

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



School Name: Thomas Jefferson Elem School #: 48

Principal Name: [Lori Turner]

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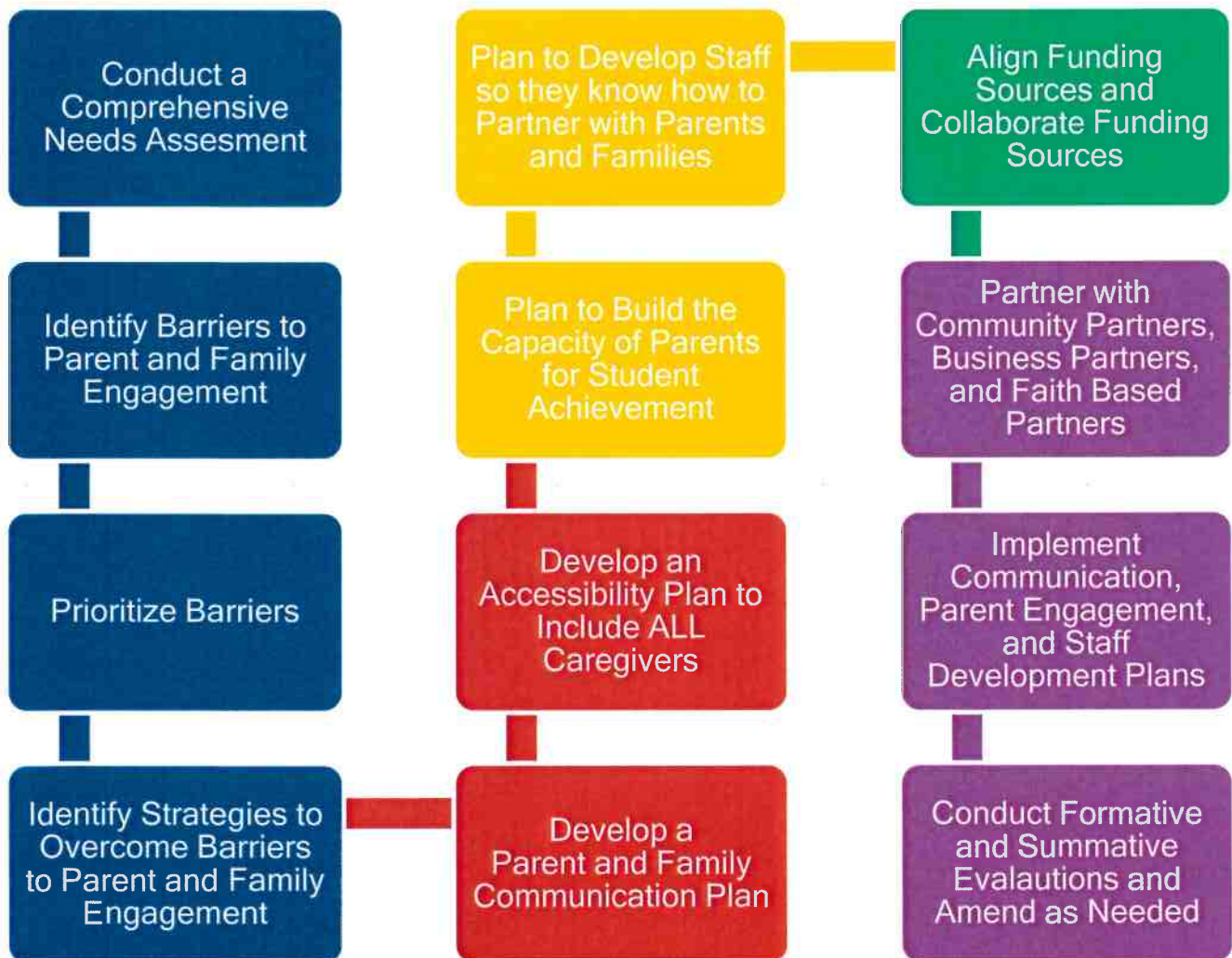
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OVERVIEW

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."



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ASSURANCES

I, Lori A. Turner, 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.

Lori Turner
Signature of Principal/School Administrator

June 23, 2020
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	\$2618.79	\$381.21
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		
The remaining funds not expended are due to the COVID-19 pandemic and the lack of ability for parents to meet in person. This resulted in money not spent on food that would have covered the unused portion of the budget. The Title I designee will communicate with the school bookkeeper to ensure that funds are being allocated and spent according to the guidelines set by Title I. This will be a monthly follow-up to ensure accurate and timely spending of the Title I funds.		

