

School Name: Wayman Academy of the Arts

Assistant Principal Name: [Casaundra Hare]



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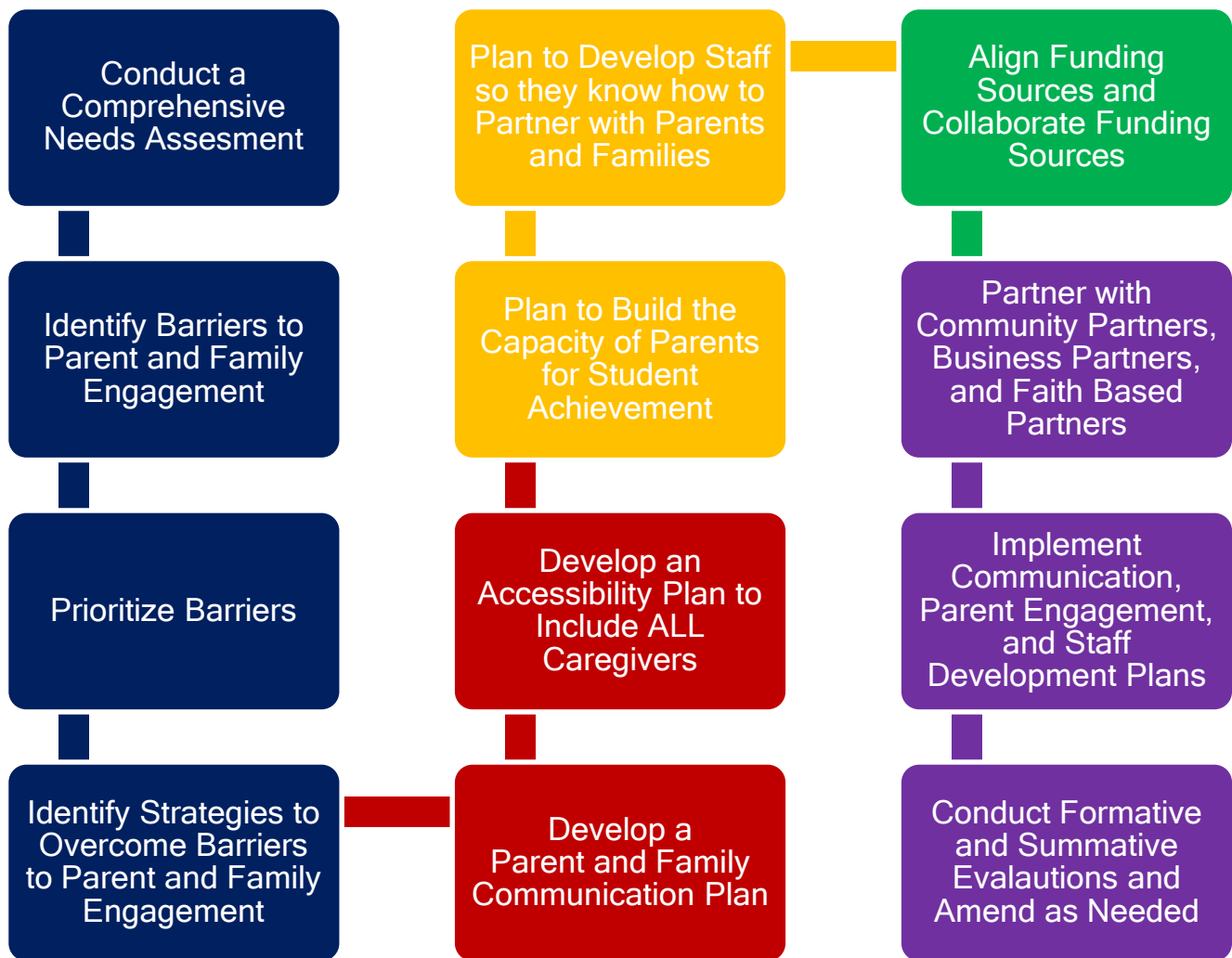
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OVERVIEW

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 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, Casaundra Hare, 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.

