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

Principal Name: Kristi Kincaid

School Website: https://dcps.duvalschools.org/rlbrown

ASSURANCES

I, Kristi Kincaid, 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.

	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;
	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)];
	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)];
	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)];
	Use the findings of the parent and family engagement policy review to design strategies for parent and family engagement policy [Section 1116(a)(2)(C)];
	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)];
	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)];
	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
	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 Section1112(c)(1)(A)(ii)].

Kristi E Kincaid

Signature of Principal/School Administrator

April 22, 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.

introduced parents to the standards and activities their students were engaged in at school.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Barrier 1-Working parents not able to come to meetings-work schedules prevent attendance
2. Barrier 2 Lack of Child Care
3. Barrier 3 Communication with parents

(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

To increase family engagement and participation by at least 50% through increased effectiveness with communication between school and home, flexible scheduling of events, providing childcare at certain family events, and offering virtual meetings in lieu of in-person for specific meetings, especially if current restrictions remain in place.

COMMUNICATION AND ACCESSIBILITY

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.
All parents have the opportunity to participate in all meetings to give input on how the parental involvement plan is organized (improved) and implemented in a timely manner throughout the school year at designated dates and times communicated by sending out flyers, notes in the student planner, and telephone messages. As part of the feedback for each parent session held, we solicit their ideas and desires concerning training and assistance sessions that they would like to see offered in the future by talking with parents and/or feedback forms. All parents are asked to help with making decisions for the parental involvement plan. Agenda items, presentation materials, and meeting minutes will be used to document the process. We will also upload the Parental Involvement Plan to our school's website and make the Parental Involvement Plan available to parents in the Parent Involvement Resource Room in the front office. We will also provide digital feedback opportunities through on-line surveys as appropriate.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each

for parents to understand challenging State academic standards; State and local

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,

throughout the school year. The Resource Room will also be advertised on the school webpage as well as on social media.

(3) Staff is trained during the first Early Dismissal Training on how to use the Parent Resource Room with parents.

If there are additional ways resources are provided for parents through the use of Title I, Part A

		aligned to the LDA Florida Standards incorporating other Students and parents will complete a scavenger hunt throughout the small group presentations.		

Schools may add or remove rows as needed.

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
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

COLLABORATIONOF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level

	Title III, Part A Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.