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)
Five	Five	The Parent Liaison increased publicity of the Parent Resource Room and its resources at the Annual Meeting and all Parent events. This included holding a tour of the room and giving away resources to parents. She also gave away resources at the Title I Make and Take for kindergarten, first, and second grade parents. This year we have started to promote the Parent Resource Room through robo calls and will promote during all school functions such as at Orientation, Title I Parent and Family Engagement Events and Open House to

[illegible]

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.

The PFEP uses input from the parents to include additional requested events and/or to enhance and modify previous events that were enjoyed from previous years. The parents' input helps to determine the events we want to include and the various time slots so that we can maximize the number of participants. Most parents found the activities helpful and understood the purpose of educating them to increase their involvement in their children's learning.

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. Child care | Priority 1 | Offer child care at the event |
| 2. Lack of information | Priority 2 | Increase advertising of events prior to the event |
| 3. Flexible time schedules | Priority 3 | Offer a variety of times for 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)	Child care	Offer child care at the event as well as virtual participation for those parents who are unable to attend because of the lack of child care and/or transportation.
2)	Lack of information	Increase advertising of events prior to the event. Utilize multiple means of communication including robo calls, posting of events on social media platforms, notices sent home with students, marquee updates, text messages, emails, and remind ap notice.
3)	Flexible time schedules	Offer a variety of times for events. These include day and night opportunities as well as virtual meetings and events to ensure maximum participation.

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?

To increase parent education, support, and involvement in their children's academic, behavioral, and social/emotional success at school.

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?

A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?

Building effective relationships between school staff, parents, and students will result in increased academic achievement for students and help create productive citizens for our society. The relationship building process will connect Thomas Jefferson Elementary's administration with stakeholders through the effective use of workshops and meetings at varied times to accommodate parent schedules. This will include volunteer orientation and training to increase the number of opportunities parents will have to volunteer and be active within the school. Activities and workshops will be designed for morning and evening time frames. Dissemination of information relative to parent portal access will be discussed with parents in order to provide a venue of information regarding their child's progress academically, behaviorally, and as related to attendance. Parents will also have an opportunity to schedule teacher/parent conferences. Compliance will be measured through parental involvement, monthly calendars, workshop agendas, sign-in sheets, parent/teacher conference forms, and Title I activity forms. We will utilize existing school functions as targets for parents to meet them where they are; i.e., scheduled school functions such as Book Fair and Career Day, as well as other functions that traditionally have high attendance rates. Thomas Jefferson purposely schedules all Parent and Family Engagement activities to include flexible times to afford all parents and families the opportunity to attend the activities. To ensure that all parents, including those who speak other languages are provided copies of the information in their chosen language.

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?

Thomas Jefferson shares information related to the school and parent/family programs through multiple communication sources at least 2 weeks in advance. These include emails, robo-call, website notices, marquee, mail-outs, pamphlets and flyers. The information is always available in the Parent and Family Engagement resource room located in Room 40. Copies will be provided in different languages to identified families of need and upon request. Notices for all events will be sent out via the multiple communication methods at least two weeks prior to the event.

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

Spanish, Arabic, Turkish, Other

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.

Thomas Jefferson shares information about Title I, Part A programs and activities through multiple communication sources. These include emails, robo-call, website notices, marquee, mail-outs, pamphlets and flyers at least 2 weeks in advance. The information is always available in the Parent and Family Engagement resource room located in Room 40. Copies will be provided in different languages to identified families of need and upon request. Notices for all events will be sent out via the multiple communication methods at least two weeks prior to the event. All information will be printed and sent to parents in their chosen language.

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?

How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

During the Annual Title I meeting, the PFEP will be reviewed and parents will provide feedback for the current school year. The School Improvement Plan will be discussed as it relates to curriculum, mandated academic assessments, and academic proficiency levels of the students. The curriculum, assessments, and other pertinent academic information is conveyed to parents and families through all communication channels as well as through parent and family nights that are specific to the information being presented. All information will be printed and sent to parents in their chosen language.

(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?

Parents are involved in the decision-making process through PTA, SAC, and the PFEP developmental meeting. Parents provide input into the Title I activities the school schedules for the year. These are produced during the PFEP developmental meeting. Additionally, parents will make recommendations for activities during PTA and SAC meetings. The SAC provides insight into the School Improvement Plan and assists the school in making decisions to improve student academic performance. A Parent activity suggestion box will be located in the front office or the Parent Resource room so parents can make suggestions of upcoming events of events that they would like to see in the future. This will be in addition to the ideas and information obtained during the regular annual meeting and the PFEP 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]

Thomas Jefferson will submit unresolved parent concerns or inquiries to the school's assigned Title I specialist via email or telephone contact.

(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**?

Thomas Jefferson will share this PFEP information on our school's website and notify parents through multiple communication sources. These include emails, robo-call, website notices, marquee, pamphlets and flyers. The information is always available in the Parent and Family Engagement resource room located in Room 40. Copies will be provided in different languages to identified families of need and upon request.

