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



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| School Name:Frank H. Peterson School #:280 |  |  |
| Principal Name: Jessica Mastromatto  School Website: www.duvalschools.org/fhp |  |  |

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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, Click or tap here to enter text., 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.  
  
\_\_Jessica Mastromatto\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_8/14/2019\_\_\_\_\_\_\_\_\_\_  
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 |
| $ | $ | $ |
| **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** | | |
| We didn’t end up having one of the parent nights planned for due to scheduling conflicts. Parents helped work through some of the issues from last year at the developmental meeting in the spring. We are trying to make the space more inviting and noticed! We are also planning a morning meeting to vary times. | | |

## 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)** |
| 0 | 9 | **Post location of the parent resource room in all offices and on stand up displays in high traffic areas in the hallways** |
| 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) | 100 | **Survey** |
| Developmental Meeting (End of Year) | 7 | **survey** |
| ACT/SAT Parent Workshop | 16 | **survey** |
| 9th Grade Parent Night | 118 | **survey** |
| Financial Aid Night | 183 | **survey** |
| FSA Parent Night for Seniors | 21 | **survey** |
| Earn Your Wings | 150 | **Graduating seniors at 96%** |
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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). |
| Large sign to put out noting location; beautify space; varied meeting times. |

## 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. Interest- 2. Communication- 3. Knowledge- |
| (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) | Interest | more on success strategies for parents, i.e. homework help, testing preparation, financial aid, college selection, career selection, etc. more on success strategies for parents, i.e. homework help, testing preparation, financial aid, college selection, career selection, etc. | | 2) | Communication | send flyers, post on marquee, post on signs leading to car rider loop, signs in high traffic area of hallways, incorporate social media that shows dates, share dates at Open House | | 3) | Knowledge | have directional signs that direct parents to the Family Resource Center | |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| * Increase student learning outcomes * Provide parents enough notice of meeting times * Plan meetings at a time that all parents can commute * Have at least one meeting at a different time that can accommodate parents with a non-traditional working schedule * Provide valuable information that enhances their knowledge of options for student’s success * Increase parent traffic in the Family Resource Center |

# 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?** |
| * All paper, phone, web and social media notices of meetings will include that transportation assistance is available. * Each meeting will be held in wheelchair accessible meeting rooms * Each meeting will have a Spanish translator available * Each meeting will have documents available in both Spanish and English |
| **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?** |
| * Phone calls will be made regarding meetings 2 weeks prior, 3 nights prior, and the night prior to the meeting. * Meeting dates and times will be posted on the Marquee at least one week in advance * Flyers will be sent home one week in advance * Signs reminding parents of a meeting will be posted in the car loop the day before and the day of the meeting * Reports will be available in English and Spanish * Reports will be shared at each meeting and posted to our website |
| **What are the different languages spoken by students, parents and families at your school?** |
| * Spanish * Russian * Haitian-Creole * Thai * Italian |

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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. Flyers will be sent home a week in advance and meeting dates and times will be posted on the marquee at least one week in advance. Signs leading to car rider loop will be posted the day prior and the day of meetings. Permanent signs in high traffic area of hallways will have a place where meeting dates and times can be posted. School regulated Social Media will share dates and times of meetings. Dates and times of meetings throughout the year will be shared at Open House. Phone calls will be made regarding meetings 2 weeks prior, 3 nights prior, and the night prior to the meeting 2. Flyers, Phone Calls, Marquee, Website, Social Media, Signs |
| 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. Academic Success Night (2) 2. Academic Success Meetings (quarterly) 3. Ceremonies (Earn Your Wings) 4. Academy Advisory Board Meetings 5. SAC Meetings 6. PTSA Meetings 7. Transition to High School Night (Each of these provides information about curriculum, assessments and levels of achievement students are expected to obtain. |
| (1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making? |
| 1. SAC Meetings 2. PTSA Meetings 3. Academy Advisory Board Meetings 4. Title I Development Meetings 5. Title I Annual Meeting   Flyers will be sent home a week in advance and meeting dates and times will be posted on the marquee at least one week in advance. Signs leading to car rider loop will be posted the day prior and the day of meetings. Permanent signs in high traffic area of hallways will have a place where meeting dates and times can be posted. School regulated Social Media will share dates and times of meetings. Dates and times of meetings throughout the year will be shared at Open House. Phone calls will be made regarding meetings 2 weeks prior, 3 nights prior, and the night prior to the meeting |
| How will the school submit parents’ and families’ comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116] |
| Survey/Evaluation Forms |
| How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families **(technology cannot be the only option).** |
| The Parent and Family Engagement plan will be published and communicated to parents and families via the website, open house, the Family Resource Center and at each 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)]

