

2019-20
Title I, Part A *Robert E. Lee High School*
Parent and Family Engagement Plan



School Name: Robert E. Lee High School

School #: 33

Principal Name: Timothy Feagins

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



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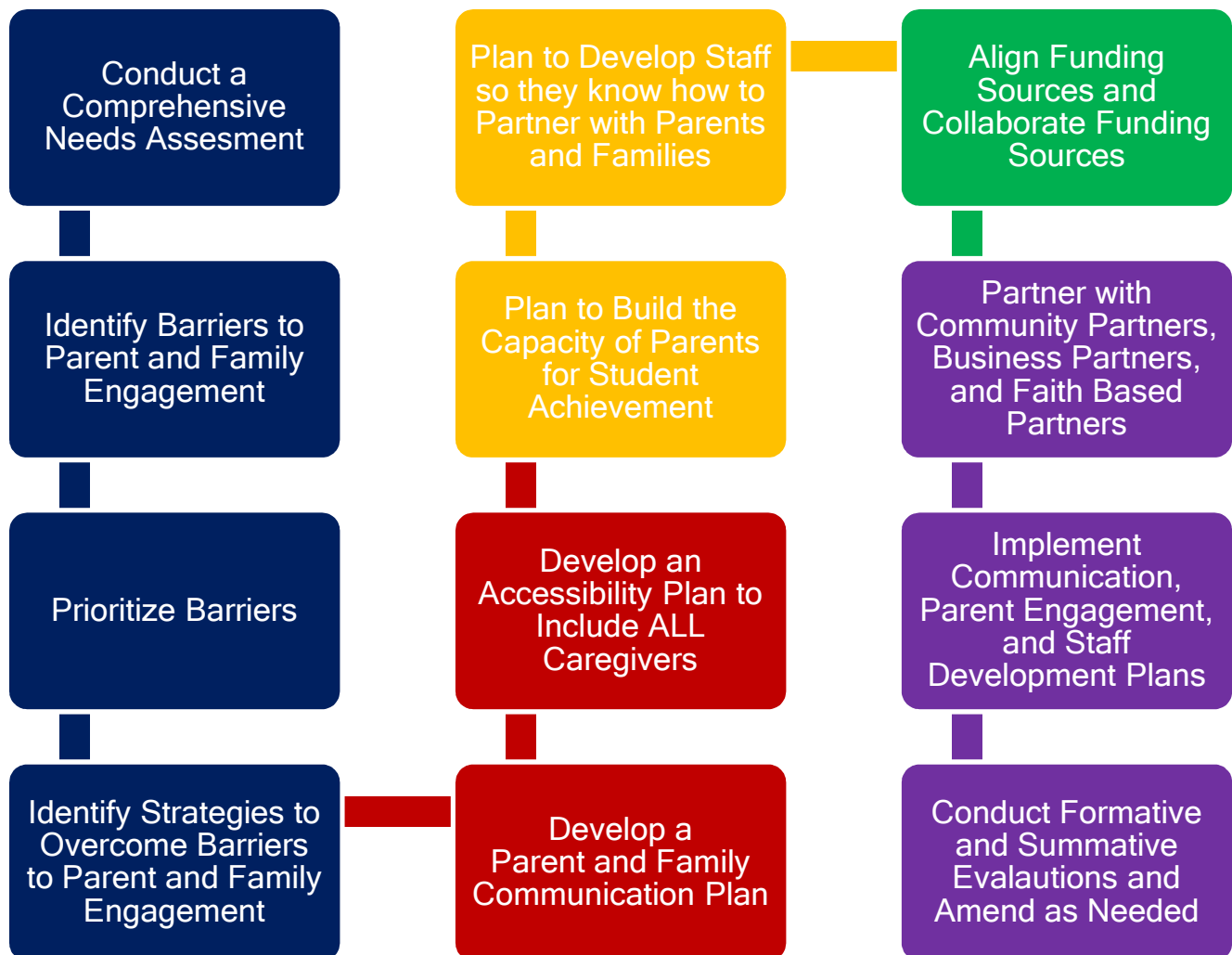
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OVERVIEW

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
\$3010	\$581.08	\$2428.92
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		
Miscommunication between bookkeeper and designee led to unused funds. This year, we will allow ourselves a more realistic timeframe to meet required meetings and desired events. Parents will receive monthly updates via parent meetings, SAC, and other designated meetings.		