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)].

Thomas Jefferson will have an annual meeting at the beginning of each school year to inform parents and families about the Title I program. Additionally, we hold meetings in conjunction with other organization programs and functions to provide information to parents and families that were unable to attend the annual meeting at the end of the previous year. Notice of meetings and activities are communicated at least two weeks prior to the event. The PFEP developmental meeting will be held at the end of the school year in preparation to the upcoming school year. This will be an additional opportunity for parents to supply input for PFEP events.

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 - NA
- Childcare - Offer childcare at specified events
- Home Visits - Offered by Guidance Counselor and Reading Coach
- Additional Services to remove barriers to encourage event attendance - More frequent advertising of upcoming events prior to the event.

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)]

During the PFEP developmental meeting, parents provided input during discussions and on the evaluation forms. Parents also provided input about convenient times during School Advisory Council (SAC) meetings.

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

Event evaluation forms have been used in the past. This year we will send a paper survey to all parents to discern what meeting times are most ideal for our population. Along with paper surveys, we will include a virtual electronic survey for parents to use in this process.

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 activities as needed or requested._

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 - Identify the date of the Annual Meeting
2. Step 2 - Provide information to parents through multiple sources of communication two weeks prior to the event
3. Step 3 - Send reminder notices of events via multiple forms of communication
4. Step 4 - Send final notification prior to the event
5. Step 5:
6. Step 6:
7. And so, on as needed....

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.

We will use the district Title I presentation to inform the parents of our Title I program and what benefits they can derive from attending the events. We will modify the presentation to include the schools Comprehensive Needs Assessment data to provide and inform parents as well as solicit ideas for removing potential barriers.

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.

We will use the SPAR, the Federal Percent of Point Index, and the presentation showing the schools accountability and achievement data to inform parents about the school's performance for the prior year. Parents will be made aware of school choice and the rights of parents during the Title I Annual Meeting via the presentation as well as during the year via flyers.

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?

The school will utilize the marquee, robo-calls, newsletters, and flyers to communicate information about school events to parents at least 2 weeks in advance. All notices of events and activities will be sent using the multiple methods at least two weeks prior to the event or activity.

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.

Review all evaluations from the year's events as a group. Discuss the positives and negatives of all of them. Then brainstorm how to make the events better or identify new events for the new year. To increase parent involvement in the process, set-up committees to organize and run each event.

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?

Thomas Jefferson will provide activities that are specific to supporting parents in understanding student course work. This will provide them with base knowledge to be able to help their child at home with their homework. A few of these events are the Math Support night and the Academic Amazing Race that provide information on academic content the students need to learn. Additionally, we will use Parent Academy to bolster the parent engagement in the academic process.

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

Thomas Jefferson will reach out to our business and community partners to provide assistance with events. This could be through donation of goods and services that aid in the improvement of student achievement or volunteering to participate in the event itself. Virtual events will also be available if parents request them or they are needed for the safety and well being of everyone.

(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.

The Parent Resource Room is advertised at every Title I event and meeting. It is also shown during open house, tours, and other school functions. A school representative has attended training on how to run the resource room and provides daily assistance to the parents who need or want to use the room. Teachers are provided information on the resource room and how the parents can benefit from the items available for checkout. This training is done through the Early Release Professional Development sessions.

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?

Title I Part A funds will be used to address specific barriers such as childcare and transportation. Resources in the Parent Resource Room will be available for parents to check out. Parents will be provided instruction on how to use specific items through hands on training or written instructions on how to use.

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
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>1. How to complete the parent portions of FASFA</i> <i>2. How to research college websites for what their child need for admission</i> <i>3. How to use OneDrive and Focus to keep up on graduation indicators</i> <i>4. About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</i>	<i>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</i>
Title I Annual Meeting (required)	Turner, Pustinger	Provide parents information on school's performance	Aug/Sept	Sign-in sheet, PowerPoint, flyers, PFEP

		for 2019-2020 and goals for the 2020-2021 school year. Provide parents opportunity to voice input.		worksheet, feedback forms
Title I Developmental Meeting (required)	Turner, Pustinger	Provide parents opportunity to voice input on the development of the Parent Involvement Plan to include parent activities and resources needed to increase student achievement.	March	Sign-in sheet, PowerPoint, flyers, PFEP worksheet, feedback forms
FSA Parent Night	Third Grade Teachers	Provide parent information on Florida standards, promotion requirements, and FSA	August	Sign-in sheet, PowerPoint, flyers, feedback forms, Student achievement data.
K-2 Make and Take	K-2 Teachers	Provides parents the opportunity to make and take materials and resources to help students at home.	September	Sign-in sheet, PowerPoint, flyers, feedback forms, Student achievement data.
K-5 Data Chats	K-5 Teachers	Provides parents opportunity to meet with teacher prior to FSA to identify areas for parents to assist students in their preparation for the FSA	November	Sign-in sheet, PowerPoint, flyers, feedback forms, Student achievement data.
Middle School Matters	Perkins, Pustinger, and Gregson	Provide parents opportunity learn about the middle school transition from elementary to middle school	January	Sign-in sheet, PowerPoint, flyers, feedback forms, Student enrollment data and feeder pattern tour data.
School Choice/FOCUS	Turner, Perkins, Pustinger.	Provide parents with information on the	January	Sign-in sheet, PowerPoint,

