

2020-21
Title I, Part A *School*
Parent and Family
Engagement Plan



School Name: River City Science Academy

School #: 1201

Principal Name: Alisher Kuvatov

School Website: <https://rcsamhs.org/>



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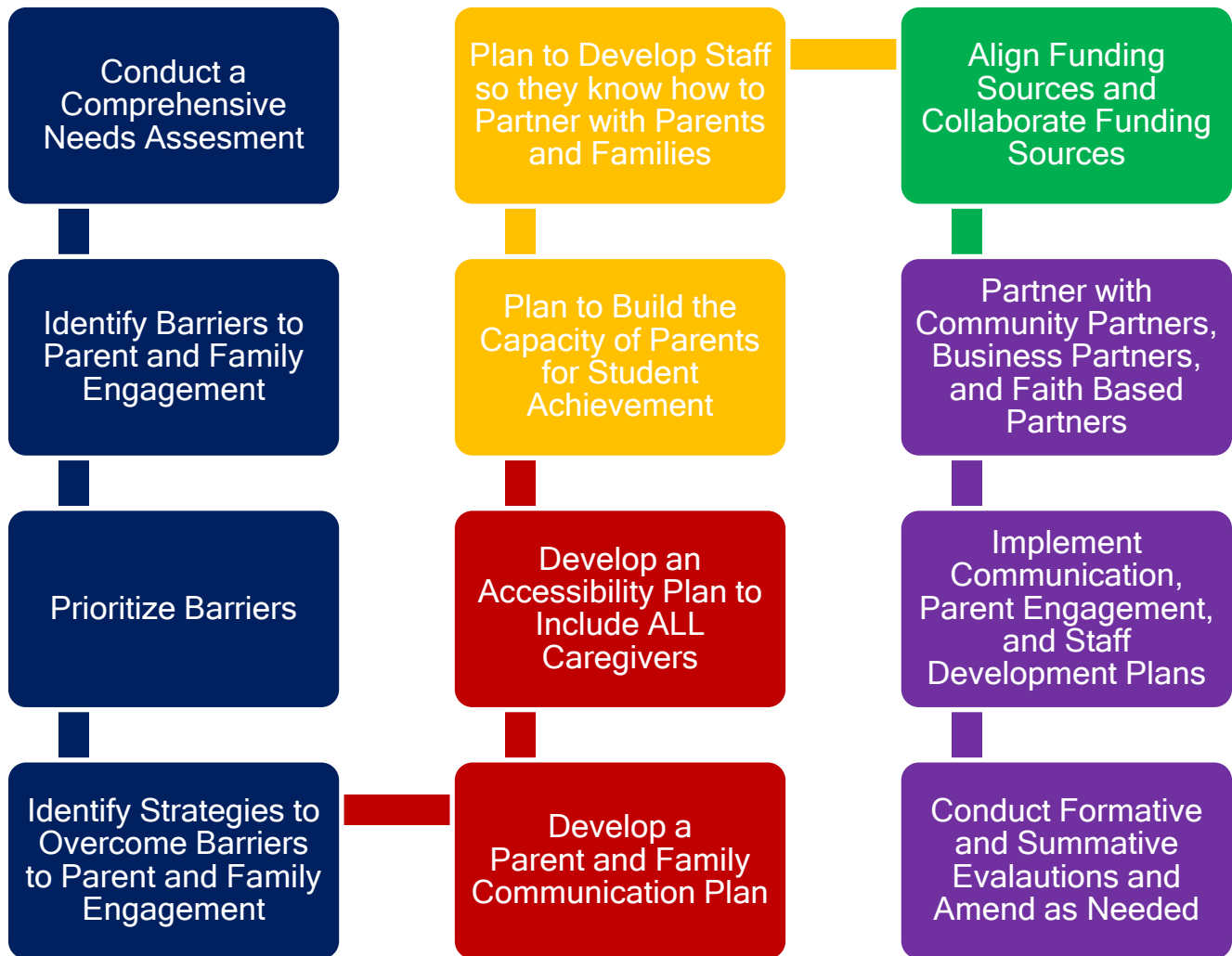
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OVERVIEW

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, Dogan Tozoglu, 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.

