shawna White, Principal |  | May 2020 | Sign-In Sheet, parent surveys, meeting evaluation forms | N/A |
| Coffee Talk and Data Chats | Shawna White, Principal; Ashley Nassau, Assistant Principal; and Core teachers | Teachers will meet with parents to discuss data, progress monitoring information, and student work within the reading and math content areas. This information will be shared in order to keep parents apprised of their child’s progress and expectations for success not only in the content areas, but also on the FSA. One day is reserved for teachers to be available the entire school day for parents to schedule a time to come in and learn not only about the progress, but also about ways they can help at home (for example, i-Ready and Achieve reports). | October 2019 | Sign-in sheets of appointments and participants; workshop evaluations by parents | $17.63-Light Refreshments (see budget) |
| Multi-cultural Family Traditions Night | Shawna White, Principal; Ashley Nassau, Assistant Principal; Teacher Volunteers | This family event will be an opportunity for all cultures within our school to be recognized. Students will contribute to sharing with parents the things they have learned while being in the Dual Language Program. Also, within traditions, there are many games that can be played with members of your family. The Parent Involvement Room has many educational games (i.e. Reading Strategies, Comprehension, and Math Skills) available for checkout that will be incorporated into creating a “Family Game Night” experience at home. | October 2019 | sign-in-sheets, agenda, handouts, make-n-takes, evaluation forms | $65-Light Refreshments (see budget)  $537.84 (portion of this Amazon order will be used for family game night make-n-take activities); see budget |
| 3rd-5th FSA Parent Lunch and Learn | Ashley Nassau, Assistant Principal; 3rd-5th grade teachers | Parent information session regarding expectations for the upcoming FSA Testing. Parent will receive packets of information, as well as, participate in learning activities and ideas for how they can help their child at home. Test taking strategy tips will also be included. | January 2020 | sign-in-sheets, agenda, handouts, make-n-takes, evaluation forms | $150-Catering (see budget)  $537.84 (portion of this Amazon order will be used for parent FSA Information make-n-take activities); see budget |
| Family Science Night with Mad Science (Vendor #33594) | Shawna White, Principal; Ashley Nassau, Assistant Principal; Math and Science teachers | Parents will have the opportunity to explore the content areas of science through hands-on experiences. They will participate in these activities with their families and experience the joy of science. They will also learn how to incorporate science experiments and activities at home and in the world around them. | November2019 | sign-in sheets, evaluation forms, pictures | $1129  ($150-catering; $60 Light Refreshments; $919 Mad Science Vendor); see budget |
| Transition to Middle School Parent Information Session Lunch and Learn | Shawna White, Principal | Open parent discussion regarding future student academic path within the school choice options. This session is for parents, by parents on tips for navigating the School Choice Expo and being informed on how to make a selection that is the best academic option and match for their child. | January 2020 | sign-in sheets, agenda, handout, evaluation forms | $140  ($100-catering; $40 Light Refreshments); see budget |
| ELL Parent Academy | ESOL Department Representative; Shawna White, Principal | **Available Resources for Culturally Diverse DCPS Families:** In this course, ESOL parents and caregivers will learn strategies they can use at home to support their child(ren) in school. They will have the opportunity to discuss habits, both good and bad, learn how to become more involved with their child(ren)’s school, and receive information about free resources available for all families. | September 2019 | sign-in sheets, agenda, make-n-take, evaluation forms, photos | $0 |
| Mathnasium Math Night | Shawna White, Principal; Math Teachers | Parents and families will participate in math game activities that correlate to real life experiences. Students will receive materials and be able to take the knowledge that was gained and apply it to real life when they are out with their parents. | February 2020 | sign-in sheets, agenda, make-n-take, evaluation forms, photos | $205  ($55 Light refreshment; $150 Catering)  $537.84 (portion of this Amazon order will be used for family math game make-n-take activities); see budget |
| Transition to KG | Ashley Nassau, Assistant Principal; VPK Teachers | Parent information session on KG registration process, KG expectations, and activities and books they can do and read with their child to help with Kindergarten Readiness during the summer. Parents will also complete make-n-take items. This is a required Title I meeting and is held at the conclusion of VPK. All costs for materials are incurred by the established March deadline. | May 2020 | sign-in sheets, agenda, handout, evaluation forms, make-n-takes | N/A |

*Schools may add or remove rows as needed.*

# PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

|  |
| --- |
| As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? |
| The school-parent compact is discussed in the PFEP Development meeting. This is also listed as an item on the PFEP Development Plan Worksheet in order to receive feedback for things to continue or revise for the upcoming year. This compact is then discussed and signed with parents during the scheduled Data Chats and Coffee conferences during October and November. |

# INSTRUCTIONAL STAFF

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

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

|  |
| --- |
| As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan. |
| If notification is needed, the Four Weeks Notice will be sent as soon as the 4 weeks has occurred at any given point during the school year.  During each FTE period, fall and spring, parents are notified via a letter of the teachers that their child has that are Out of Field. A copy of these letters are kept on file. |

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

|  |
| --- |
| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on… |
| 1. **The assistance of parents and families and in the value of their contributions.** 2. **How to reach out to, communicate with, and with parent and families as equal partners.** 3. **Implementing and coordinating parent and family programs and building ties between parent and families and the school.** |
| **Items in red are examples**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness | | Utilizing Volunteers in the Classroom | Shawna White, Principal | When there are additional volunteers in the classroom that can read with children, assist the teacher, etc. this creates a better learning environment, but also more individualized attention to help students be successful. Teachers are provided the useful tips and Volunteer Dos and Don’ts handout. | August 2019 | Sign-In Sheet, handouts | | Equity and Inclusion | Shawna White | Teachers are provided training during Pre-planning on issues regarding Equity and Inclusion. This information includes, but is not limited to, rights of families that are under the McKinney Vento Act or ELL. | August 2019 | Powerpoint, Sign-In Sheet | | Fair Isn’t Always Equal Book Study | Shawna White & Ashley Nassau | Teacher are participating in a faculty wide book study. This will provide information regarding grading, differentiation, and providing equitable opportunities for all students in the class. | August 2019-May 2020 | Activities, Sign-In Sheets, Agendas, Group Work Examples | |

# COLLABORATION OF FUNDS

|  |  |  |
| --- | --- | --- |
| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.  [ESEA Section (a)(2)(C)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act | The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home in order to be successful in the classroom. We will work to give families strategies and resources for working with their students. We will provide a safe learning environment for their child. |
|  | **VPK** - Voluntary  Pre-Kindergarten | The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles. The VPK teachers provide a full daily schedule of academically rigorous instruction in order to prepare the students for Kindergarten. The VPK teachers also provide a Transition to Kindergarten meeting for parents in May. |
|  | **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. | The McKinney-Vento Homeless Assistance Act authorizes the federal [Education for Homeless Children and Youth (EHCY) Program](http://nche.ed.gov/downloads/ehcy_profile.pdf) and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school. This information is shared with families at the Annual Title I meeting, as well as, provided to them if they should find they are in need of services. |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | If funds are received, they are used to provide tutoring to those students demonstrating deficits in reading or math. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | These funds pay for the Professional Development Facilitator. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency | The funds are used for materials to support ELL students. |

*Schools may add lines as needed.*