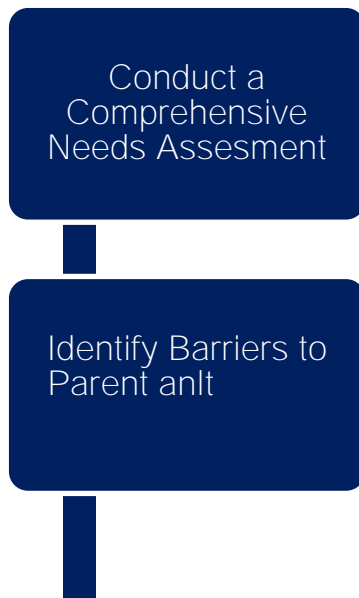


OVERVIEW

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.



ASSURANCES

I, Contrina Bolden, 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

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	
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Our overarching goal is to continue to increase Parent and Family Engagement in conjunction with leveraging learning during school to increase student achievement. We will offer flexible scheduling in an effort to accommodate more stakeholders. We will provide resources through the Parent Involvement room and utilize translators as needed Meeting our overarching goal will be evidenced by the increase in the number of participants at each event/meeting, the number of visits to our resource room and resources

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?

Timucuan Elementary will provide opportunities for all stakeholders to participate in all parent and family engagement activities and meetings by removing any barriers that hinder them from engaging in school events. We will offer flexible scheduling to accommodate stakeholders. We will offer a variety of days and times for events. We will continue to incorporate the Arts into events to encourage more stakeholder participation. We will utilize the PFEP budget to provide resources and materials for families. In addition, we will continue to utilize a monthly newsletter that will contain the calendar of upcoming events. This will allow parents time to make arrangements for attending the events. We will provide parents with adequate reminders, at least two weeks in advance, about events via the school messenger system, the school marquee, school website, and Class Dojo. Communication home will also be shared via multiple platforms that will allow parents to select 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?

Timucuan Elementary will share information related to school and parent and family programs in a variety of ways. We will continue to utilize Class Dojo, social media, and the school's marquee to advertise at least two weeks in advance. Copies of all the feedback forms, flyers, surveys, newsletters, etc., will be provided in Spanish as needed and used for monitoring purposes.

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

At Timucuan, most of our students speak English and some students speak 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.

(1) Parents will be notified through the school's website, flyers, and the school's marquee at least two weeks in advance. Copies of all the flyers, newsletters, surveys, and feedback forms will be used for monitoring purposes.

(2) All flyers, newsletters, etc., will be translated for families that speak Spanish as needed. Many of the platforms for communication, such as DOJO, also allow the parents to choose their language.

(3) Tools that will be used for communication include Dojo, school messenger, newsletters, flyers, social media, and the marquee.

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 events, Newsletters, Conferences, Data Chats, Annual Title I Meeting, SAC
- (2) Parent events, Newsletters, Conferences, Data Chats, Annual Title I Meeting, SAC, Mid-Year Stakeholders meeting
- (3) Parent events, Newsletters, Conferences, Data Chats, Annual Title I Meeting, SAC
- (4) We will utilize staff to translate documents as needed

(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) Timucuan Elementary will utilize SAC meetings, surveys, and the Developmental Meeting as opportunities for the parents to help make decisions and provide input.

(2) Marquee, social media, and Class Dojo,

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]

Any stakeholder concerned about the implementation of the Title I school-wide plan can share their concerns by contacting one of the following people: the principal, the Assistant principal, the Parent Liaison, or Title I representative who will communicate with the Title I office.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

(1) We will notify parents via flyers and Class Dojo that the Parent Engagement Plan is available in our parent resource room, on our website, and copies are available upon request. We will place a copy of the plan in a notebook located in the parent Resource Room, post a copy on our school's website, and make copies available per parent request. We will utilize parent meetings such as the Annual Title I meeting to review and provide copies to parents.

(2) Copies in Spanish will be available.

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



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 Developmental Meeting (required)	Mrs. Bolden, Dr. Smith, and Parent Liaison	Parents will learn: <ol style="list-style-type: none"> 1. How much funds are provided to the school 2. How to use their voice in developing the Parent plan 3. How to utilize the resources and space provided in the Parent Resource Room 	March 2024	Sign-in sheets; Feedback forms
Grandparents Tea	Parent Liaison	Grandparents will learn: <ol style="list-style-type: none"> 1. How to become a volunteer 2. How to better help students with academics when volunteering 	October 2023	Improved student achievement on district used platforms such as iReady, Freckle, and Achieve. Improved achievement on Progress Monitoring Assessments and FAST.
Winter Fest	Reading/Math			

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place
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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)

Evidence of how the school-parent compact was developed jointly with stakeholders will include minutes and sign-in sheets from the Developmental meeting as well as revision notes on the previous compact. Teachers will provide an agenda, minutes, and a sign-in sheet as evidence that parent conferences were held discussing the school-parent compact.

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?

During Pre-planning, teachers will be made aware of the required conferences. Teachers

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 FloridaT

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

	<p>Title III, Part A –Helping English Language Learners achieve English proficiency</p>	<p>Title I funds are utilized to provide additional support for ELL students. Additional support include an ESOL paraprofessional that will support ELL students and teachers.</p>
	<p>Title IV, Part A –Providing Supplemental Support and Academic Enrichment for students.</p>	<p>Students will receive differentiated support in the classroom and in small group settings with interventionists. Based on data, some students will receive reading support provided by Mainstream and Read USA.</p>

Schools may add lines as needed.