Parent Night	Gregson	school's magnet program and how it is incorporated into instruction across all content areas		flyers, feedback forms, pictures
Academic Amazing Race	Turner, Pustinger, Gregson, 3-5 Teachers	Provide parents the opportunity to see and receive information of types of questions	March	Sign-in sheet, PowerPoint, flyers, feedback forms, Student achievement data.
K-2 Data Chats	K-2 Teachers	Provides parents opportunity to meet with teacher prior to FSA to identify areas for parents to assist students in their preparation for the FSA	April	Sign-in sheet, PowerPoint, flyers, feedback forms, Student achievement data.
Summer Safety Program	Turner, Pustinger, Gregson,	Provide parents training through guest speaker about internet safety and their children	April	Sign-in sheet, PowerPoint, flyers, feedback forms

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?

The parent compact was discussed and developed during the PFEP developmental meeting at the end of the school year for the next school year.

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

Parents will be provided the Compact during the Title I Annual Meeting held in conjunction with Open House and returned to the teachers by the end of November. Teachers will use the Compact during parent teacher conferences to ensure that the partnership provides the students the best opportunities to succeed. To ensure Parent Teacher Conferences are on going and utilized, an event is scheduled at the beginning of the year and the beginning of the 3rd quarter as Title I events. The other two nine weeks will be scheduled by the teachers and monitored by the administration.

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.

Thomas Jefferson will send home to the parents the 4 weeks notice letter and the Right to Know letter that identifies any teacher that does not meet the Highly qualified requirements according to the Florida Approved ESSA State Plan. This will include identifying ineffective, out-of-field, and inexperienced teachers. Documentation will also be uploaded into digital compliance and kept on file with the school.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>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 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Conducting effective parent conferences	Mrs. Turner, Mr. Pustinger, and Mrs. Gregson	Professional development on conducting effective parent conferences will help teachers learn how to improve the lines of communication with families and increase student ownership of individual performance. This also provides parents with information on how Title I can help them assist their student academically.	Sept.	Sign-in Sheets, Agendas, Training Notes, and Training Exit Slips
Conducting effective teacher/parent communication	Mrs. Turner, Mr. Pustinger, and Mrs. Gregson	Professional development on effective teacher/parent communication will help teachers learn how to improve their	Dec.	Sign-in Sheets, Agendas, Training Notes, and Training Exit Slips

		ability to communicate effectively with parents on their child's progress academically, behaviorally, and socially.		
Building Relationships with Families and Parents	Mrs. Turner, Mr. Pustinger, and Mrs. Gregson	Professional development on relationship building with parent and families will help the teachers learn how to build relationships through a variety of strategies geared around community building. Within this training, parents will be invited to attend and participate in the training so that the relationship building process is being accomplished from both standpoints to help foster a greater parent teacher relationship that will benefit the academic development of each student.	Feb.	Sign-in Sheets, Agendas, Training Notes, and Training Exit Slips
Conducting Parent and Family Engagement Activities	Mrs. Turner, Mr. Pustinger, and Mrs. Gregson	Thomas Jefferson faculty and staff will receive training throughout the year on working with parents and parent engagement. Documentation will be from Professional Development training sign in sheets, and links to training videos used for the professional development.	Mar.	Sign-in Sheets, Agendas, Training Notes, and Training Exit Slips

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	Thomas Jefferson seeks 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 through Title I events held at the school. These events are scheduled and advertised two weeks prior to the event.
<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.	Thomas Jefferson seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Thomas Jefferson also seeks to furnish families with strategies for a safe environment. This is accomplished through planned out and scheduled events throughout the year that will engage parents and families in the academics, social, and physical well-being of each student.
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Thomas Jefferson seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. This is accomplished through the use of before and after school tutoring
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Thomas Jefferson seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school. This is accomplished through continuous and ongoing professional development for faculty and staff at Thomas Jefferson.

<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Thomas Jefferson will offer Free Parent Academy courses during the school year. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Thomas Jefferson educates and provides resources to the family that can range from one time workshops to programs over the entire school year.
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Schools may add lines as needed.