

2024-25

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



School Name: School #: Wayman Academy # 3113

Principal Name:

School Website:



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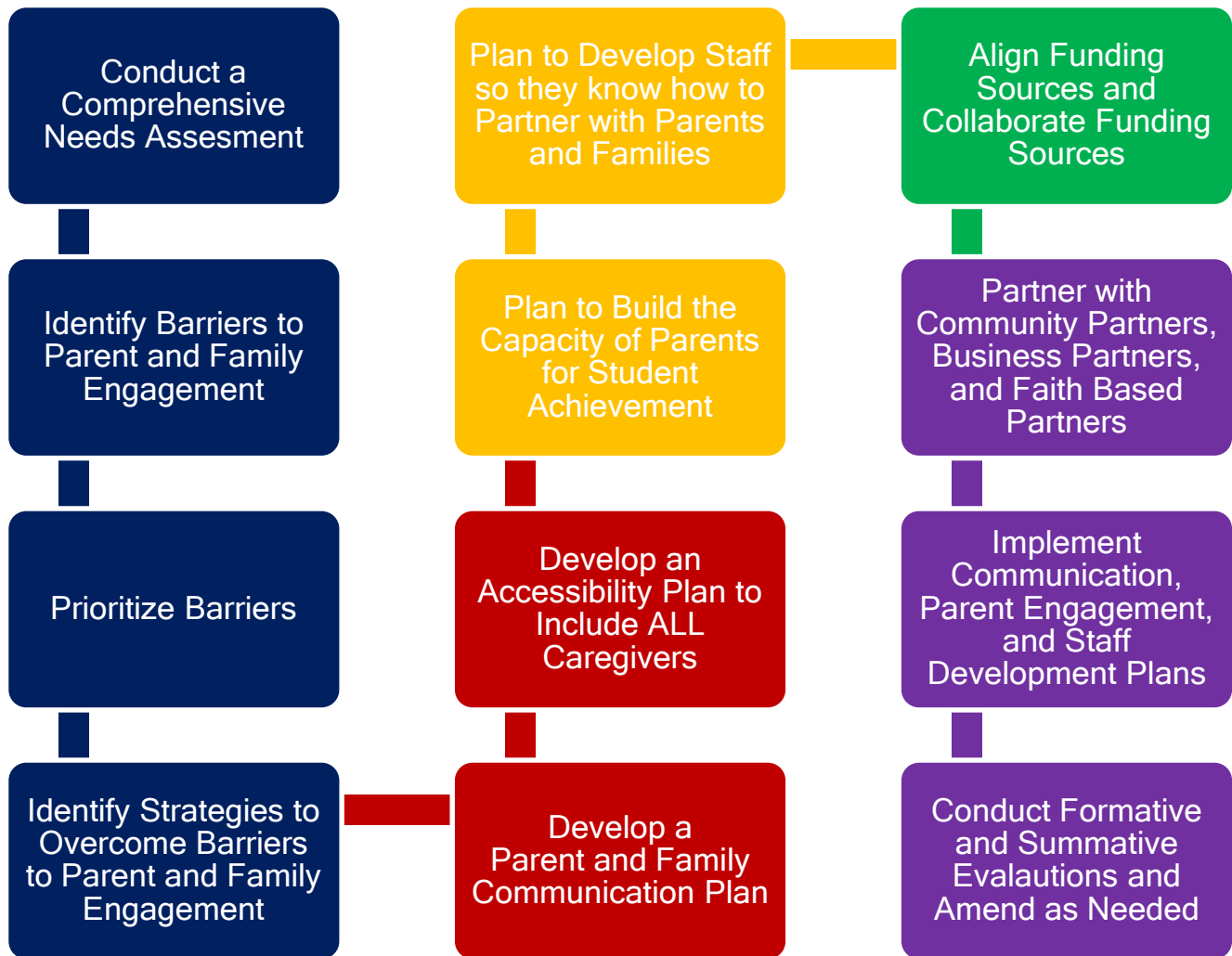
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OVERVIEW

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."