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)
613	52	We will continue to house information and provide resources that will enhance students and parents growth and development,
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)		The goals of the Annual Meeting were clear, expectations were met, and many ideas were gained. The presenter was knowledgeable

		about Title I and the PFEP. The PFEP was student focused, encouraging to parents and parents are able to get involved at the workshops. Parent evaluation were collected after the meeting.
Developmental Meeting (End of Year)		The presentation was well done, very interesting and informative. The collateral materials and visuals helped to reinforce the information. The focus was on students and getting the word out about parent and family participation. Parent evaluations forms were collected at the end of the meeting.
Fall Principal's Parent Night	9	The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenters were knowledgeable about the school's progress and vision for the year. Parents were engaged in active conversation and discussions.
Spring Principal's Parent Night	11	The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenters were knowledgeable about the school's progress. Parents were engaged in active conversation and discussions.
Title 1 "Next Steps: Spring Parent Night	29	The goals of the workshop were clear, expectations were met, and many ideas were gained. The presenters were knowledgeable about the school's vision for the next year.

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).	
<p>Following are a list of feedback collected at the Developmental meeting:</p> <ul style="list-style-type: none"> • Meetings that can accommodate the time allotted • Best times vary-since some parents can make mornings & others evenings; though overall evenings would probably bring in the most parent involvement • Good plan with both a.m. & p.m. sessions offered; providing bus transport is outstanding option • Having workshops for parents with a language barrier • Communication with electric devices • Phone or flyers • Notes sent home, telephone and email 	

- Having workshops for parents with a language barrier
- Have a calendar of events available for parents to view, updated weekly.

Consider putting this form on the school website & email blast for additional parent access, provide parents with information on why their attention to this is important & ensure understanding.

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. Event Dates/Times Conflict with Parent Schedules - Parents were unable to attend due to scheduling.
2. Communication/Notification of Events - Parents were not aware of events
3. Limited English Proficiency - Language issue.
4. Transportation Issue - Not able to get to events.
5. Interest - Many parents/guardians do not feel as though topics apply to them or their students.
6. Availability of School Academies and Programs

(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)	Event Dates/Times Conflict with Parent Schedules	Scheduling of PFEP events both in the Morning and Evening to accommodate different schedules.	
2)	Communication/Notification of Events	Use of Digital resources (Website, Facebook, Twitter, Remind, Online Sign-Ups, etc.) to provide lists and outlines/agendas of upcoming events with reminders, possible Bus voucher for transportation.	
3)	Limited English Proficiency	Cooperation with ELL/ESOL department to provide notifications & information in multiple languages, as well as onsite interpreters.	

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

Significant increase in the frequency and level of involvement of families in evaluating current strategies and providing input on next steps to improve student learning, attendance, ownership, investment, and to ensure parents & families remain informed and involved in the academic program at Robert E. Lee High School.

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 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?

1) Increased use of digital resources (School Website, Facebook, Twitter, Online Surveys, etc.) to provide parents with information and an opportunity to ask questions, provide feedback, and give input when they are unable to attend events in person. 2) Through collaborate with District's ESOL/ESE department, notifications of events and outlines of information will be provided in multiple languages. 3) PFEP events will be scheduled both in AM & PM to accommodate different schedules and availability of family members, 4) Provide transportation for parents who require transportation or special transportation.

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?

Provision of information through multiple online formats will allow parents multiple means of accessing information. The use of the school Facebook page in particular will be useful for parents who speak a language other than English, as it has a TRANSLATE option. Additionally, an outline of information provided at each event will be uploaded to the school website, under "Parent Information" following each scheduled event.

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

Chinese, Spanish, Amharic, English, French, Burmese Myanmar, Vietnamese, Nepali, Tagalog, Arabic, Farsi Persian, Cambodian Khmer, Haitian-Creole, Serbian-Croatian

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.

