

2019-20

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



School Name:

School #:

Principal Name: [Principal Name Here]

School Website: [Website Here]



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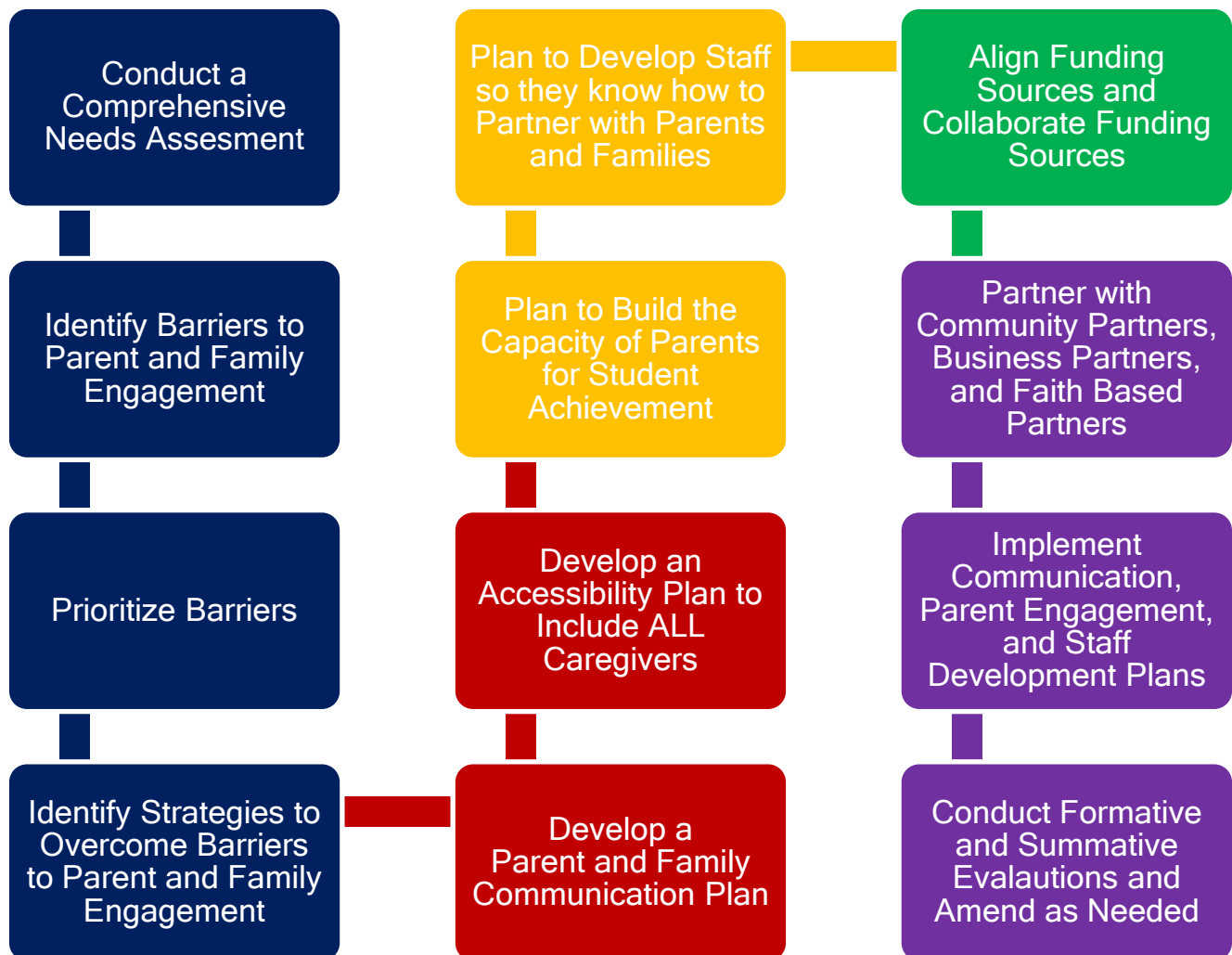
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OVERVIEW

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, Michelle Walsh, 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.

Michelle C. Walsh
Signature of Principal/School Administrator

August 15, 2019
Date Signed

NEEDS ASSESSMENT

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

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$ 3010.00	\$1659.51	\$1350.49
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		
Child care, translators, postage, and transportation were not needed. The Counting Cowboy did not get approved for a March event and it was too late to contract with someone else.		