ASSURANCES

I, Martin Carter, 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.

Martin Carter
Signature of Principal/School Administrator

7/8/24
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
\$5,000	\$5,000	\$0
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		
We will continue to work with our parents throughout the school year. If there are any funds remaining, WAA Leadership Team we will meet with the parents and find out how the funds should be spent.		

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)
19	24	We increased the visits this year by opening the resource room during school events. We will continue to have the resource room open during the school day AND during after school parent events.
Summary of Parent Engagement Events from the Previous Year		
Open House	44	After each event, the parents completed a survey. This survey provided feedback as to the effectiveness of the events.
Annual Meeting (Beginning of Year)	10	After each event, the parents completed a survey. This survey provided feedback as to the effectiveness of the events
Developmental Meeting (End of Year)	8	After each event, the parents completed a survey. This survey provided feedback as to the effectiveness of the events

Fall Festival	62	After each event, the parents completed a survey. This survey provided feedback as to the effectiveness of the events
Family Game Night	17	After each event, the parents completed a survey. This survey provided feedback as to the effectiveness of the events
Family Movie Night	23	After each event, the parents completed a survey. This survey provided feedback as to the effectiveness of the events
3-5 Data Chat Night	16	After each event, the parents completed a survey. This survey provided feedback as to the effectiveness of the events

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.

<p>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.</p> <p>For each event, parents were pleased to be kept up-to-date with the schools progress. For the Fall Festival, Game Night, and Movie Night were out best attended events. We also included our Arts Departments in the events to allow students to perform. We've seen a great improvement with parents attending our family engagement events this past year. As we include the arts department and implement new engaging activates for the school community to participate in, we are sure the attendance with continue to improve.</p>

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 (scheduling time to come to school), especially single parents and parents working two jobs. Some of the conference calls were not at a convenient time for these parents.
2. Barrier 2: Transportation is limited for some parents. Some students ride the bus to school because parents don't have dependable cars. Parents were not able to drive back to the school to participate in the activity.
3. Barrier 3: Child Care for parents with young children.

(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)	Working Parents (Schedules)	The school will provide events during the school day for parents who are unable to attend afterschool activities. Providing a variety of times in the mornings and afternoon to attract parents who work in the evenings. Allow parents to attend events virtually if they are unable to physically come to the school to participate with school issued devices. Devices would have to be returned the next day
2)	Transportation	Some of our parents do not have a dependable vehicle and often walk or ride the city bus. In this case, parents are less likely to come back to the school for events. The school will provide transportation for parents who request a ride for after school community events.
3)	Child Care	Parents who have small children can be distracted by their children and may miss what is being presented, or decide not to come to an event. WAA has a daycare next door and can provide childcare for an hour during the presentation.

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?

Our goal is to reduce the barriers that prevent parents from participating in our Family Engagement Events and to increase overall participation by 50% for the 2024-2025 school year. Over the past 2 years, the WAA Leadership Team has implemented several family activities and we have witnessed significant growth in the number of families and community stakeholders' participation. This has provided a better climate and culture for the school. Parents are interacting positively with teachers and administration. The feedback from participants is positive and express the desire to have more events in the future. The WAA family is in a better position to capitalize on this positive momentum.

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?

The PFEP will be summarized and provided to all parents through the school website. The summary will outline the major components of the policy and the school will offer to provide a hard copy upon request. In addition, hard copies will be available in the office. Several reminders in the form of flyers, newsletters, and website updates will be provided to the parents at least two weeks in advance for the upcoming family events or activities.

The school will equip parents with skills and competencies which they would not otherwise have. The school will update and continue to build an infrastructure necessary to meet the needs of all parents especially for the ones that face certain challenges, to ensure academic achievement and student success. There will be ongoing events to allow parents the opportunities to appreciate and understand what their children are learning. The school already has an online library of resources, and links to easily access the latest information and strategies.

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?