D. Tozoglu

05/29/2020

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
\$3000.00	\$3000.00	\$0
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		
All funds are expended		

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)
150	150	Parents took pamphlets/brochures at the resource room when they come to front office, after school, or after school care. They don't need to return those.
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)	20	Parents were provided copy of the power point that was presented to them; and there was a Q&A session at the end of each part of the presentation, they had the

		opportunity to engage, comment and ask questions.
Developmental Meeting (End of Year)	14	Parents were asked to provide input during the session and had opportunity engage, contribute and ask questions. It was a joint effort to develop the plan.
High School Transition Nights	110	, 110 families with children about 200 participants, attended high school transition programs. In addition to survey and sign-in sheets they were given handouts for their reference as we go through each slide. Engagement and Q/A sessions were very useful for parents and their children during presentations.
Parent-Principal breakfast	35	35 families with children, in addition to staff; total was about 80 participants. In addition to survey and sign-in sheets they were given handouts for their reference as we go through the program. Each table assigned to a staff and parents were able to engage directly with a school staff during the event and at the end the floor was open to general questions and feedback to the Principal.
RCSA Academic Team Day	40	40 families with children, in addition to staff; total was about 100 participants. After they learn about academic team presentation, parents signed up their children to academic teams, which had enough interest to establish several teams in Science Olympiad, Math Olympiad, and Robotics. In addition to survey and sign-in sheets they were given handouts for their reference as we go through each slide.
STEM day	3000	This was a huge Saturday event. We invited all students and parents from other campuses, as well as from community. We had more than 3000 participants that day. The event schedule and agenda were distributed at the gate. Students complete a STEM passport for extra credit. To get a stamp on their passport, parents and students were supposed to visit each STEM booth and learn and practice the activity and get a stamp at the end.
International Festival	N/A	This event was cancelled due to recent pandemic. We usually have 750-1000 students and families. This is a huge Saturday event. Students and parents create a board to represent a country with the help of their teachers. They introduce culture, food, tourism, and fun facts. Students complete an event passport for extra credit by visiting each country booth.
Welcome Picnics	62	62 parents with their families, plus staff, there were about 200 participants. All new RCSA parents are invited to this event where they meet with all admin and teachers ask questions and get firsthand info. It is a very informal gathering that everyone feels comfortable to share. A staff member was assigned to every 10-15 people to engage and answer any questions.
Thanksgiving Gathering	47	47 parents with their families, plus staff, there were about 200 participants. They share the meal and had a putlock dinner, played games, engaged informal conversation with school admin and staff. At least a staff member was assigned to each table

		to engage with the parents and answer any questions.
Home Visits	50	RCSA staff visited more than 50 students' home when you include the siblings living in the same roof. There is a homevisit guideline shared with staff during the visit. Teachers submit home visit time sheets to receive extra compensation per visit.

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.
Overall School goals have been reached. The School will continue parental involvement activities and will use various tools in communication such as advanced notices and multiple follow up reminders, multiple means of communication outlined in below sessions, to attract more parent participation.

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: Parent work schedule/time: Some parents have double job, can't have leave time, or transportation issues, or their schedule is not flexible to participate school/parent events. 2. Barrier 2: Lack of interest/commitment: As students move from elementary to middle-high, there is a tendency that parent engagement becomes less since parents expect more responsibility and students do not want to see their parents around that much. 3. Barrier 3: Communication: Even though we make announcements via newsletter, flyer, or morning announcements, parents may not pay attention or need more reminders. We had technical problems with our robocalls, 4. Barrier 4: Transportation: Some parents may not have adequate transportation to participate school events. 5. Barrier 5: Lack of comfort: Parents/students may not feel comfortable to be around and engage with other parents
<p>(1) Prioritize the TOP THREE the barriers (it may be possible to combine some)</p> <p>(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)).</p>

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Parent work schedule/time	Offer flexible time for the events, schedule events before/after work hours, and weekends
2)	Communication	We will have the events separately announced. Announce events at least 2 weeks advance notice and follow up reminders via variety of communication tools such as email, robocalls, newsletter, website, flyer, social media, etc We will implement a different communication tool this year called Remind.
3)	Lack of interest/commitment	Offer trainings on the importance of parent involvement on child success,

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 School will maintain or increase participation on family engagement events and use of resource center compared to prior year numbers.

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?