Casaundra Hare Assistant Principal

Signature of Assistant Principal/School Administrator

April 15, 2021

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
\$3,400.00	\$3,400.00	\$00
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		

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)
15	25	More advertising around the building as well as frequently sending flyers home encouraging parents to visit the PFE room. Providing a designated time and person each day to open the PFE room.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	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? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	25	Parents were more knowledgeable about the resources available to them at school.
Developmental Meeting (End of Year)	11	Parents felt like resourceful stakeholders, and had open discussions about ways to better the parent involvement at the school.

		Also discussed ways to get other parents to participate as well.
Title 1 Annual Developmental Meeting/Open House	25	Parents were involved in school activities as well as informed about academic and behavioral expectations. They were more involved last year than this year, mainly due to COVID19, and the virtual platform.
Title 1 Meeting/ Progress Monitoring/ Family Reading Together Event	15	Parents engaged in activities to assist their student's academic success, followed by a shared reading time. Teachers were able to hold one on one conversation with parents about their children and provide them with reading resources. Parent communication data, (reading logs) showed parents partnering with the idea of shared reading time with their students to support an increase in fluency, vocabulary and comprehension.
Title 1 Meeting/ Progress Monitoring/Virtual Family Game Night	25	Parents cultivated a time of family bonding by participating in virtual games with their students. There was an exchange of relevant grade level standards on display through various games. Parents and students played the informational games together and enjoyed the family time. Teachers send activity sheets through DOJO to parents. Students completed the activities with parents and they were brought back to school for display.
Title 1 Meeting/FSA Writes/ Black History Virtual Family Night	30	Parents were involved in a healthy competition with their students through a game of Jeopardy. Relevant Black History Facts were exchanged throughout the game giving parents and students a deeper insight on the achievements, and central roles African Americans played in US History.
Title 1 Developmental Meeting/FSA Assessments/Virtual Family Night	12	Parents were informed of the FSA testing dates. Parents were also provided study tips proven to be helpful for students. Additionally, parents were referred to the FSA website where students were able to participate in the practice assessments provided.

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 to support the development of this Parent and Family Engagement Plan.

Parents suggested having multiple volunteer informational sessions throughout the year to encourage other parents to become actively engaged in the parent/school partnership. Parents also mentioned having more activities that will develop and/or foster students' love for reading, while enhancing his/her reading skills.

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: COVID19 (Economically disadvantaged parents). Parent engagement was on a decline as they were held virtually. Parents were challenged with technology devices to participate.
2. Barrier 2: Working parents (scheduling time to come to school), especially single parents and parents working two jobs. Some of the conference calls were not at a convenient time for these parents.
3. Barrier 3: Limited Literacy and parents not as involved in their child's academic success. It was very difficult to reach out to certain parents, also due to constant changing of phone numbers and not getting any response back to written meeting requests.

(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)	Transportation/Virtual	Providing transportation to the parents requesting for assistance. (The school owns its own bus, and we will pay the driver to operate the bus during family nights). / Allow parents to attend events virtually if they are unable to physically come to the school to participate with school issued devices. Devices would have to be returned the next day.
2)	Timing	Offering events later in the evening to accommodate working parents.
3)	Families with disabilities unable to attend.	Families with disabilities and other limitations will be handled on a case-by-case basis. All needs will be met. Information will be available in the enrollment packet. All families will fill out a language survey. This will assist

us in determining if any translations are needed. All information in currently printed in the English language. If needed (based on home language surveys), WAA will utilize the language resource TransACT for translating documents into various languages.

For migratory students the school will create a positive and welcoming classroom environment by modeling respect for differences, and sharing experiences and values. The school will reach out to the families of migrant students and help them become familiarized and comfortable with the school. Creating a list of helpful social service resources and advocacy organizations those families can call on.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

The leadership and staff of Wayman Academy of the Arts have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. The school will coordinate parent workshops and school events at various times to accommodate more parents' schedules as well as offering these workshops frequently throughout the year. Parents will be informed about programs that identify the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school will develop activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards. Th school will also parents who are unable to physically attend events, to have the same opportunities to participate, but through a virtual platform, with school issued devices.

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. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The PFEP will be summarized and provided to all parents through the school website. The summary will outline the major components of the policy and the school will offer to provide a hard copy upon request. In addition, hard copies will be available in the office. Several reminders in forms of flyers, newsletters, and website updates will be provided to the parents at least two weeks in advance for the upcoming family events or activities.