Families with disabilities and other limitations will be handled on a case-by-case basis. All needs will be met. Information will be available in the enrollment packet. All families will fill out a language survey. This will assist us in determining if any translations are needed. All information is currently printed in the English language. If needed (based on home language surveys), WAA will utilize the language resource TransACT for translating documents into various languages.

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

Currently the school has English and Spanish Speaking Students

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) At the PFEP Development Meeting and Annual Meetings of parents in August/September and March, Wayman Academy of the Arts will hold general meetings. The school will provide a ZOOM option for parents who request it.
- (2) Information will be presented about the Title I programs, the curriculum, and academic assessments. We will hold meetings via Zoom for parents who request it.
- (3) PowerPoint handouts/virtual handouts, flyers, and Class DoJo messages will be used for communication.

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) Parents will learn about the school wide program, how to schedule parent- teacher conferences, and opportunities for participation in decisions related to the education of their child. During the classroom visits/possibly virtual, teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. The same information will be provided in an informational packet sent through a DOJO attachment for all parents unable to attend. Parents will have login information for FOCUS and their students' iReady platform.
- (2) The parents will be provided ongoing information about their child's academic performance and whether the student is performing at grade level standards. School will utilize quarterly report cards, and iReady parent reports with detailed description of performance levels and goals to obtain. Resources to reach those goals will be provided along with the support needed by parents to support their children. In addition to IReady, parents will receive student performance data from STAR, and FAST PM assessments as the scores are released.
- (3) The achievement levels will be sent home via students' planners. Teacher will send DoJo message to parents to let them know the scores are sent home. During our first Family Night event, the academic coaches will set up a table for parents to come and receive their student's scores for all subject areas and assessments. (4) Languages are English and Spanish. Any additional languages will be provided 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) The school will provide opportunities for regular meetings (or virtual if necessary) for parents to formulate suggestions and participate in the decision-making process. Throughout the year, various parent workshops will be held focusing on specific academic areas. Parents will be notified about these workshops via flyers (2 weeks in advance), student agenda, class DOJO and the school's website. In addition, flyers will go home a week prior to each workshop and/or event to remind parents of the upcoming event. After each a survey will be provided to enable parents the opportunity to voice their concerns, opinions, and suggestions.

(2) Parents will participate in the decision making via parent meetings, Board Meetings, surveys, and suggestions via email to the Asst. Principal. A.P. contact email and office extension will be made available to all returning parents and new parents.

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 school will ensure that the comments are sent to the District Parent Involvement LEA for the school via emails/uploads in a timely fashion. Summary of the comments along with scanned comments will be sent in the email/uploads as well.

(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) Parents will have access to the parent involvement plan via school's website, and hard copies will be available at the front office and Parent Resource Room. Translation services will be provided for families who speak other languages. An opinion sheet will be attached along with the plan for parents to voice their opinions.

(2) Documents will be presented in 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)].

Wayman Academy will offer parents the opportunity to participate in the planning and implementation of our Title 1 programs. Parents will be invited to initially attend a planning meeting to have input on this year's plan and give suggestions on ways to gain more parental involvement. We will distribute an annual parent survey to request ideas and suggestions from our parents. We will also place a suggestion box in the Parent Resource Room to encourage parent feedback on a regular basis. The Parental Engagement Plan will be kept in the front office for parents to review. We will also send home a summary of the plan to all parents. We will take this step to ensure that all parents have an opportunity to review and assess the plan. Parents will be involved in the decisions regarding how funds for parental engagement will be used.

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** - The school will provide its own transportation to parents who will need support in attending the parent engagement activities. The school will attempt to provide school issued devices on case-by-case basis to parents who can only attend virtually. Device would need to be returned the next day.
- **Childcare** - The school will use parent engagement funds to provide childcare for parents with younger children for the time they attend the activities. The school will partner with Wayman Early Learning Center that is also on the same campus to provide those services.
- **Home Visits** - The school personnel accompanying the social worker or the guidance counselor if necessary will make home visits. The school's neighborhood is not the most suitable area for school personnel to visit homes without prior security arrangements.
- The leadership and staff of Wayman Academy of the Arts have a strong belief in the importance of parental engagement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered in the evenings as well as during the day to allow parents to attend. In addition, we will offer our parent workshops and volunteer orientation at varying times to include morning and afternoon sessions. The parent center located in room#118 will be open every school day from 9:00 a.m. until 2:00 p.m. for parents to pick up materials.

