

2022-2023 Title I, Part A **School** Parent and Family Engagement Plan

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School Name: Lone Star MycroSchool **School #:** 0471

Principal Name: [LaShanda Evans]

School Website: [<https://lonestarmycroschool.org/>]



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, LaShanda Evans, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101; |
| <input checked="" type="checkbox"/> | Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)]; |
| <input checked="" type="checkbox"/> | Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)]; |
| <input checked="" type="checkbox"/> | Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]; |
| <input checked="" type="checkbox"/> | Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)]; |
| <input checked="" type="checkbox"/> | If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]; |
| <input checked="" type="checkbox"/> | Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; |
| <input checked="" type="checkbox"/> | Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and |
| <input checked="" type="checkbox"/> | Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)]. |

*click to select each assurance, this page will require an original signature and submission to the District.

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

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

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
3,014.00	2,039.17	1,351.05
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		
Funds were not fully expended due to an oversight. Lone Star's accountant and I will be monitoring the budgets and our spending closely this 22-23 school year to ensure we expend all funding. Parents will be given the opportunity to be engaged in a plan to fully expend funds throughout year at parent planned events. This opportunity will be provided via surveys, phone calls and the school's website.		

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)
0	0	We plan to personally invite parents in this year to encourage the use of the resources available.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal	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

	the number of participants listed on sign in sheets in Digital Compliance)	survey results are not sufficient.)
Annual Meeting	7	The meeting was effective with introducing the school's goals for the year and receiving initial feedback from parents
District, State, College Assessment Information Night	5	The meeting was effective with providing very needed information to parents regarding assessment, requirements for graduation and diploma options...feedback from parents
Multi-Cultural Family Day	16	The meeting was effective with providing a fulfilled experience through our ELA course for parents and students to come out and share as well as learn from each other...feedback and overall engagement
End of the Year Developmental Meeting	5	The meeting was effective with receiving feedback on the current and upcoming year...feedback from parents

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.

Based on feedback and evaluation of surveys it has been determined that Lone Star MycroSchool needs more opportunities for parents to become involved in school decision making. Parents would like students to take more responsibility for earning a high school diploma as well as postsecondary opportunities. Additionally, more tips and strategies on preparing students for postsecondary opportunities as well as more opportunities to learn more about computer-based learning and registrations to assist students with job opportunities, college enrollments etc.

Barriers

Barrier 1 - Participation in scheduled meetings due to COVID 19

Barrier 1 - Motivation of students to attend after-school events

Barrier 2 - Participation in scheduled meetings due to COVID 19, family obligations, work, etc.

Barrier 3 – Motivation of parents to attend after-school events

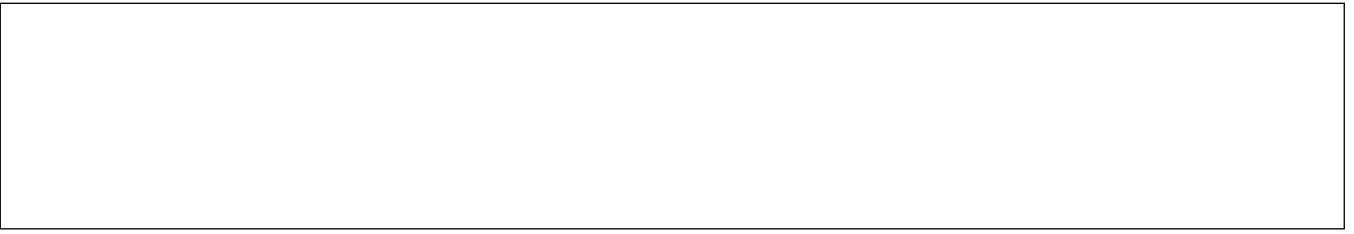
(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)
(2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members 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)	1	Parents will be provided an opportunity to attend morning, afternoon, and evening sessions for assistance with postsecondary opportunities for students via drive up and go meetings.
2)	2	Based on Parent Surveys Lone Star will provide activities (prom, career & health fair, etc.) to help keep students fully engaged and interested in graduating from school earning a standard high school diploma.
3)	3	A request for the continued use of school messenger is requested for this year to assist with providing timely information to parents in a very efficient manner including the resources that are available on campus for parent and student use.