All school activities will be available to all parents and disseminated via newsletter, flyer, website, robo-calls etc. If parents need individual assistance or translation, the school will make arrangements.

The School will offer flexible times for its meetings

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

The school will provide information in different languages if there is a need. In addition, the School has a very diverse staff and translation will be available internally or from a third party if needed. The information will be shared at open houses, curriculum nights, school newsletters, emails, website, social media, flyer etc

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

There are multiple languages, but mostly Spanish, Bosnian, and Arabic.

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) Will have 2-weeks advanced notice with multiple follow up reminders
 (2) The School will translate announcement notices whenever needed, since the School has several bilingual staff.
 (3) Email, robocalls, newsletter, website, flyer, social media, passing out flyers on car lines

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?

(1) Open house, orientation, family information nights, parent teacher conferences
 (2) State Tests, benchmarks, Achieve3000, Study Island, Scoot Pad, Teacher made assessments, unit tests, quizzes, projects, etc.
 (3) The goal is to achieve at least 62% or over in every school grade category determined by FLDOE. For instance, there will be a session during open house that explains school grade components, categories, current standing of the school and expected goals for the new school year.
 (4) Whenever needed, the School will use translators since the School has several bilingual staff, most of the curriculum materials and programs has alternative language options.

(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) Parent Teacher Organization, parent surveys, parent conferences, PFEP meetings, board meetings, online parent feedback form, are available to all parents for input.
 (2) Announce meeting times and places, inform the parents about these opportunities via newsletter, email, flyer etc.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

The School will provide the contact information at the district level to the parents whenever requested. There will be a comment box on website where parents can freely express their concern that would be forwarded to LEA office

(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?

(1) It will be placed at the parent corner, school website and newsletter and there will be a sign at the front office stating PFEP available upon request.
 (2) Whenever needed, the School will use translators since the School has several bilingual staff

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 School holds PFEP development and annual meetings. It's also discussed at regular board meetings.

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 - If requested the School will make arrangements
- Childcare - If requested the School will make arrangements
- Home Visits - The School has an established home visit program and will continue
- Additional Services to remove barriers to encourage event attendance - Any other barriers brought to our attention will be addressed in a timely manner

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)]

Parents were given hand out to write down the times that best met their need for parent involvement meetings and activities. After work hours and weekends were more favorable. The School will consider having virtual meetings as feasible. As a matter of fact, we have already started online town hall meetings with our parents. We will have virtual orientation with parents who choice distance education option.

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

PFEP worksheet form was distributed at the planning meeting and the School will also send out a survey at the beginning of the School year to ask parents needs for meeting times, transportation needs, childcare, and home visits for family engagement.

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 meetings and weekends as feasible_____

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

- Step 1: Determine flexible meeting times
- Step 2: Create flyer, poster, and advertisement
- Step 3: Start announcing at least 2 weeks prior to meeting using multiple means of communication
- Step 4: Announce multiple times
- Step 5: Hold 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.

To inform parents about Title I programs and requirements. The School will use PPT template and guide created by DCPS Title I office and there will be Q&A session after the presentation.

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.
<p>(1) PPT and handout on students' performance (2) PPT and handout on School choice options and charter schools (3) PPT and handout</p> <p>Parents will also be informed about available services and programs at the school to help students who are not proficient such as tutoring, enrichment classes, weekend studies, pull outs.</p>
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?
<p>Via parent teacher conferences, open houses, flyers, robocalls, marquee, and parent corner</p>

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.

- Step 1: Determine flexible meeting times
- Step 2: Create flyer, poster, and advertisement
- Step 3: Start announcing at least 2 weeks prior to meeting using multiple means of communication
- Step 4: Announce multiple times
- Step 5: Hold the meeting

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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 activities will be designed around State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and strategies of how parents can assist their child with the learning process. In addition, we will purchase SAT/ACT books with updated information so students can check out and practice to improve their scores to be eligible for scholarship and acceptance to a college. Our guidance department work closely with the students who has difficulty meetings the requirement of passing 10th grade FSA ELA. SAT/ACT is an alternative and substitute to meet the graduation requirement. There is a positive correlation between parent involvement and student success. Furthermore, our parent guide booklets help parents learn parenting tips, middle school and high school transitions, college life, scholarship information, character education, etc.