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)
1	1	Every parent event will include an "open house" for the Parental Involvement Room where a faculty member will educate parents on materials that are available.
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)	110	Evaluation Surveys
Developmental Meeting (End of Year)	11	Development Plan Feedback Forms
Science Extravaganza	58	Evaluation Surveys

Holiday Around the World	100	Evaluation Surveys
FSA Night	8	Evaluation Surveys, Conversations with Parents after the training
Black History Month Program: Living our Best Life	90	Evaluation Surveys
Night of the Arts	61	Art Work Produced, Evaluation Surveys
Serving Up Knowledge	15	Evaluation Surveys
All Pro Dads	12	Evaluation Surveys

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).
Overall, parents indicated that working all day and lack of interest are barriers for parental involvement. Suggestions for events times were either after student drop off in the morning, right after school, or after 6:00 PM. Communication suggestions included facebook, paper, email, phone calls, class DOJO, and flyers during dismissal. Some suggestions for events included Game Night, Movie Night, Science Night, Family dinner night. Overall, the programs we had for the 2018-2019 school year received positive feedback.

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.
<ol style="list-style-type: none"> 1. Barrier 1 Communication and Advertising to Parents 2. Barrier 2 Work Schedules 3. Barrier 3 Lack of Interest 4. Barrier 4 5. Barrier 5

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)
 (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier	
1)	Communication & Advertising	<ul style="list-style-type: none"> • Increase Facebook stakeholder engagement by posting more often with students and staff in the pictures. • Advertise with RSVP to ensure students are providing flyers to Parents. • Use the new Blackboard massager features to text and attached flyers to communication. 	
2)	Work Schedules	<ul style="list-style-type: none"> • Schedule AM and PM events. 	
3)	Lack of Interest	<ul style="list-style-type: none"> • Work with the community to provide more interactive fun experiences during planned events. • Include student performances or student lead activities in all events. • Be more creative with event names and flyer designs. 	

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

Lake Lucina seeks to engage families not only in the academics of their child, but also to highlight their talents. Lake Lucina's school choice theme is the Arts. We plan to engage our students outside of academics in Art Club, Guitar Club, Drum Club, and singing. All the events we plan for the 2019-2020 school year will include student performances in order to increase stakeholder interest in attending. For parents working evenings, we kicked off a monthly AM parent involvement opportunity called All Pro Dads in May 2019. We partnered with River City Baptist Church to start an All Pro Dad chapter at our school for the 2019-2020 school year. We will encourage not only male guardians to attend, but also females. In addition, Lake Lucina will offer Joy Club each Thursday morning to start the day with positive messages of encouragement and affirmations that will include parents. For all our AM and PM events, we plan to have aggressive advertising that will include paper, phone, email, and social media using application software to create engaging flyers and messages.

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?

Lake Lucina will strive to become as knowledgeable as possible on each individual student and family. Time will be set aside for faculty to review student comm records in order to know languages spoken, medical needs, court documents, guardianship, etc... All AM and PM events will be open to all children of the family to attend. Portions of events will be "live steamed" on our facebook page for parents and/or guardians who couldn't attend to engage and "like" on social media. Big performances, such as the Holiday Performance will be recorded and uploaded to YouTube. The school will continue to encourage all stakeholders to get volunteer cleared in order to assist during the day in a variety of ways, such as a chaperone on school educational field trips.

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?

This information will be given in meetings such as: IEP meetings, MRT meetings, AIT meetings, ELL meetings, and parent conferences. This information will also be available on our school website, through flyers, automated phone calls, and/or parent organizational meetings such as SAC. The language used, information shared, and any communications will be easy for parents to understand, including translations when needed.

All legally-compliant notices and event notices will be translated into multiple languages using TransACT free of charge to all teachers, admins, and district employees. <https://www.transact.com/login>

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

37/320 (11%) of students speak Spanish at home. Most students speak English as their first language.

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) Information will be provided in a timely manner through paper flyers, facebook, school marquis, emails, school website, and/or automated phone system.
- (2) Flyers with an RSVP section will be sent two weeks before events are held to ensure adequate notification, with flyers and/or phone calls sent the day before an event.