Each of the scheduled events will be communicated to parents at least 2 weeks in advance using the following resources: 1) School Website 2) School Facebook Page 3) Parent Link Phone Calls 4) Remind.com 5) Parent Flyers sent home with students 6) School Marquee 7) Flyers Posted in Main Office.

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?

Information on curriculum, assessments & expectations will be outlined on the school website under Student Information & Parent Information and as part of each teacher's syllabus, provided to students to bring home to parents at the beginning of each Semester. They will also be explained during the Annual Title I meeting, Open House, SAC meeting, parent events focusing on instruction, and individual student meetings, as needed.

(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?

Every Parent & Family Event includes a portion of the agenda that includes an opportunity for feedback & input to be collected via open discussion (outlined in minutes) or via Workshop Evaluation Forms (filled out and turned in at the end of every meeting/event). Parents may also serve on PTA and School Advisory Council.

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]

All comments/concerns are provided to the Parent Involvement Liaison, Ms. Sherry Hawk, and are addressed and communicated directly to the PFEP office (Catrece Pickett) via e-mail & communications are recorded and filed.

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)**.

A copy of the PFEP is available in the Parent Resource Room as well as on the School Website (information is printed in English and Spanish). The PFEP is also reviewed at the Annual Title 1 PFEP meeting at the beginning of each year and at the Title 1 PFEP Developmental Meeting. Information may be shared at PTA and SAC meetings; sign posted in the front office stating that PFEP's are available upon request and languages other than English are available upon request.

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)].

The Title 1 PFEP Developmental Meeting is held each year to involve parents in reviewing, planning, and improving the PFEP. It is also used to solicit Parent input on the scheduling an evaluation of PFEP events and utilization of Title 1 funds.

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 - City Bus Vouchers Upon Request
- Childcare - School Volunteers Provide Childcare onsite upon Request
- Home Visits - Home Visits Home Visits Conducted Up Additional Services to remove barriers to encourage event attendance - Request Availability of these resources is communicated in notification for each event as well as in the Annual Title 1 Meeting & on School Website
- Additional Services to remove barriers to encourage event attendance - Provide food

FLEXIBLE FAMILY MEETINGS

<p>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)]</p> <p>Most of the input was gained through Parent Input Surveys during the Title 1 PFEP Developmental Meeting.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>Documentation included developmental Meeting Agenda/Minutes, evaluation forms, and receipts.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> AM & PM Sessions (Same content to appeal to more parents)</p> <p><input type="checkbox"/> Other _____</p>

REQUIRED ANNUAL MEETING

<p>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)]</p> <p>Step 1 Notification of Meeting via Multiple Formats (Flyer, Sign, Website, Parent Link, Facebook, Twitter, School Marquee, etc)</p> <p>Step 2 Parent Sign-In</p> <p>Step 3 Provide Parents with Agenda & Physical Copy of Parent Right to Know, Parent Compact (multiple languages), Principal's Attestation Letter, & Calendar of PFEP Events</p> <p>Step 4 Display & Review Title 1 Annual Meeting Power Point</p> <p>Step 5 Opportunity for Parents to Ask Questions & Provide Feedback publicly</p> <p>Step 6 Parents complete Evaluation Forms & Turn In</p> <p>Step 7 Opportunity for Parents to speak to Representatives privately</p> <p>Step 8 Collection of information, questions, sign-in sheet, feedback, etc.</p> <p>Step 9 Filing of all documentation</p> <p>Step 10 Post outline of information on School Website for Public Access</p>
<p>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.</p>

1) Description of what TITLE 1 is and how the school qualifies and how funds/resources are intended to benefit the school, students, and parents. 2) Explanation of the purpose and structure of the PFEP 3) Explanation of the School-Parent Compact 4) Explanation of the Parents ' Right to Know 5) Description of how Parent Engagement can improve student learning & performance 6) Description of School, District, & State Assessments used to evaluate student learning 7) Explanation of PFEP Title 1 Budget 8) Description of how Title 1 Funds support Migrant Education & Families in Transition 9) How Title 1 provides support in meeting the school's academic goals 10) Breakdown of upcoming training & Workshops for the year (on Calendar) 11) Review of School-Parent compact 12) Parent Questions & Feedback

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) Administration will provide a breakdown of the most recent data and how it is used to identify focus areas and next steps
2) Admin will discuss how Title 1 Status impacts school choice options
3) Admin will provide an outline (via PPT) of the resources, support, & funding provided to the school as a result of Title 1 Status.