The school will equip parents with skills and competencies, which they would not otherwise have. The school will build an infrastructure necessary to meet the needs of all parents especially for the ones that face certain challenges, to ensure academic achievement and student success. There will be ongoing events to allow parents the opportunities to appreciate and understand what their children are learning. The school already has an online library of resources, and links to easily access the latest information and strategies.

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?

Families with disabilities and other limitations will be handled on a case by case basis. All needs will be met. Information will be available in the enrollment packet. All families will fill out a language survey. This will assist us in determining if any translations are needed. All information is currently printed in the English language. If needed (based on home language surveys), WAA will utilize the language resource TransACT for translating documents into various languages (dated copies will be filed in PFEP audit box.)

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

Currently the school has all English speaking families.

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

(1) At the PIP Development Meeting and Annual Meeting of parents in August/September and March, Wayman Academy of the Arts will hold general meetings via ZOOM/ possibly Brick and Mortar, where information will be presented about the Title I programs, the curriculum, and academic assessments.

(2) PowerPoint, virtual handouts, and flyers.

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? (4) in all applicable languages?

This year most of the meetings will be held virtually using the ZOOM platform. If allowable we will have Brick and Mortar meetings as well.

(1) Parents will learn about the school wide program, how to schedule parent- teacher conferences, and opportunities for participation in decisions related to the education of their child. During the virtual classroom visits/possibly Brick and Mortar, teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. The same information will be provided in an informational packet sent through a DOJO attachment for all parents unable to attend. Parents will have login information for FOCUS and their students' iReady platform.

(2) The parents will be provided ongoing information about their child's academic performance and whether the student is performing at grade level standards. School will utilize quarterly report cards, and iReady parent reports with detailed description of performance levels and goals to obtain. Resources to reach those goals will be provided along with the support needed by parents to support their children.

(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) The school will provide opportunities for regular online meetings/possibly Brick and Mortar for parents to formulate suggestions and participate in the decision-making process. Throughout the year, various parent workshops will be held focusing on specific academic areas. Parents will be notified about these workshops via flyers and the school website. In addition, flyers will go home a week prior to each workshop and/or event to remind parents of the upcoming event. After each event an opinion sheet, or survey will be provided to enable the parents to voice their concerns, opinions, and suggestions.

(2) Parents will participate in the decision making via PTA meetings, Board Meetings, surveys, and the school also has a suggestion box in the parent involvement room.

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 ensure that the comments are sent to the District Parent Involvement LEA for the school via emails/uploads in a timely fashion. Summary of the comments along with scanned comments will be sent in the email/uploads as well.

(1) 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**). (2) How will this plan be communicated in all of the languages that apply to your school?

Parents will have access to the parent involvement plan via school's website, and hard copies will be available at the front office and Parent Resource Room. An opinion sheet will be attached along with the plan for parents to voice their opinions.

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)].

Wayman Academy will offer parents the opportunity to participate in the planning and implementation of our Title 1 programs. Parents will be invited to initially attend a virtual planning meeting to have input on this year's plan and give suggestions on ways to gain more parental involvement. We will distribute an annual parent survey to request ideas and suggestions from our parents. We will also place a suggestion box in the main office to encourage parent feedback on a regular basis. The Parental Involvement Plan will be kept in the front office for parents to review. We will also send home a summary of the plan to all parents. We will take this step to ensure that all parents have an opportunity to review and assess the plan. Parents will be involved in the decisions regarding how funds for parental involvement will be used.

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 - The school will provide its own transportation to parents who will need support in attending the parent involvement activities/Attempt to provide school issued devices on case by case basis to parents who can only attend virtually. Device would need to be returned the next day.
- Childcare - The school will use parent involvement funds to provide childcare for parents with younger children for the time they attend the activities. The school will partner with Wayman Early Learning Center that is also on the same campus to provide those services.
- Home Visits - The school personnel accompanying the social worker or the guidance counselor if necessary will make home visits. The school's neighborhood is not the most suitable area for school personnel to visit homes without prior security arrangements.
- The leadership and staff of Wayman Academy of the Arts have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered in the evenings as well as during the day to allow parents to attend. In addition, we will offer our parent workshops and volunteer orientation at varying times to include morning and afternoon sessions. The parent center located in room#118 will be open every school day from 9:00 a.m. until 2:00 p.m. for parents to pick up materials.