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. Individual Conferences
2. Events, such as STEAM Night, that will include activities on Math and Science that are aligned to the standards and curriculum.
3. Monthly SAC meetings that are open to all stakeholders that provide progress monitoring data from i-ready, Achieve 3000, Eurika, Reading Mastery, Corrective Reading, LLI, Ready MAFS & LAFS, and Science. SAC also communicates the achievement levels for each grade level.
4. Mid-Year Stakeholder Meeting open to all stakeholders that reviews the school progress towards SIP goals on academics and social/emotional targets

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

- (1) Parents are invited to monthly SAC meetings for decision making and feedback. Parents are also invited to the Title 1 Develop meeting held yearly to discuss the previous year's PFEP and provide input on the next year's PFEP, which is also communicated through flyers and the school marquis.
- (2) Flyers are sent out at least two weeks in advance of monthly meetings, as well as emails to those who have attended a meeting previously.

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]

Lake Lucina will contact the LEA through email and/or by phone to discuss next steps addressing any concerns had by parents.

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 PFEP will be uploaded to the school website, available in the front office, and in the Title 1 Parental Involvement room.

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)].

Lake Lucina Elementary will inform parents monthly about the improvements of Title I through the school website and automated phone system. School administration will meet with parent representatives to plan, review, and improve the Title I program. Parents will be equally chosen on a voluntary basis to represent both primary and intermediate grades on our SAC. These committees will discuss the development of the school's parent and family engagement plan. Our school parent and family engagement plan will be available in hard copy in the front office, parent resource room, and on our school website. Materials and resources, such as childcare, will be made available to ensure parent participation upon request.

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 - Not a barrier at this time
- Childcare - Not a barrier at this time
- Home Visits - Not a barrier at this time.
- Additional Services to remove barriers to encourage event attendance - Work schedules are a continued barrier for our parents. To accommodate our parents, Lake Lucina will provide more flexibility in events and/or parent workshop times

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>Parents were invited to before each Awards Ceremony to provide written input on the development of the 2019-2020 PFEP. Parent input is also collected at IEP meetings, MRT meetings, as well as SAC meetings.</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>Written Evidence was collected from parents during the pre-award ceremony meetings held at Lake Lucina.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input checked="" type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" 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> <ol style="list-style-type: none"> 1. <u>Step 1 - Advertise event through flyers, facebook, school marquis, and/or automated phone system</u> 2. <u>Step 2 - develop agenda and presentation materials</u> 3. <u>Step 3 - Create sign in sheets and feedback forms</u> 4. <u>Step 4 - Conduct Annual Meeting</u> 5. <u>Step 5</u> 6. <u>Step 6</u> 7. <u>And so on as needed...</u> 8.
<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> <p>A slideshow presentation will be presented with information regarding Title I, which includes the following: Title I use, parents' right to know, school-parent compacts, parent and family engagement plan, and parent workshop dates, with parents having the opportunity to have their questions answered.</p>

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.

A section of the Annual meeting presentation will be dedicated to covering each the adequate yearly progress of students broken down by subgroups, school choice, and parent rights with their meanings and steps explained in detail.

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?

Lake Lucina will continue to provide parents with information regarding Title I through paper copies, facebook, Parents flyers, school marquis, and/or automated phone calls

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.

Parents will be informed of the developmental meeting through flyers, facebook, school marquis, and/or automated phone calls. During the meeting parents will be asked to provide their input and feedback regarding communication efforts, event timing, barriers, school parent compacts, staff training, and workshop topics. A review of the previous year and budgeting will also be discussed along with any changes parents feel should be made

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?
Lake Lucina will plan for monthly activities that engage families in interactive activities that include students and parent participation. The school will form committees that include faculty and stakeholders in the planning process for each event. Events were planned to highlight Hispanic Heritage, STEAM, Holidays, Black History, The ARTS, and academics. Each event will include parent feedback in order to continue the reflection process to plan for meaningful family engagement.
How will the school implement activities that will build relationship with the community to improve student achievement?
<p>Lake Lucina will continue to build relationships with the Arlington Women's Club, Jacksonville University, and River City Baptist Church. The Arlington Women's Club provides needed supplies for events. Jacksonville University partners to support literacy through Academic Celebrations. Jacksonville University will also provide free tutoring for 25 of our students for the 2019-2020 school year. In addition, Lake Lucina will host interns in classrooms. River City Baptist Church facilitates All Pro Dads and Joy Club. All three partnership also volunteer at our events building relationships with the community.</p> <p>For all our planned events, Lake Lucina will also provide flyers to local business to encourage participation.</p>
(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) We at Lake Lucina Elementary will continue to add more resources to our center for parent use. A special area has been designated as our Parent Resource Center.</p> <p>(2) Parents will be notified through flyers, school website, teacher conferences, parent organizational meetings, and/or IEP, MRT, or AIT meetings.</p> <p>(3) Teachers will be informed of available resources and parents will be able to use the center after workshops. Office staff will assist parents interested in using the center from 8:30AM to 3:30PM Monday through Friday, or by scheduling times to accommodate parents.</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?
Parent workshops focusing on core subject areas are held to provide parents with grade specific understanding of student expectations. An example activity is conducted at each workshop, as well as suggested resource sheets provided for parents to help their children at home.