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?

Lone Star MycroSchool desires to create an educational environment that effectively educates parents and students. Parents will be well informed of the resources available to them and will utilize them to assist in becoming more knowledgeable parents, therefore, assisting the Lone Star to create better relationships with families and students to ensure productivity for all.



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?

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, Lone Star MycroSchool will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand. Additionally, activities will be held at flexible times in order to provide opportunities for all parents to attend activities throughout the year. Transportation for families in need will be provided via bus vouchers.

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?

Throughout the school year, the principal will invite all parents to participate in discussions to give input on the school wide plan, the school's parental engagement plan as well as provide input on the school/parent compact, parent engagement budget and parental engagement program trainings. We will notify parents in multiple ways (flyers, newsletters, the "messenger" system, text messages, emails, etc.) about the date and time of the meetings. A draft of the district and school parent and family engagement plan/policies will be available on the school website, in the front office and in the school parent resource center for parents who cannot attend to review and make comments. Additionally, in carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, Lone Star MycroSchool will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand

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

- English
- Spanish

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.

Lone Star will take the following actions to provide parents of participating children the following:

- (1) Timely information about the Title I programs
- (2) Flexible number of meetings, such as meetings in the morning or evening
- (3) Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand
- (4) Printed copies of the Family Engagement Plan and Parent Compact are distributed to families at open house (or upon enrollment).
- (5) A printed copy of the School Improvement Plan is available for access in the Parent Center each year by September 1. Each of the three plans will be posted on the school website.
- (6) Meetings will be offered at various times, such as morning and afternoon sessions whenever practical. Meetings will be provided in formats aligned to meet needs of our parents. Home visits often provide a chance to review meeting details, develop parent capacity, and solicit feedback. Parents may request alternative meeting formats by contacting the school directly.

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?

Lone Star will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following :

- (1) Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging state academic standards; and
- (2) Providing parents with individual student academic assessment results and interpretation of those results;
- (3) Providing materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology
- (4) Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
- (5) Providing documents in multiple languages to assist those with language barriers

- The Florida Standards
- The state and local academic assessments including alternate assessments,
- The requirements of Title I, Part A,
- Strategies parents can use to support their child's academic progress, and
- Lone Star conducts an annual Title I meeting that reviews the details of the Title I program and provides families with information and resources to learn more about the state's academic standards.

(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?

Lone Star will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- Our Duval Board meets regularly with the principal and district leaders to provide input and suggestions on improvement plans.
- Parent surveys are conducted several times each school year to allow all parents to provide input and feedback.
- Each year, parents are invited to participate in meetings to plan, review and improve programs included in the School Improvement Plan, Family Engagement Plan, and School-Parent Compact. Parents may request additional meetings by contacting the school principal. The principal will update, at least annually, the School Family Engagement Plan based on parent and faculty input to meet the changing needs of parents and the school.
 - Lone Star's Annual Title I and Developmental Meeting

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]

Copies of the activity evaluation forms are scanned and sent to the LEA after each activity. These documents are also uploaded into the online digital compliance portal.

(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?

- Flexible number of meetings, such as meetings in the morning or evening
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand
 - Printed copies of the Family Engagement Plan and Parent Compact are distributed to families at open house (or upon enrollment).
 - A printed copy of the School Improvement Plan is available for access in the Parent Center each year by September 1. Each of the three plans will be posted on the school website.
 - Meetings will be offered at various times, such as morning and afternoon sessions whenever practical. Meetings will be provided in formats aligned to meet needs of our parents. Home visits often provide a chance to review meeting details, develop parent capacity, and solicit feedback. Parents may request alternative meeting formats by contacting the school directly.

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)].

