

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



**School Name: Spring Park Elementary    School #: 72**

Principal Name: Davina S. Parker

School Website: <https://dcps.duvalschools.org/springpark>



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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.



*"Treat children like they make a difference and they will."*

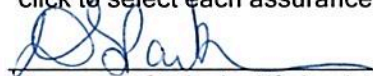


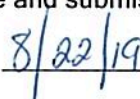
# ASSURANCES

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.

<input checked="" type="checkbox"/>	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;
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	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 Section 1112(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
\$3,010	\$1,700.79	\$1,309.21
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 did not spend the monies needed for translators and transportation. Our translators are our ESOL Paraprofessionals who will not accept payment. However, we have changed our plan this year to meet the needs of our parents in a different manner. We will have a Parent Empowerment Conference this year to ensure that we enable parents to become the best advocate for their child educationally, academically, and socially. This activity will ensure that the bulk of the budget is completed by February 1 <sup>st</sup> .		

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)
8	8	We will continue to publicize this resource to our parents and staff. We will ensure that our staff understand that they can recommend the resources we have in our Parent Resource Room to their parent.
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)	Results of Evidence of Effectiveness (how do you know the parents learned what the activity was intended to provide)

	sheets in Digital Compliance)	
Annual Meeting (Beginning of Year)	100	Informative (Thanks for the translations)
Developmental Meeting (End of Year)	16	Great information to improve parent nights for the upcoming year
Literacy Night	80	Fun Night of Reading with San Marco Library
Math Night	100	Parents worked on grade-level math concepts with students
Science Fair Night	45	Enjoy seeing all of the interesting science fair projects created by the Spring Park students
FSA Writing Preparation Night	15	Learned valuable information to push my student to become successful with FSA writing
FSA Preparation Night	20	Informative on how to prepare our students on FSA and this would be helpful if introduced at the 2 <sup>nd</sup> grade level

*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).

Provide a conference that will empower parents, financially, academically, and physical to assist their student holistically to be a successful.

## 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: Lack of parent involvement at academic parent events due to parent work schedules.
2. Barrier 2: A breakdown of communication with upcoming events due to a high ESOL population.

(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)	Lack of parent involvement at academic parent events due to parent work schedules.	Offer more opportunities for parents to attend workshops and meeting (i.e. early mornings, lunch & learn's, 2 -day conferences)	
2)	A breakdown of communication with upcoming events due to a high ESOL population.	Provide translators for every parent events; offer breakout sessions for parents who speak another language to receive information in their native tongue.	for
3)			

What are the overarching outcomes/goals for the current school year for parent and family engagement?

School will use Facebook, school messenger, school message board, and other social media outlets to inform parents about upcoming Parent Nights and other school events. All communications will be available in Burmese and Spanish, which are our larger ESOL populations. \* Parents will be invited to fill out volunteer application while waiting to receive their student. \*Quarterly Parent/Teacher/Student Data Chats to assist parent involvement with student's academic progress. Translators will be made available for these data chats.

# COMMUNICATION AND ACCESSIBILITY



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 21<sup>st</sup> 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?

Spring Park Elementary provides flyers, text messages, Facebook Status updates, monthly newsletters (translated in Spanish) and phone messages to inform all parent of upcoming activities and events for parent/family engagement. Light refreshments are served and meetings/activities are held different times throughout the day to allow parents with different work schedules to attend special meetings and activities. In addition, our event nights are strategically designed to include all family members and encourage their participation. We will have our meetings covered via Facebook Live and Skype to allow the parents with transportation issues to still participate or attend our meetings.

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?

- Quarterly Newsletter in Spanish • Flyers • School Messenger (Telephone Communication System, available to translate into other languages) • When notified in a timely manner, the school will have interpreters available for parents who have limited English proficiency. Spring Park will provide accommodations for speakers of Spanish, Vietnamese, Haitian-Creole, Bosnian and other languages as needed. • We will document our use of forms and notices in parents' native language to improve accessibility. • Spring Park will assist parents with disabilities or those identified as having disabilities to have access to Parent Involvement activities and/or services. We will try to accommodate in any way possible if services are available if feasible. • Copies of flyers, newsletters and all other forms of communication will be placed in the Title I Audit Box as evidence.