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?

Physical copies of all information are available in the Parent Resource Room. Parents are able to access all online resources & information via Parent Portal in the Parent Resource Room. Notification of events is communicated via Flyers, Phone Calls, and 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.

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.

1) Evaluation of Improvement through review of number of attendees for PFEP events compared to attendance of the previous year. 2) Sharing of feedback/input received over the course of the year's PFEP events 3) Review & Evaluation of each PFEP event over the school year 4) Review & Evaluation of how PFEP Title 1 funds were budgeted & spent 5) Parents Provide input on how PFEP events should be adapted for the next school year (time, length, communication, notification, etc.) 6) Parents Provide input on how PFEP funds should be budgeted/spent for the next school year (resources, supplies, etc.) 7) Parents Provide input on Goals/Plan to be incorporated into the PFEP for the next 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?
Parent feedback will be used to determine the support to be provided through parent training & workshops for the upcoming school year, including instruction on using FOCUS, workshops on understanding assessments, information on college applications & acquiring financial aid & applying for scholarships, etc.
How will the school implement activities that will build relationship with the community to improve student achievement?
Focus on including more community involvement in school events & meetings, specifically inviting business partners, faith based partners & community leaders to SAC meetings & Principal Parent Nights to both provide them with information about the school and receive input/feedback from the community (allowing volunteer and enrichment activity opportunities).
(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.
<p>1) A Parent Liaison is on campus every day and ensures that any and all parent needs are addressed and that information and Title 1 funded resources are available to parents as needed.</p> <p>2) PFE Room is advertised in the front office as well as in every PFE Event/Meeting throughout the year. Information is also shared on the school website regarding availability of resources and how to access them.</p> <p>3) At the opening of the school year, teachers & staff members are provided an explanation & description of how Title 1 provides support to the school, students, & parents. This includes a description of how Title 1 funds the PFEP and how resources are used to support parent & family engagement</p>
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?

Additional resources include: 1) Multiple texts on Adolescent Behavior, Raising Teens, etc. available for Parents to Check Out 2) Parent Liaison is able to work individually with parents to provide information & training on using FOCUS to check student attendance and grades, understanding school, district, & state assessment data, and with communicating with their child's teachers. 3) Formal Training will be provided to Parents in the following areas: a) Using FOCUS b) Understanding Assessments & Data c) Applying for Scholarships d) Applying for College e) Applying for Financial Aid f) Understanding Graduation Requirements

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> <ol style="list-style-type: none"> <i>1. How to complete the FASFA with their child</i> <i>2. Storytelling techniques so their child will learn how to write a college essay for scholarships</i> <i>3. 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 (required)	Stuart/ Crowden/ Hawk	Parents will learn/gain a better understanding of <ul style="list-style-type: none"> How to support their students' learning at home school How Title I programs help support learning and growth of 	October 2019	Workshop Evaluation	\$100 (Food/beverages/utensils purchased from Publix)

		parents and students			
Title I Developmental Meeting (required)	Stuart/Crowden/Hawk	Parents will learn <ul style="list-style-type: none"> Title 1 activities supported students throughout the year How to develop a plan for the following year.. 	May 2020	Workshop Evaluation	
Coffee with the Counselors	Dr. Keefe	Parents will learn <ul style="list-style-type: none"> Information on school academies and programs offered. Dual enrollment and PSR programs and options. 	October 2019, January 2020, March 2020)	Increase in acceleration participation	\$100 (Food/beverages/utensils purchased from Publix)
Fall Parent Night	Counseling Team, Crowden	Parents receive information on <ul style="list-style-type: none"> Student progression and success opportunities, College and career preparedness, financial aid literacy, next steps for post-secondary options. 	November 2019	Increase in student dual enrollment, career academy enrollment, financial aid applications	\$220(Food purchased from outside vendor) \$20 (Postage) \$131.83 (Postcards)
Spring Welcome Event	Mr. Varady	Increase enrollment and awareness of school programs by <ul style="list-style-type: none"> Showcasing programs at school Proving post-secondary prepared and options. 	February 2020	Parental feedback from presentation	\$102 (Food purchased from Publix)
Lunch and Learn Series /College and	Crowden/Keefe	Parents and students will learn	November 2019-	Improved relationship with colleges	\$160 (Food purchased from Publix,