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> <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)	Principal Michelle Walsh	Parents will learn: Title 1 Requirements School SIP Goals Title 1 Purchased Items School Compact	September, 2019	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase;</i>	0
Title I Developmental Meeting (required)	Principal Michelle Walsh	Parents will provide feedback on: Building compacity Flexible scheduling Integration of Programs Staff Development Communication Barriers School Compact Budget	May, 2020	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase;</i>	0
Hispanic Heritage Night	Admin, Michelle Walsh & Latrece Sudduth	Parents will learn: History of Hispanic Counties through facts, songs, and presentations	October, 2019	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase;</i>	75.00 Light refreshments
STEAM Night	Admin, Michelle Walsh &	Parents will learn: Science, Technology,	November, 2019	<i>Sign-in; Evaluation/ Feedback; Parent</i>	500.00 Science Guy Presentation

	Latrece Sudduth	Engineering, Arts, and Mathematics activities that align to the standards		<i>involvement increase;</i>	107.79 Office Depot Printing 75 Light refreshments 1196.58 ELA/MATH workbooks for the resource room
Holiday Performance	Admin, Michelle Walsh & Latrece Sudduth	Parents will learn: The history behind our favorite holiday/winter songs	December, 2019	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase;</i>	75.00 Light refreshments
Health & Fitness Night	Admin, Michelle Walsh & Latrece Sudduth	Parents will learn: Health and Fitness expectations for each grade level	January, 2020	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase;</i>	50.00 Light refreshments
Black History Month Program	Admin, Michelle Walsh & Latrece Sudduth	Parents will learn: Black History facts	February, 2020	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase;</i>	100.00 Light refreshments
Night of the Arts	Admin, Michelle Walsh & Latrece Sudduth	Parents will learn: Visual and Performing arts standards for each grade level	March, 2020	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase;</i>	100.00 Light refreshments
Serving Up Knowledge	Admin, Michelle Walsh & Latrece Sudduth	Parents will learn: Summer learning opportunities Web-based learning opportunities Appropriate book lists for each grade level	March, 2020	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase;</i>	230.00 catering

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?

Lake Lucina will collect written feedback from families on the DRAFT compact during the Annual Title 1 meeting. The suggestions will be saved to develop the final school compact. Teachers will sign that they have received class sets of compacts to begin conferencing with parents. Signed compacts will be collected monthly by the Assistant Principal. Each teacher will have a folder with student names to checked off each month to progress monitor how often teachers are meeting with parents and to ensure all parents had at least one conference throughout the year.

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.

The Parent's Right to Know is reviewed for all parents during the Annual Title 1 Meeting in early September. A 4 Week Notice is sent to parents of teachers out-of-field which includes the teacher's name and out-of-field area. The Principal's Attestation is sent home to all students in September.

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
The Framework for Understanding Poverty book study	School Counselor, Amy Warren	Improved relationships between teacher and students and families.	1 st Semester	Sign-in sheets, evaluation sheets, follow up with teachers
Cum Review	School Counselor, Amy Warren	Improved understanding of each child's educational records, health, and social/emotional background. Improved relationships between teacher and students and families.	August 2019	Sign-in sheets, evaluation sheets, follow up with teachers
A.L.E.R.T Training	School Counselor, Amy Warren	Improved understanding of wrap around services available to assist with emotional and behavioral needs, as well as truancy.	August 2019	Sign-in sheets, evaluation sheets, follow up with teachers
How to Understand an IEP Training	District Staff, Beverly McGuire	Improved understanding of IEP goals and teacher	September 2019	Sign-in sheets, evaluation sheets, follow up with teachers

		responsibilities for implementation and progress monitoring.		
Non-Instructional Personnel training	District Staff	Improved customer service toward all stakeholders	Sept 2019.- May 2020	Sign-in sheets, reduced complaints to admin and the district office

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	
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.