

2024-25

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



School Name: KIPP VOICE Academy School #: 3127

Principal Name: Melissa Marshall

School Website: www.kippjax.org/schools



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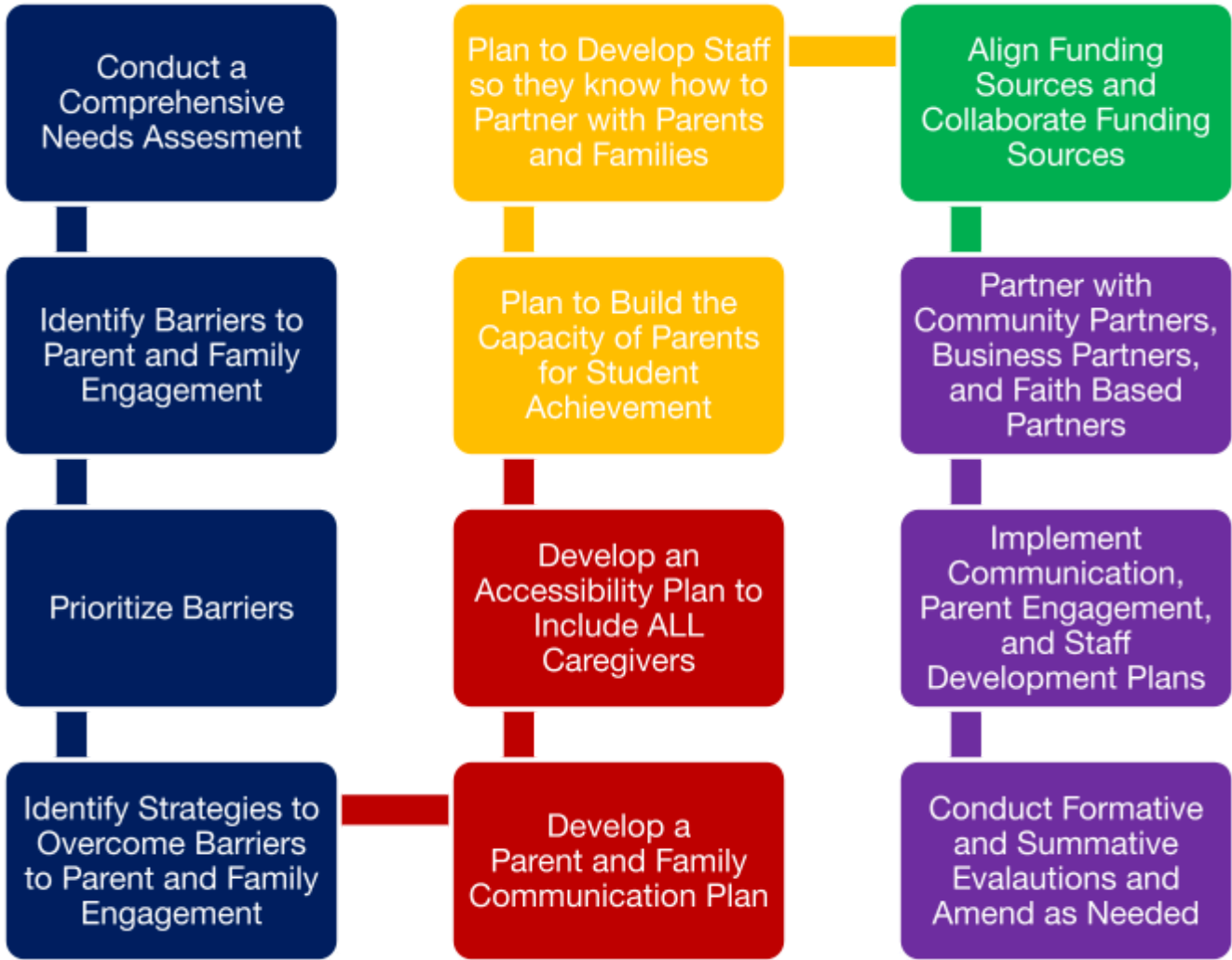


OVERVIEW

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, , 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.

X	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;
X	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)];
X	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)];
X	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)];
X	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)];
X	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)];
X	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)];

X

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

X

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.