- School issued laptops will also be made available on a case by case basis to assist parents who needs the support, as their only means of participating is through a virtual platform. The device would need to be returned the next day.

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)]

Parent surveys, feedback form suggestion boxes, and ongoing dialogue with parents provided input about the times that best meet their needs for family engagement activities.

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

Parent surveys and feedback forms.

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
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other ___ Virtual sessions_____

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)]

1. Step 1: The school will advertise and publicize the event at least two weeks in advance in the form of flyers sent home and the event posted on the website.
2. Step 2: Two reminders will be sent home. Parents will be notified through DOJO and student agendas.
3. Step 3: The day of the event all parents will be provided a detailed agenda and handouts of the 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.

Title I school wide program, with monthly family meeting, parent resource center, and assistance provided to parents when needed.

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) A PowerPoint will be presented to the parents that will explain the definition of Title I, parents' rights, school's grades for last year and AYP, and school choice. The data will be broken down by subgroups and the school's accountability report will be shared on the FLDOE website. The report will also be accessible to the parents via school's website. The parent liaison or the representative will cover any questions the parents might have.

(2) School will share information about school choice and McKay scholarship programs. Main source of information will be DCPS' school choice program literature.

(3) During the meeting parents will be informed that throughout the year, parent workshops and school events at various times will be held to accommodate more parents' schedules. Parents will be informed about programs that identify the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school will develop activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards utilizing the Title I Part A funds.

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?

Notifications to parents without access to technology will be provided in hard copy format. All notifications will be provided to the students to take home, and in certain cases notifications will be mailed home. Phone calls will be made as well, informing them of any upcoming events.

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 steps and 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.

Developmental Meeting will be held in the month of September 2021 and March 2022. Parents that held the leadership roles in the school including members of PTA will forefront the meeting and engage other parents in the evaluation and planning of the parent engagement plan.

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?

The school will equip parents with skills and competencies, which they would not otherwise have. The school will build an infrastructure necessary to meet the needs of parents to ensure academic achievement and student success. There will be ongoing events to allow parents the opportunities to appreciate and understand what their children are learning. The school already has an online library of resources, and links to easily access the latest information and strategies.

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

If permissible, the school will conduct tours of neighborhoods for teachers. The staff will walk and greet and talk with parents and students. The school definitely will reach out to community organizations that represent a large number of student families and share school's needs with them, or invite them to be a part of the family nights. Roles for community based organizations and businesses in parent involvement activities will be developed.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

(1) The school has a Parent Resource Room, which is equipped with different resources available for checkout, computer and printer with internet access, information on various resources available in the community, job search and resume building support when needed, and much more.
 (2) Parents are provided information about the resource room through school's website, flyers, visible signage and resource binder in the front office.
 (3) All front office staff and teachers are trained at the beginning of the school year on how to provide information to the parents about the resource room.

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?

The school will provide information to parents in the form of trainings and workshops to learn about the school curriculum, resources provided, student parent handbooks and means to assist them in improving their student's academic achievement and school success. Parents will have access to a wide variety of resources and materials at the Parent Resource Center as well.

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
Title I Annual Zoom Meeting (required)	Marl D. Almon Casaundra Hare	Provide information on the School Parental Involvement Policy and the School-Parent Compact.	September 2021	Agenda, Survey
Open House (Zoom meetings in individual classrooms)	Marla D. Almon Casaundra Hare	Provide information about school's academic and behavioral expectations. Parents that have concerns, and/or students with challenging	September 2021	Agenda, Survey