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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)]. |
| * Flyers will be sent home a week in advance and meeting dates and times will be posted on the marquee at least one week in advance. Signs leading to car rider loop will be posted the day prior and the day of meetings. Permanent signs in high traffic area of hallways will have a place where meeting dates and times can be posted. School regulated Social Media will share dates and times of meetings. Dates and times of meetings throughout the year will be shared at Open House. Phone calls will be made regarding meetings 2 weeks prior, 3 nights prior, and the night prior to the meeting * The Plan will be reviewed at these meetings * Parent Feedback will be solicited via surveys at each 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 – Bus vouchers are available and will be mentioned in meeting reminders * Childcare – The early childhood academy will provide daycare on site for families * Home Visits – The social worker will conduct home visits |

## 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)] |
| Surveys |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Surveys |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  AM & PM Sessions (Same content to appeal to more parents)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## REQUIRED ANNUAL MEETING

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| 1. Step 1: call-out when date is established 2. Step 2: send postcard when date is established 3. Step 3: put flyer with date with schedules for pick up at orientation 4. Step 4: make copy of the PFEP to distribute at the meeting 5. Step 5: create agenda 6. Step 6: create sign-in sheet 7. Step 7: designate person to take minutes 8. Step 8: create and make copies of parent survey to solicit feedback 9. Step 9: hold meeting 10. Step 10:assess results from survey and take appropriate action |
| **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.** |
| Will be a meeting to inform parents of all dates through the year, data, goals for the year. |
| **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) Data will be presented in a PowerPoint that displays this year’s data to previous year by subgroup  (2) School choice policy and parent options will be shared in PowerPoint  (3) Parents’ rights will be presented in PowerPoint  (4) Each of these will also be provided in handout form |
| **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?** |
| Flyers sent home, postcards sent home, phone calls home, school marquee |

## 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. |
| * Flyers will be sent home a week in advance and meeting dates and times will be posted on the marquee at least one week in advance. Signs leading to car rider loop will be posted the day prior and the day of meetings. Permanent signs in high traffic area of hallways will have a place where meeting dates and times can be posted. School regulated Social Media will share dates and times of meetings. Dates and times of meetings throughout the year will be shared at Open House. Phone calls will be made regarding meetings 2 weeks prior, 3 nights prior, and the night prior to the meeting |