Career Fair/Mid Year Parent Information		<ul style="list-style-type: none"> • Job overviews and skill building resources • Engagement of parents and students with colleges/ employment vendors 	February 2020	and career agents for sustainable community employment	including Non-perishable snack items purchased early)
Historically Black College University/ College Fair/Entry Fee	Crowden	Provide Parental awareness of <ul style="list-style-type: none"> • college/university entry requirements, • scholarship opportunities. • Provide transportation for students and parents to the event. 	March 28, 2020	Increased college/career applications, admissions	\$450 (transportation) \$100 (Food/beverages purchased from Publix for parents)
Spring Parent Night	Counseling Team, Crowden	Parents and students will receive information on <ul style="list-style-type: none"> • Student progression and success opportunities, • college and career preparedness, • financial aid literacy, • next steps for high school and graduation. 	March 2020	Increase in student dual enrollment, career academy enrollment, financial aid applications	\$20 (Postage) \$131.83 (Postcards)

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 compact will be distributed to all student as a parent information flyer. We will also have copies available in the Parent Resource Room, the main office counter, in administrative offices, and other high traffic areas of the school. Lunch and Learn series will be held during the school day to describe and discuss the document. Sign in sheets and surveys will conclude the meeting.

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.

A letter indicating which teachers were out of field will be created and sent home to parents by students. Students will sign a log in the classroom indicating they received the correspondence. The letter will include all teachers that are out of field, for which subject, and next steps teachers will take to gain certification.,

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
Book Study on Poverty	Ms. Smith	Improved relationships between teachers and students and families	Aug-Dec 2019	Sign-in sheet Completed book review form, teacher discussions, evaluation
Poverty Simulation with the Title I team	Mr. Black	Improved ability for staff to work with parents and families	Dec 2019	Sign-in sheets, evaluation sheets, follow up with teachers
Book study "Motivating Students Who Don't Care"	Ms. Crowden	Share techniques with instructors of how to motivate reluctant students	Dec 2019	Teacher evaluations after techniques are attempted
How to write an effective resume	Parent Academy/Work Source	Parents and students may gain employment	Jan. 2020	Increase in employment, decrease in needed services
Making Good Decisions when Bad is All You Know	Officer Wilson	Focus on students making best decisions to avoid legal troubles	Dec 2019	Decrease in illegal activity

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 type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	Where applicable, funds and resources from Title 1 PFEP will be provided to ensure all necessary accommodations are provided in accordance with IDEA.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	N/A
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Parent Liaison cooperates with district and non-district organizations (DCF, social workers, Probation Officers, Counselors, Mentors, etc.) to ensure students who are neglected, delinquent, or at-risk are provided the same opportunities and resources as other students (books, supplies, clothing, etc.)
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Parent Liaison cooperates with Social Workers and non-district organizations (DCF) to ensure students experiencing homelessness/transition are provided the same opportunities and resources as other students books, supplies, clothing, food, transportation, housing, counseling, etc.).
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Funds will be available and provided as needed for identified Teacher Leaders and Parent Liaison to received professional development and training as well as resources to improve Parent and Family Engagement with the school.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Administration and Parent Liaison work together to provide professional development at the beginning of the year and during early dismissal workshops to teachers and staff on strategies and resources for building Parent and Family Engagement at the school.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	School Counselor and paraprofessional staff member participates in training and professional development to assist English Language Learners achieve English proficiency

Schools may add lines as needed.