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Parent surveys, feedback forms suggestion boxes, and ongoing dialogue with parents provided input about the times that best meet their needs for family engagement activities.

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

Parent surveys and feedback forms

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 Zoom Meeting option

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: The school will advertise and publicize the event at least two weeks in advance in the form of flyers sent home and the event posted on the website.
2. Step 2: Two reminders will be sent home. Parents will be notified through DOJO and student agendas.
3. Step 3: The day of the event all parents will be provided a detailed agenda and handouts of the meeting. School Leadership and teachers will be available before and after events to answer any questions parents may have.

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.

Wayman Academy of the Arts will use the Title 1 PowerPoint available on the Federal Programs site. Additionally, the Title I school wide program will be shared, along with monthly family meetings, the parent resource center (including the resources available for checkout), and the assistance provided to parents when needed.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

(1) A PowerPoint will be presented to the parents that will explain the definition of Title I, parents' rights, school's grades for last year and AYP, and school choice. The data will be broken down by subgroups and the school's accountability report will be shared on the FLDOE website. The report will also be accessible to the parents via the school's website. The parent liaison or the representative will cover any questions the parents might have.

(2) School will share information about school choice and McKay scholarship programs. Main source of information will be DCPS' school choice program literature.

(3) During the meeting, parents will be informed that throughout the year, parent workshops and school events at various times will be held to accommodate more parents' schedules. Parents will be informed about programs that identify the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school will develop activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve the State's high academic standards utilizing the Title I Part A funds.

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?

Notifications to parents without access to technology will be provided in hard copy format. All notifications will be provided to the students to take home, and in certain cases notifications will be mailed home. Phone calls and DoJo messages will be made as well, informing them of any upcoming events. Front office staff will speak to parents who come in the office during the day to ensure they are informed and will have flyers on hand to give parents when necessary.

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.

Step 1: Developmental Meeting will be held in the month of September 2023 and March 2024..

Step 2: Parents will be notified via event flyers and Class DoJo. Teachers will notify via student agendas as well.

Step 3: Parents who cannot attend will have the option to join via Zoom or YouTube Streaming service. Zoom will allow the school to track those who watch even after the event.

Step 4: Surveys will be sent out to parents to capture suggestions and/or concerns prior to the meeting to ensure the topics are included in the agenda.

Step 5: PowerPoint and handouts will be available for parents and posted on the school website.

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?

The school will equip parents with skills and competencies which they would not otherwise have. The school will build an infrastructure necessary to meet the needs of parents to ensure academic achievement and student success. There will be ongoing events to allow parents the opportunities to appreciate and understand what their children are learning. The school already has an online library of resources, and links to easily access the latest information and strategies.

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

The school definitely will reach out to community organizations that represent a large number of student families and share the school's needs with them or invite them to be a part of the family nights. Roles for community-based organizations and businesses in parent involvement activities will be developed. Teachers will engage with parents during events like Movie Night and Fall Festivals to build better relationships. School Administration will greet parents in the car circle during morning drop off and after school dismissal to provide an opportunity for parents to speak and express any concerns.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

(1) The school has a Parent Resource Room, which is equipped with different resources available for checkout, computer and printer with internet access, information on various resources available in the community, job search and resume building support when needed, and much more.
 (2) Parents are provided information about the resource room through school's website, flyers, visible signage and resource binder in the front office.
 (3) All front office staff and teachers are trained at the beginning of the school year on how to provide information to the parents about the resource room.

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?