Melissa Marshall

Signature of Principal/School Administrator

May 15, 2024

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
\$5000	\$	\$
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		
<p>Due to administrative turnover all funds were not used last year. Current administration met with families and solicited feedback to determine what could be purchased and provided to support additional engagement. These ideas are reflected in our plan for this school year, specifically as we plan out our community engagement events and our inaugural Parent Academy.</p>		

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	<p>Parent Resource room will include:</p> <ul style="list-style-type: none"> • Parent Involvement Bags (two per grade level with resources to support math & literacy development) • Study materials to support student math & reading skill development



		<ul style="list-style-type: none"> • Parenting books to guide families through curriculum, mental health supports, and supporting students of color • Study guide resources for parents to use in preparation for GED/SAT assessments
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)		
Report Card Conference Day	120	
Spring Literacy Night	31	Families utilized a “passport” and earned stamps as they went to various informational booths to learn about ways to support literacy development in their students.
Developmental Meeting (End of Year)	5	Families engaged in a sit-down meeting with principal-in-residence to provide feedback on the year and to give ideas/suggestions to improve family involvement in the coming year

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the

previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

Families sat with the Principal in Residence and spoke frankly regarding their need for additional support in developing a working understanding of the content their scholars are learning in classrooms. They mentioned their primary barriers to attendance at events are the times being scheduled during work hours, lack of food provided when events are held during meal times, and the issues with transportation to and from campus. They also expressed a desire to bring back family & community events they enjoyed in the past, such as our annual Back to School bash and more student showcase programs. They specifically requested a "parent academy" where they could attend quarterly to learn the academic content for themselves in order to help their scholars at home with their learning. To meet these requests we've developed the quarterly Parent Academy events and are bringing back the school-year community kick-off event to be held on a Saturday.

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. Transportation - families struggle with consistent transportation to and from school events
2. Event times - events often occur during the school day, which is a barrier for working families
3. Communication - families do not have consistent methods of communication (frequent phone number changes, lapses in internet access, no technology equipment at home)
4. Meals - events happen during meal times but do not include food as part of the programming
5. Multiple locations - families have scholars in schools at multiple locations, making it difficult to attend events for every child

- (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	JTA Bus passes will be purchased to allow families to utilize the bus stop right on our campus, as well as clearly communicating in advance to allow adequate time to plan for attending.
2)	Event times	We have planned out multiple events at varied times (during school, after school, and on weekends) to allow opportunities for engagement that do not conflict with work hours.
3)	Meals	Each event that occurs during meal times will include a meal, and the other events will still include snacks.

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?

Maintain 85% satisfaction rating on POSSIP survey.
PTO meets regularly.

90% of our K-8 parents utilize school communication platform (Class Dojo)
80% of our 9th-10th grade parents utilize school communication platform (Illuminate)
Increase parent survey response rate (from 25% to 30%)

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?

We communicate both electronically and via hard copy. We host region-wide events and provide one-pagers with information regarding the dates that schools are closed to encourage parents to schedule appointments on the days when students do not have school. Our current and next year's calendars are available on the regional website and in hard copy in our front office. Additionally, we are providing virtual options for our programming and holding events at different locations; are sending newsletters in weekly communication folders and using Class Dojo Possip, and PowerSchool to communicate via email and text messages with information about resources for students and families.

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?

KIPP Jacksonville Schools will create, publish, and share a monthly calendar of events designed to engage families and equip them with tools to help support their students' educational experience. We are also making updates to our website.

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

Our families speak English and Spanish as their first languages.

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) Flyers sent home in student folders and published online
- (2) Create, publish, and share monthly calendar events
- (3) Class Dojo messages, email, website

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) Parent nights are held quarterly where parents can engage in curriculum activities that are similar to those which students experience on a daily basis. Additionally, we will be hosting sessions designed to equip parents with tools to be able to support student learning at home.
- (2) Parents will be provided with monthly teacher office hour times where they will be able to meet with teachers to discuss and learn more about student assessments and individual student progress. Additionally, parents will be able to schedule meetings with the parent liaison to discuss student assessments. Finally, our parent liaisons, in conjunction with our curriculum specialists will hold info sessions about how to help students achieve academically.
- (3) We send home our parent handbook which outlines student expected achievement levels, including promotion criteria. We hold conferences early and often with families when we anticipate that promotion to the next grade may be in jeopardy and work to identify an action plan that leads to student success.
- (4) Materials for families are available in English and Spanish.