Lone Star will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- Our Duval Board meets regularly with the principal and district leaders to provide input and suggestions on improvement plans.
- Parent surveys are conducted several times each school year to allow all parents to provide input and feedback.
- Each year, parents are invited to participate in our Annual Title I & Developmental meetings to plan, review and improve programs included in the School Improvement Plan, Family Engagement Plan, and School- Parent Compact. Parents may request additional meetings by contacting the school principal. The principal will update, at least annually, the School Family Engagement Plan based on parent and faculty input to meet the changing needs of parents and the school.

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)]

- Additional Services to remove barriers to encourage event attendance -will take the following actions to provide parents of participating children the following: Childcare and transportation will be offered and provided upon request for any PFEP activities. These services will be advertised so that parents are aware of available resources. Funds will be set aside in the PFEP budget in order to pay or the services. Translators will also be available and compensated should we need them for events.

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 were conducted several times during school year to allow all parents to provide input and feedback on how the district will spend the required 1% set aside for parent and family engagement. Parents who wished to suggest additional activities were offered the chance to provide input via surveys and meeting attendance throughout the school year. Twice a year, parents were invited to participate in meetings to plan, review and improve programs included in the School Improvement Plan, Family Engagement Plan, and School-Parent Compact. Parents were able to request additional meetings by contacting the school principal.

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 outlining participation in the annual comprehensive needs assessment that takes place twice a school year. Additionally, sign-in sheets from annual Title I meeting where parents provided feedback on school-parent compact, PFEP funds, etc.

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 _____

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. Lone Star will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the school wide plan, and the school-parent compact.
2. A school-specific annual Title I meeting will be held within the first month of school to inform
3. parents of the requirements of Title I and the school's participation. Parents will be informed

of their rights under Title I.

For the 2022-2023 school year, the Annual Title I meeting will be conducted on September 15th. An announcement will be sent home and posted on the school's website.

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.

School Data:
Graduation Budget
Promotion Retention
Changes to the Pupil Progression Plan Parental Rights
Information about Parent and Family Engagement Plan
Title I Schoolwide Plan
SIP

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) School Data of Test Scores and Progress will be provided to all parents
 - (2) The enrollment application that outlines school choice will be discussed and reviewed
 - (3) All Title I information will be presented to parents.
- A question-and-answer period will follow. Suggestions from parents will be taken into consideration.

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?

Flyers will be provided to all students. The notice will be posted in the main office as well as additional copies. Additionally, the school messenger system will be used for 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 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.

Lone Star MycroSchool will notify parents through flyers, the school messenger call system, the school website and Facebook page to inform the parents of upcoming events. The leadership team will meet to examine student performance data, discuss previous parent workshops and meetings. Lone Star will invite parents to be a part of the End of the Year Developmental Meeting. Parent volunteers, with the administration and the parental involvement team, will discuss the PFEP, Title I funds, including parent involvement and professional development funds. The Title I parent resource room will also be equipped with a computer, printer, and instructional resources (in both English and Spanish) for parent usage.

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?

Lone Star will:

- Continue special themed events such as Multicultural Family Day, Assessment Night and Goals Accomplishments and Lunch
- Making technology resources available for parent use via parent resource rooms;
- Providing parent workshops on use of technology resources to support student achievement and monitoring student performance workshops on internet use and online student safety;
- Continuing family workshops on ways to provide academic support, share academic resources, and online resources;
- Scheduling alternative sessions to give multiple options for parents to attend;
- Offering translation services at family workshops;
- Communicating goals to all stakeholders and continue to solicit input; and
- Including curriculum-related updates in parent meetings.

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

Lone Star will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement as well as healthy lifestyle habits through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging state academic standards; and
- Providing parents with individual student academic assessment results and interpretation of those results;
- Providing materials and training from our community partners to help parents to work with their child to improve their child's achievement and physical health.
- Lone Star hosts a career/health fair twice a year.

(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 PI room is used to support families, by way of providing resources and technology opportunities that will assist them to become more involved in their child's life, as well to gain knowledge with the resources provided to assist with future goals. Workshop and events will be held in the room on occasion, parents are able to utilize the room during the day as well as check out materials to assist them in assisting their children.

(2) Signs are posted in the main office and hall to show parents where the PI room is located. School tours are conducted for every new enrollee. All parents are taken to the room and

informed of the room's purpose during the tour.