<p>Title 1 Annual Developmental Meeting (required)</p>	<p>Marla D. Almon Casaundra Hare</p>	<p>behaviors will have resources made available that help guide, and give tips that help self-regulate students to success. Assisting them in developing a plan for academic success.</p> <p>Assessment of last year's school PFEP and getting suggestions for the planning purposes of this year's PFEP. Provide information to parents about their school's participation in Title 1 and about their rights to be involved. As well as their feedback regarding the implementation of the Title 1 program and how it should be implemented for the upcoming year.</p>	<p>September 2021</p>	<p>Agenda, Survey</p>
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Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take place	Evidence of Effectiveness
Title 1 Meeting/ Progress Monitoring	Marla D. Almon Casaundra Hare	Provide information concerning individual student progress and assist in developing a plan for academic success.	October 2021	PMPs, Conference Logs
Family Reading Together' Event (Virtual)	Marla D. Almom Casaundra Hare	Parents engaged in activities to help their student's academic achievement. Parents unable to participate virtually, and/or need leveled books, will check out needed material from the Parent Resource Room	November 2021	Surveys
Title 1 Meeting/ Progress Monitoring	Marla D. Almon, Casaundra Hare	Provide information concerning individual student progress and assist in developing a plan for academic success.	December 2021	PMPs, Conference Logs
'Virtual Family Game Night'	Marla D. Almon, Casaundra Hare	Parents will cultivate a time of family bonding by participating in virtual games with their student. Parents who	December 2021	Surveys

		are unable to participate virtually, will have the opportunity to visit the Parent Resource room to check out games and other resources that build language skills, mathematic literacy and basic science concepts in students		
Title 1 Meeting/FSA Writes	Marla D. Almon, Lena Lyles, Casaundra Hare	Informing 4 th and 5 th grade parents about the new state standards and writing assessments. Parents and students will work together on a writing assignment and teachers will provide additional help in understanding the writing standards. Handouts will be given out to support the children at home.	February 2022	Agendas, newsletters, PowerPoint presentations, sign- in sheet, handouts
Black History Virtual Family Night	Marla D. Almon, Lena Lyles, Casaundra Hare	Celebrating Black History Month and involving parents and students in a Jeopardy competition. Relevant Black History Facts will be exchanged throughout the game giving parents and students a deeper insight on the achievements, and central roles African Americans play in	February 2022	Surveys

		U.S. History.		
Title 1 Developmental Meeting/	Marla D. Almon, Lena Lyles, Casaundra Hare	End of Year evaluation of the school's PFEP plan, get suggestions for the planning purposes of the upcoming year's PFEP. Provide information to parents about their school's participation in Title 1 and about their rights to be involved. As well as their feedback regarding the implementation of the Title 1 program and how it should be implemented for the upcoming year.	March 2022	Agenda, Survey
FSA Assessments Virtual Family Night	Marla D. Almon, Lena Lyles, Casaundra Hare	Informing parents of the Florida Standardized Assessments and the dates of the assessments. Providing study tips and websites to prepare their children.	March 2022	Agendas, Newsletters, handouts

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 will provide the sign in sheets of the Compact Development meetings along with the minutes. The teachers are required to keep a sign in log for the meetings held with parents when the compacts are signed. Copies of the signed compacts are collected at the end of the school year by the principal.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

The teachers are required to keep a parent conference log in their classrooms. The principal will make sure that all teachers turn in their parent compact sign in checklist, once all the conferences are completed.

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.

- (1) Parents will receive a notification letter from the principal.
- (2) Parents will receive a non-highly qualified letter signed by the principal and approved by the School Board before the end of the first quarter. The principal will sign a 'Principal's Attestation Form' as evidence that the above requirements were timely met.

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.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Ongoing book talk and professional development on <u>How Full Is Your Bucket?</u> for teachers to connect, collaborate, and assist students and families of our school.</i>	<i>Ms. Almon, and Ms. Hare</i>	<i>Improved ability for staff to work with parents and families of students at our school. Focus on the strategies that educators can follow to improve the achievement of economically disadvantaged students.</i>	<i>October 2021 - March 2022</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
<i>Ongoing book talk and professional development on <u>'The Hard Hat'</u> for teachers to connect, collaborate, and assist students and families of our school.</i>	<i>Ms. Almon and Ms. Hare</i>	<i>Improved teachers' ability to implement key strategies that will prepare students for a lifetime of learning, as well as empower them with choice to be responsible for their own learning.</i>	<i>October 2021 - march 2022</i>	<i>Sign-in sheets, sheets, follow up with teachers, walkthroughs</i>

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 school will ensure that all children with disabilities are receive appropriate education to meet their unique needs and prepare them for further education. Families will be educated on how to work with students falling under IDEIA at home to be successful in the classroom and strategies will be given to families for providing a safe environment.
<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 checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The school will use the grant funds by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The school will also 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 type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.