(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) PTO
- (2) The school will communicate to parents about opportunities to participate through ClassDojo, Possip, and sending home flyers for meetings.
- (3) Parents are able to participate in decision-making at the annual meeting, developmental meeting, and SAC meetings.
- (4) Relationships formed through the Parent Liaisons.

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 Chief Schools Officer (or their designee) will submit all parent and family comments to the district Title I office should there be parent concerns about implementation of the Title I school plan that are not satisfactory

(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) Parent rooms, front office, newsletters, ClassDojo, website, and with business partners

(2) Materials will be available in both English and Spanish

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)].

We will create a calendar of monthly parent meetings to get input on how we utilize funds and engage our families. This calendar will be distributed via ClassDojo, PowerSchool, teacher office hours, home visits, and shared on our website.

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 - JTA Bus cards so families can utilize our bus stop right on campus
- Childcare - all children are welcome to come
- Home Visits – our social worker and parent liaisons will support in this area
- Additional Services to remove barriers to encourage event attendance - early communication of dates, creating and sharing a carpool list, hosting a food pantry in conjunction with event to address larger food insecurity issues, offering additional free resources, providing meals when meetings are during meal times

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 provided input using POSSIP bi-weekly, select home visits, quarterly parent conference days, and we disseminated our annual KIPP Jax parent survey.

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

We collected this feedback in our annual KIPP Jax parent survey and through POSSIP surveys.

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: Saturday event to kick off the school year

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: Create invitation in multiple formats
2. Step 2: Send via phone call, email, text, hard copy, school communication platform
3. Step 3: Social media blast directing families to check school communication
4. Step 4: Utilize ClassDojo Events feature to send periodic push notifications to remind families via text and email about the upcoming engagement activities

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.

Annual Meeting Agenda:

- Welcome and Introductions 14
- Every Student Succeeds Act (ESSA) of 2015
 - All about Title I
- Parental and Family Engagement

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.

All areas were included in our annual meeting through the Google Slides presentation, handouts, and additional resources that were provided. School leaders/Principals provide parents with an explanation of parent rights, school choice, and ESSA of 2015.

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?

Parents are provided paper copies of flyers and newsletters about events at our schools as part of a weekly Wednesday family communication folder that goes home with each scholar, as well as emailing and providing messaging on ClassDojo and PowerSchool. The front office posts school events for parents and information will also be in our parent rooms.

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.

Parents will be invited to attend the developmental meeting and provide feedback through flyers, newsletters, ClassDojo and PowerSchool reminders, and re enrollment notices via phone, email, paper, and a Zoom option. We will also evaluate parent/family satisfaction using our family survey and POSSIP data.

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?

When reflecting on what was successful in the execution of our family events, we saw increased participation when we aligned to major student events. Based on parent feedback, we will work to stagger the timing of events to provide a variety of options of days/weeks/times during the day when we host family events.

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

Our counselors, student support team, and External Affairs team have worked to compile a list of community resources and partnerships with a variety of organizations and provide that information to parents. We share general information about resources, but also information about events hosted in the community. These resources are also available in our parent resource room.

(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) Sign-in sheet, also available upon request with the Parent Liaison
- (2) Highlighted in our newsletter and in ClassDojo and PowerSchool, used during parent nights. We have computer and printers available to provide resources such as voter registration, tax completion support, and additional flyers about upcoming school/community events.
- (3) Teachers are provided with information about what is housed in the parent resource room to encourage parents to borrow the materials they need.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

PARENT 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?
<p>Example: FASFA and Scholarship Writing Night</p>	<p>Principal Brad Pitt</p>	<p>Parents will learn:</p> <ol style="list-style-type: none"> How to complete the parent portions of FASFA How to research college websites for what their child need for admission How to use OneDrive and Focus to keep up on graduation indicators About the most popular scholarship websites and tips for receiving funding 	<p>October 2024, February 2025</p>	<p>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</p>
<p>Title I Annual Meeting (required)</p>		<p>Parents will learn:</p> <ul style="list-style-type: none"> School results on STAR/FAST/curriculum assessments over course of the year Data on family involvement How to use Illuminate and Focus to keep up on promotion requirements 	<p>September</p>	<p>Parent Academy Session #1 where families will meet with grade levels to engage in learning surrounding the math, ELA, science, and humanities content their students will be engaging</p>