What are the different languages spoken by students, parents and families at your school?

Spanish, Burmese, Chinese, Arabic, French, Vietnamese, Portuguese, Karen, Nepali, Tagalog, Tigrinya, Haitian-Creole, English, Amharic, and Thai.

## 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.

Spring Park will provide parents of participating children with information through various meetings that might include but are not limited to open house, annual Title I Meeting, SAC meetings, and PTA meetings. The Student Agenda books are provided to every student at Spring Park Elementary in order to send home correspondence regarding curriculum, assessments, meetings, and student data. Information is also available on the school website. Various methods to inform parents: Newsletter in English and Spanish, Flyers, School's Website, School Messenger (automated communication system).

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?

Through monthly parent nights and quarterly Parent/Teacher/Student Data Chats, parents are informed about the school and IB curriculum, various forms of academic assessments such as I-Ready, Curriculum Guide Assessments, and FSA which are used to measure student progress.

(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?

Parents are encourage and participate in the following committees at our school: \*SAC (School Advisory Council) \*PTA (Parent Teacher Association) \*PBIS Team (Parent Liaison) \*Title 1 Team (Parent Liaison)

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]

\*The school will provide parents the opportunity to provide input on the school improvement plan during the first SAC and Title I Parent involvement meetings.

After the first semester, the school will provide a survey for parents to provide their feedback regarding the implementation and activities of the school-wide plan.

The data from this survey will be submitted to the LEA.

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).

\*Monthly Newsletters \*Copy of our Parent and Family Engagement Plan will be available in English and other languages in our Parent Resource Room

\*A Brief version of this plan will be provided to all parents during school open house

\*A copy of the Title I Parent and Family Engagement Plan will be available on the school's website.

# 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)]



## 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)].

During the beginning of the school year we have our Parent Involvement Planning meeting which we discuss the Title I Plan A, the budget & allocations, and events we have scheduled for the year. Parents will be asked during PTA, SAC, and parent meetings and events for input and feedback on improvements that they see could be made and or changed (PTA and SAC are open to all parents and not limited to membership only).

Parents will be asked to participate in a Parent Involvement meeting to work cooperatively with the administration to provide input to improve and increase parent involvement. Throughout the school year, Spring Park provides opportunities for student work to be showcased at each event, which draws our parents attendance. This allows us a full audience as we began each parent night with information regarding Title I Parent and Family Engagement. Finally, we host our Developmental meeting to provide input in the School Improvement Plan, to evaluate and provide feedback to the current Parent and Family Engagement plan, which enables us to revise our plan to incorporate parents' input and meet our parents' needs.

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 -Spring Park will utilize parent involvement monies to provide bus transportation to special parent nights such as trips to the San Marco Library for literacy night and to the Edward Waters College Girls' Basketball game for our math celebration. In addition, Spring Park has a valuable partnership with Englewood Full Service, which provides bus tokens to our parents who have transportation issues throughout the school year.

- Childcare - We will budget to allow for someone in extended day to provide child care during evening events.

Home Visits -We conduct home visits when we notice that we are having difficulty contacting the parent or if we know that the parent has transportation issues.

- Additional Services to remove barriers to encourage event attendance -

## 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)]

We gained information regarding the best meeting times from our parents from the Parent and Family Engagement Plan Development Worksheet passed out during the developmental meeting.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

We use the b the Parent and Family Engagement Plan Development Worksheet passed out during the developmental meeting, to document and assess our parent's needs.

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 2 Day Conference

## 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: We will announce/advertise our Annual Meeting in a school Newsletter, Facebook, School website, email, and flyers

Step 2: We will develop an agenda to discuss each section of the Parent and Family Engagement Plan.

Step 3: The meeting will be offered in two sessions a morning and evening.

Step 4: We will begin the meeting with a disclaimer that it is being broadcast on Skype for parents who could not make it. Develop sign-in sheets

Step 5: Then we would start off by reviewing the current plan and have parents provide input of how well they felt the plan was implemented.

Step 6: Next, we will discuss all budget and expenditures matters. We will collect the parent's input regarding that information.