(3) Beginning of the year PD is conducted with Staff in regards to the PI room, its usage and purpose.

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?

Renewal of the Messenger System for effective communication to our parents

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 – how do you know parents learned what was desired for them to learn?
Title I Annual Meeting (required)	Lashanda Evans (Principal)	<ol style="list-style-type: none"> 1. Increased parental involvement, increased 2. graduation rate and increased performance on district, state, and college entrance exams 	September 2022	Sign-in; Evaluation/ Feedback; Workshop evaluation

Title I Developmental Meeting (required)	LaShanda Evans (Principal)	Increased parental involvement, increased graduation rate and increased performance on district, state, and college entrance exams	April 2023	Sign-in; Evaluation/ Feedback; Workshop evaluation
District, State, College Assessment Information Night	Lashanda Evans (Principal)	Increased parental involvement, increased graduation rate and increased performance on district, state, and college entrance exams	December 2022	Sign-in; Evaluation/ Feedback; Workshop evaluation
Multi-Cultural Family Day	Lashanda Evans (Principal)	This event will be an opportunity for parents to experience the importance of writing in the curriculum as it relates to preparation for the FSA Writes/ACT/ SAT testing. Students will contribute by sharing with parents the things they have learned while being in their ELA	March 2023	Sign-in; Evaluation/ Feedback; Workshop evaluation

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? (Note this can be included with the Developmental Meeting – meeting attendance documentation is needed – flier, sign in, agenda, minutes, and evaluation)

This will be implemented during our Developmental Meetings. Evidence provided will be school flyer, sign in sheets, agenda, minutes and meeting evaluations.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

The Principal plan, coordinate and monitor each event to ensure required conferences are implemented with all parents pertaining explaining the Parent Compact using the language and or accommodations for parent needs.

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.

As a Title I school, evidence will be provided by (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 via US mail (2) Additionally, parents will be 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.

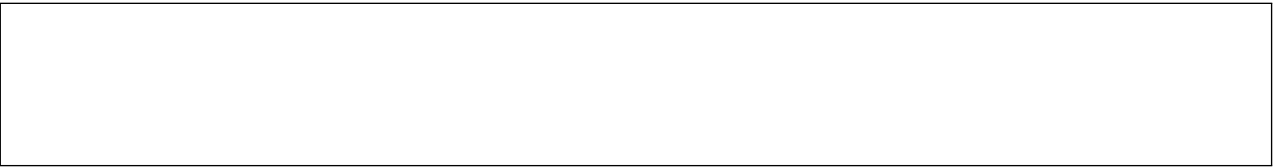
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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
Four Ways to Improve Parent Involvement	Principal LaShanda Evans	Fostering stronger relationships between parents and teachers, administrators, and whole schools 1.) Encourage collaboration 2.) Work toward creating a friendly school environment 3.) Reduce bureaucratic barriers 4.) Respect the deep-rooted importance of family	August 2022	Sign-in sheets, evaluation sheets, follow up with teachers



COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The Individuals with disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seek to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Seeks to provide intervention programs for children and youth who are neglected, delinquent or at risk. Title I seek to provide training and resources to families to help their children be successful in school, graduate on time and become college and career ready.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Legislation related to the education of children and youth experiencing homelessness.
<input type="checkbox"/>	SAI - Supplemental Academic Instruction – Super Categorical for supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	Title II, Part A – Supporting Effective Instruction through professional development for administrators and teachers.	Increasing the number of highly qualified teachers within the classroom, highly qualified principals, and assistant principals in schools. Provide the tools and education necessary to families so they can work together with the highly qualified school staff to help their children be successful academically and behaviorally in school
<input checked="" type="checkbox"/>	Title III, Part A – Helping English Language Learners achieve English proficiency	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and district guidelines pertaining to this grant.

☒	<p>Title IV, Part A – Providing Supplemental Support and Academic Enrichment for students.</p>	<p>To improve students’ academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to— (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.</p>

Schools may add lines as needed.