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?
		<ul style="list-style-type: none"> Ways to get/remain involved in PTO 		in over the course of Quarter 1.
Title I Developmental Meeting (required)	Principal	Parents will learn: <ul style="list-style-type: none"> School results on STAR/FAST/curriculum assessments over course of the year Data on family involvement How to provide feedback to the school regarding events/initiatives during the school year How to get/stay involved in PTO 	May	
Back to School Community Cookout	Principal APO	Receive school calendar, access to community partners to provide supplies/resources/services that allow every scholar to be present daily on	August	Parents will sign up for and utilize the services (bus passes, school supply vendors, uniform vendors,

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?
		campus to engage in learning		take-home FAST/STAR resources)
Open House	APO	Parents will meet the teachers and get insight into the daily instructional routines of scholars, including curricular content and assessment expectations	September	Parent Academy Session #1 where families will meet with grade levels to engage in learning surrounding the math, ELA, science, and humanities content their students will be engaging in over the course of Quarter 1.
Q1 Parent Conference Day	APO Parent Liaison	Parents will receive recent progress monitoring data from STAR/FAST, academic & conduct data from teachers, and resources to support their ability to help scholars at home	November	Parent Academy Session #2 where families will meet with grade levels to engage in learning surrounding the math, ELA, science, and humanities

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?
				content their students will be engaging in over the course of Quarter 2.
Black Child Book Fair	Literacy Coach APO Parent Liaison	Families will receive resources to support reading across content areas and grade levels	October	Families will leave event with resources and materials to support a love of reading that align to student interests and literacy levels.
Q2 Parent Conference Day	APO Parent Liaison	Parents will receive recent progress monitoring data from STAR/FAST, academic & conduct data from teachers, and resources to support their ability to help scholars at home	January	Parent Academy Session #3 where families will meet with grade levels to engage in learning surrounding the math, ELA, science, and humanities content their students will be engaging in over the

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?
				course of Quarter 3.
Black History Month Celebration	APO Parent Liaison	Families will engage with student presentations of academic and character projects aligned to state standards that affirm the identities of our scholars and families	February	
Q3 Parent Conference Day	APO Parent Liaison	Parents will receive recent progress monitoring data from STAR/FAST, academic & conduct data from teachers, and resources to support their ability to help scholars at home	April	Parent Academy Session #4 where families will meet with grade levels to engage in learning surrounding the math, ELA, science, and humanities content their students will be engaging in over the course of Quarter 4

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?
Spring Literacy Night	Literacy Coach APO Parent Liaison	Families receive information on how to read various literacy reports related to their individual student's progress and strategies for how to support at home	March	Families will articulate their individual student's literacy data and next steps for supporting at home, including use of parent resource room materials

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)

Parent compacts are an inclusive element in the recruitment and enrollment process. We will continue to include and discuss the parent compact during parent conference days, open house, and welcome visits. We will collect and compile copies of the signed compacts.

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

Principals (or their designee) will follow up with their grade level chairs to ensure that required conferences are implemented with parent compacts as an agenda item to be 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.

We will provide the Right to Know letters to all parents and the parents with students affected will receive an out-of-field notification letter.



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 parents and families as equal partners.**
- 3. Implementing and coordinating parent and family programs and building ties between parents and families and the school.**

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2024</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Effective Family Communication PD	Principal Marshall	Improved relationship between teacher and parent	July August 2024	Sign-in sheets, evaluation sheets, follow up coaching with teachers
Building Relationships 101 w. Students, Parents, and Peers	Principal Marshall	Increased school to positive family relationship	August /September	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 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 for supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A – Supporting Effective Instruction through professional development for administrators and teachers.	
<input type="checkbox"/>	Title III, Part A – Helping English Language Learners achieve English proficiency	



Title IV, Part A – Providing Supplemental Support and Academic Enrichment for students.

Schools may add lines as needed.