# 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? |
| * Meetings will focus on areas for which the parents express the most need * These are: State Assessment Resources and Strategies to enhance prep at home ACT/SAT prep financial aid & scholarship assistance career opportunities available for their children |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| * Continue to have 4 Advisory Board meetings/year for each academy, which includes stake holders from each area * These meetings address academic and career successes and barriers and work to address them in these meetings. * The meetings are scheduled using feedback from stakeholders, provide refreshments, and solicit input for everything |
| **(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 Center has a computer, printer, SAT/ACT prep books, financial aid, bi-lingual dictionaries and scholarship information available 2. The center location will be mentioned at every meeting, location will be posted in every office, and printed on every meeting notice 3. Teachers are informed at the opening of school and reminded at every PD and faculty meeting of ways to use the room with parents |
| **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?** |
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## 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) | Christine Bicksler | Increase students literacy levels as measured by Lexile Level set by showing parents how to use Achieve 3000 as a parent and as student; sharing student exception | September | Sign-In, Increase in literacy rates |  |
| Title I Developmental Meeting (required) | Christine Bicksler | Increase literacy levels of students as measured by Lexile Level set by showing parents how to use Achieve 3000 as a parent and as a student; sharing student expectation | May | Sign-In, Increase in literacy rates |  |
| ACT/SAT/FAFSA Parent Workshop | Deborah Thompson | Increase in concordant scores in reading and math by providing parents with how students access Khan Academy, specifically, and the impact this work can have on students’ performance | October | Number of students meeting concordant score on SAT/ACT | $820.00 |
| 9th Grade Parent night | Christine Bicksler | Decrease in Ds and Fs showing parents how to use FOCUS to monitor grades, showing parents how GPA is figured, and informing parents of requirements for graduation as well as acceptance into most Florida Universities. Provide tutoring schedule. | November | Decrease in Ds and Fs among 9th grade students | 894.84 |
| Financial Aid Night | Deborah Thompson | Increase in graduation rate. Increase in # of students PSR in both reading and math. FAFSA completers and Scholarship dollars earned | October | Increase in graduation rate. Increase in # of students PSR in Reading and Math. Increase in FAFSA completed and scholarship dollars received |  |
| Earn Your Wings | Jorge Villela | Increase in students erning all 3 of PSr math, reading and industry certification by showing parents how to use Achieve 3000 as a parent and as student; sharing student expectations; providing tutoring schedule for each area, providing study resources for each content area to parents and by sharing strategies and resources teachers use in class to address needs | January | Increase in students who earn PSR in reading, math and industry certification | 350.00 |
| Transition to Peterson Welcome | Antonio Banks | Increase in growth on FSA Reading and Math. Increase in EOC proficiency in US History, Geo and Bio. Increase in students earning industry certs by showing parents how to use Achieve 3000 as a parent and as a student; sharing student expectations; providing tutoring schedule for each area, providing study resources for each content area parents and by sharing strategies and resources teachers use in class to address needs | May | Increase in growth of FSA Reading and Math. Increase in EOC proficiency in US History, Geo and Bio. Increase in students earning industry certs. |  |
| Breakfast with the Principal | Mastromatto | Resources available to them to aid their students’ achievement, such as tutoring, websites, extra help, community resources | December and January | Increase in literacy, math, and bio proficiency | 50.00 |
| FSA Night | Banks | Teachers will present resources and testing tips for FSA and EOC tests | February | Increase in literacy, math, bio proficiency |  |

*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? |
| Surveys |

# 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. |
| A Out of Field letter and the Highly Qualified letter will be sent home to parents the second month of school. |

## 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 | | Microagression PD | Mrs. Boos | Improved relationships between teachers and students and families | August | Sign-in sheets, student climate survey | | Data PD | District Personel | Improved a system for identifying students who are low performing in specific areas | August | Sign-in sheets, small group lesson plans in English and Math classes | | Poverty Simulation | Mrs. Mastromatto | Improved relationships between teachers and students and families | December | Sign-in sheets, student climate survey | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

# 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 | All parent events are designed with our students with disabilities in mind. Strategies, resources and materials are used to help support families with students with disabilities. We have 6 ESE and 2 ESE paraprofessionals funded |
|  | **VPK** - Voluntary  Pre-Kindergarten |  |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | All parent events are designed with our students who may be neglected, delinquent, or at risk in mind. Strategies, resources, and materials are used to help support families with such students so they can be successful. Administrators, faculty and staff work with Communities in Schools site coordinator to ensure our students have what they need to be successful. We also work with school counselors, the school therapist, social workers, and truancy officers as appropriate. |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | All parent events are designed with our students who may be homeless in mind. Strategies, resources, and materials are used to help support families with such students so they can be successful. Administrators, faculty and staff work with Communities in Schools site coordinator to ensure our students have what they need to be successful. We also work with school counselors, the school therapist, social workers, and truancy officers as appropriate. |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | Teachers provide extra time and instruction to students in specific academic areas before and after school hours to help accommodate all students. These students are identified by individual student data. These teachers work with students to develop study skills that will be useful in helping them achieve success. Transportation is provided every evening to all areas of the city for these students and teachers recommend that students attend tutoring sessions. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | Professional Development is planned for pre-planning week, weekly in PLCs, monthly in instructional capacity for increasing learning among a diverse population of students, especially those at risk. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency | All teacher stay current in ESOL Professional Development; 1 ESOL Paraprofessional attends all Professional Development offered for ESOL, and teachers utilize the strategies they learn with students to maximize both their acquisition of English and of the content of the course. |

*Schools may add lines as needed.*