Step 7: Then we will discuss the Parent and Family Engagement Plan Development Worksheet explaining each section in great detail.

Step 8: Finally, we would provide an opportunity for them to record their input onto the worksheet.

Step 9: Maintain documentation

Step 10: Monitor and analyze surveys/evaluations of meeting

**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.**

During the first 40 to 45 minutes of the School's Open House we conduct our beginning of the year annual meeting since this meeting is usually the highest in attendance. We have PowerPoint presentation from the Title I that we have tweaked to fit our school that we share with our parents.

**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.**

We have a PowerPoint presentation that covers the following: 1. What is Title I 2. What are the qualifications of a Title I School 3. Our school-wide Title I events 4. Parent and Family Engagement Policy/Plan 5. School-Parent Compact 6. Parents' Right to Know 7. Parent Involvement 8. School & Parent Communications 9. Title I Assessments 10. Title I Funds 11. Title I & School Improvement Plan Focus & Targets 12. Available Academic Trainings for our parents In addition, Parents will be given tools, strategies, and practical ways to assist their scholar on doing their part for the school to achieve greater academics levels for all scholars. Parents are also given information on staff qualification and if we have any staff that are not considered highly qualified along with the school/Teacher's plan of action to become highly qualified.

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?

\*We currently have computer located in the parent resource area for parents to access and we will offer our computers located in the media center as extra resources to technology. In addition, we will send text messages, school-wide newsletters, and continue to use school messenger to send phone calls home to parents.

## 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.

We will conduct our End of Year Developmental Meeting a little differently this school year. We will have two sessions (morning and evening) available along with the development worksheet available for the languages that are spoken at my school. This will allow greater input and feedback from our parents. We will also provide an opportunity for our SAC and PTA to gather information from the parents that attend their last meeting of the year to help with additional planning and evaluation of our current program.

# 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?

First, Spring Park Elementary Parent Involvement Committee reviews the parental input provided on the Parent and Family Engagement Plan Development Worksheet. Then the committee takes a look at our needs analysis, academic data, and our school improvement plan. We then develop a strategic plan of activities for our parents and families to engage them in purposeful activities that will not only increase parent involvement but meet the academic needs of our school such as understanding assessments, the growth mindset, understanding Rtl, and how to engage students in purposeful home learning activities. In addition, we design programs that will also foster strong parent and family engagement through hosting non-academic nights such as Father Daughter Dances, Movie Night, and Healthy Eating.

How will the school implement activities that will build relationship with the community to improve student achievement?

We will engage our community and faith-based partners by having them to come out and provide assistance during our events such as the Parent Empowerment Conference. We will also host some of our events at our faith based and community partner's locations. We will recruit volunteers for tutoring and mentorship from our faith based and community partners. In addition, we will ensure that our local colleges and community leaders are on our email distribution list to receive all of the events and updates about the school and Title I.

(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.

Spring Park will provide a parent reception (Hall of Fame for Parents) area located in the main office of the school. There will be signs posted to provide direction to the Parent Hall of Fame. We will also train the Front office staff Ms. McCoy, Mr. Burden, and Mr. Gainey along with our staff during pre-planning on how to assist parents with accessing the computers to register to become a volunteer in DCPS schools, locate the Parent Hall of Fame and locating the academic games and other resources for parents to check out. In addition, other parent resources and information will be provided in the reception area that parents will be able to use at home with their child.

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?

We will ensure each parent night/meeting session is connected to some of the resources that we provide in our resource center. We will design an event that will allow parents to utilize the games and other resources where our staff can provide support and the parents can check-out the items they need at the end of the event.