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

The School have partnership with local institutions and business such as UNF, FSCJ, JU, MOSH Museum, YMCA, Jax Chamber, Downtown Rotary Club, WJCT, Chick-fil-a, etc and these partners are regularly participating school activities.

(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) Increase variety of resources for parents
- (2) Poster in the lobby, email, newsletter, social media
- (3) During pre-planning teachers and staff will be informed and get direction from school admin

Some part of the media center will be used store parent resources if the parent corner at the main office has space issue.

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?

N/A

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
High School Transition Nights	Counselors / Title I coordinator	Gives students and parents essential information about high school programs, graduation requirements, FAFSA, Scholarship, Bright Futures, and transition from high school to college.	By Dec 2020	Signup sheets; graduation rate, program schedules, college acceptance, evaluations and agenda
Parent-Principal breakfast	Admin/Title I coordinator	To inform the parents by grade level about FSA State Tests question types and RCSA parent portal and resources available to them	By December 2020	Signup sheets; evaluations and agenda
RCSA Academic Team Day	Admin/Title I coordinator	To inform the parents about RCSA academic teams and their involvement and effectiveness on students' performance	By October 2020	Signup sheets; evaluations and agenda
STEM day	Admin/Title I coordinator	To engage parents and students in understanding how STEM integrates in practical life	Feb 2020	Signup sheets; student passports, and program agenda
International Festival	Admin/Title I coordinator	To engage parents and students to different cultures around the	March 2020	Signup sheets; student passports,

		world, learn facts on different countries		and program agenda
Welcome Picnics	Admin/Title I coordinator	To bring families and engage them with one another and with staff	By Nov 2020	Signup sheets; evaluations and agenda
Thanksgiving Gathering	Admin/ Title I coordinator	To inform parents about their roles and responsibilities in ensuring students' academic/behavioral success	Nov 2020	Signup sheets, event pictures and event-website; evaluations and agenda
Technology Talk	Admin/Title I coordinator	To inform the parents about available technology based programs to monitor and help their children	Sep 2020 Jan 2021	Signup sheets; evaluations and agenda
Home Visits	Admin/Title I coordinator	Home Visit by RCSA Staff to inform parents about RCSA programs, resources, give parenting tips and build relationships	From Aug 2020 thru March 2021	Time Sheets, home visit agenda
PFEP Development Meeting	Admin/Title I coordinator	To develop school PFEP	May 2020	Signup sheets; evaluations and agenda
Annual PFEP meeting	Admin/Title I coordinator	To review/share PFEP	Sept-Oct 2020	Signup sheets; evaluations and agenda

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?

Title I parent meeting, agenda, sign up sheets, parent signatures on compact.

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

Principal will go through this item during preplanning when discussing parent teacher conference sessions. There will be a check box to be created on parent teacher conference forms; and this will be a fix item on the meetings. School admin will review the form to make sure item is discussed.

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.

Copy of parent notification, principal attestation form, out of field letters, teacher list with their certification areas.

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
Implementation of Character School Standards	Ms. Alex; and School Deans	Establishing school culture and character activities; Improved ability for staff to work with parents and families	By Dec 2020	Character School Certification
Monthly Team Meetings - Parent Communication	Grade-Level Team Leaders	With the increase in parent engagement and support, there will be an increase in student engagement; improved ability for staff to work with parents	Monthly, August - May	Meeting Minutes, Parent Contact Logs, Improved student grades/decrease in conduct issues
Monthly Department Meetings - Parent Communication	Department Heads	Improved communication and relationships between teachers and students and families	Monthly, August - May	Meeting Minutes; Parent Communication Log; Weekly/Monthly newsletters from the classroom teacher will keep parents informed about the content and deadlines for various assessments.
Home Visits Professional Development: What is a Home Visit and Why it is Important	Mr. Dastan, Mr. Durmus	Improved communication and relationships between teachers and students and families	As scheduled August - May	Scheduled home visits, RCSA Connect Log
International Festival Preparation	Mr. Durmus, Mrs. Crews	The students' cultures are highlighted and shared with pride. Reaching out and including parents in the cultural presentations creates a more cohesive relationship between families and school	April	Meeting minutes for International Festival preparation; parent sign up; attendance sign-in at event

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 checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The School uses Title II funds towards reading coach who provides and coordinates professional development activities for teachers.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.