## 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
<i>Example: FASFA and Scholarship Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> 1. <i>How to complete the FASFA with their child</i> 2. <i>Storytelling techniques so their child will learn how to write a college essay for scholarships</i> 3. <i>How to find scholarships for their child</i>	<i>October 2019, February 2020</i>	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase; Parent screen shot of completed FASFA parent page; Student essay.</i>	<i>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</i>
Title I Annual Meeting & Open House(required)	Principal Parker	To familiarize the parents with the layout of the school, provide feedback for this year's parent night themes, gather input for this year parent and family involvement plan,	09/5/2019	Sign-in sheets, agenda, response sheets & survey	

		budget, school improvement plan, meet the instructional team, and classroom teacher. To receive pertinent information for preparing for the upcoming school year. This should lead to building strong relationship between the parent and school community and to equip parents with the necessary tools to ensure academic and social success.			
Title I Developmental Meeting (required) Parent Transitional Meeting	Administrators & Teachers	Provide an opportunity to parents to provide feedback on the effectiveness of the SIP and Title I Part A plans, Provide i-Ready, Achieve 3000 along with district assessments for parents to using when providing feedback	May 14, 2020	Developmental Worksheet sign-in sheet, agenda, response sheets & survey	
Culture & Language Night	ESOL Department & Administration	This class will help parents and students learn how to accept and work with cultural differences and how to communicate effectively with people of different languages	September 26, 2019	sign-in sheet, agenda, response sheets & survey	\$316
Literacy Night	Reading Coach & Literacy Committee	Parents will learn the importance of language acquisition, vocabulary strengthening strategies, and have an	October 10, 2019	sign-in sheet, agenda, response sheets & survey	\$516

		<p>opportunity to read as family developing the love for reading. We will kick off our reading challenge for the 2017-2018 school year.</p> <p>Visited the local library (San Marco) to inform parents of how to choose books based on students' lexile levels, access additional resources available through DCPS and the Library partnership that allows students to have access to additional books and literacy programs to support their reading success. This will improve reading proficiency and build a strong academic partnership between parent and school community.</p>			
Math Night	Math Coach & Math Committee	Parents will learn the new Duval Math, new way of approaching mathematics, new mathematical strategies, and participate in hands on math activities. This should improve math proficiency and build a strong	November 7, 2019	sign-in sheet, agenda, response sheets & survey	\$100

		academic partnership between parent and school community.			
Science Fair Night	Science Committee	Parents will have an opportunity to learn about our science curriculum, engage students in science projects, and be exposed to S.T.E.M. (Science, Technology, Engineering, and Math). The Jacksonville Zoo will bring amphibians and reptiles species that students have been researching during the Duval Reads lessons to gather additional information and learn real life adaptations of these species. In addition to increase Science Awareness and Proficiency.	December 5, 2019	sign-in sheet, agenda, response sheets & survey	\$100
Parent Empowerment Conference	Administrators Faith-Based & Business Partners & Staff	This conference will have sessions on financial stability, steps to home ownership, healthy eating, FSA/Academic Preparedness, and how to advocate for their child's education.	January 24-25, 2020	Sign-in sheet, resource sheets, agendas, and surveys	\$1,146

*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?

We will collect information via survey monkey and email communication on items parents believe should be added to the school-parent-student compact. These ideas will be vetted by our Shared Decision-Making meeting and added. All parents will have a schedule parent teacher conference during Early Release Days prior to the end of 1<sup>st</sup> quarter to enable them to read, discuss, and sign the parent-student-school 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.

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.

We will maintain parent letter notifications of teachers who have certification issues, maybe teaching out of field, or still needing classes for their ESOL Endorsement.

Teacher with Certification/Endorsement Issues:  
Michelle Cruz Ramirez- Temporary Certification  
Tasura Davis-Need ESOL Endorsement

## 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	<u>Correlation to Student Achievement</u>	Month Activity will take Place	Evidence of Effectiveness
WOW Wednesdays	Instructional Coaches	Improved relationships between teachers and students and families	Aug-Dec 2019	Sign-in sheet teacher discussions, evaluation
Effective ESOL Instruction & Effective Communication with a culturally diverse population	ESOL Department & Specialist	Improved ability for staff to work with parents and families	September 26 <sup>th</sup> & November 13 <sup>th</sup>	Sign-in sheets, evaluation sheets, follow up with teachers

# 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)]
<input checked="" type="checkbox"/>	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 to be successful in the classroom and give families strategies for providing a safe environment.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful == in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	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 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.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified

		teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	This is used for planning, faculty development, and establishing endowment funds. Administrative management and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, customized instructional courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English Language instruction.

*Schools may add lines as needed.*