The school will provide information to parents in the form of trainings and workshops to learn about the school curriculum, resources provided, student parent handbooks and means to assist them in improving their student's academic achievement and school success. Parents will have access to a wide variety of resources and materials at the Parent Resource Center as well. A newsletter for the parents from the Parent Institute will be purchased. Math and STEM items will be purchased for the Parent resource room to build math and science skills.

The portable speaker system and large screen/monitor system will be specifically used for parent and community engagement. For example, it will be used for parent training for assessment changes for this school year, Annual meetings and presentations for the Wayman community.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Title I Annual Meeting (required)	Marla Almon Martin Carter	Provide information on the School Parental Involvement Policy and the School-Parent Compact.	September 2024	Parent Survey/Feedback Forms. Notes taken to include parent suggestions and/or questions.

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)	Marla Almon Martin Carter	Assessment of last year's school PFEP and getting suggestions for the planning purposes of this year's PFEP. Provide information to parents about their school's participation in Title 1 and about their rights to be involved. As well as their feedback regarding the implementation of the Title 1 program and how it should be implemented for the upcoming year.	October 2024	Agenda Parent Survey
Back to School Celebration and Parent & Student Orientation	Marla Almon Martin Carter	Provide information about school's academic and behavioral expectations. Parents that have concerns, and/or students with challenging behaviors will have resources made available that help guide, and give tips that help self-regulate students to success. Assisting them in developing academic success.	September 2024	Parent Sign In and Survey

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?
WAA Book Character Night and Data Report (see budget)	Marla Almon Martin Carter Amari Haughton Rochelle Quarterman	WAA community can dress in their favorite book character. Food and treats will be provided. Parents will be provided data regarding IReady and Achieve 3000 progress.	October 2024	Agenda and Survey
Fall Festival Family Night and Assessment Update (see budget)	Marla Almon Martin Carter	Parent will receive updated student PM data and hear presentations for upcoming assessments. Families will participate in math, science, poetry, and STEM activities.	November 2024	Survey and Agenda
WAA K-2 Class Visits & VPK Transition Night (see budget)	Marla Almon Martin Carter Amari Haughton Rochelle Quarterman K-2 Teachers	Parents and Students will be invited to tour the classrooms and hear from teachers about student progress and how they can support learning from home. Invite Pre-K Parents to come tour WAA Kg classrooms and meet the teachers.	January 2025	Parent Sign-In and Survey
WAA 3-5 Math & Science Night (see budget)	Marla Almon Martin Carter Amari Haughton Rochelle Quarterman 3-5 Teachers	Parents and Students will be invited to tour the classrooms and hear from teachers about student progress and how they can support learning from home.	February 2025	Parent Sign-In and Survey
WAA Annual Meeting	Marla Almon Martin Carter	Parents and stakeholders meeting to discuss	December 2024	

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?
	Amari Haughton	school progress and program implemented to address academic needs.		
Black History Family Trivia Night	Marla Almon Martin Carter Amari Haughton Rochelle Haughton	Parents and Students will participate in a trivia game with black history topics. Parents will be presented with school progress data from PM2 results.	February 2025	Parent Sign-In and Survey
WAA 3 - 5 Data Chat Night	Marla Almon Martin Carter Amari Haughton Rochelle Quarterman	Parents will meet with 3-5 teachers individually to discuss their child's reading, math, science data.	March 2025	Parent Sign In and Survey
WAA End of Year Awards Celebration & VPK Transition Night	Marla Almon Martin Carter Amari Haughton Rochelle Quarterman	Awards ceremony for all WAA students. Invite Pre-K Parents to come tour WAA Kg classrooms and meet the teachers. On-Site Enrollment for any interested parent(s)	May 2025	Parent Sign In and Survey

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)

The school will provide the sign in sheets of the Compact Development meetings along with the minutes. The teachers are required to keep a sign in log for the meetings held with parents when the compacts are signed. Copies of the signed compacts are collected at the end of the school year by the principal.

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

The teachers are required to keep a parent conference log in their classrooms. The principal will make sure that all teachers turn in their parent compact sign in checklist, once all the conferences are completed.

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.

(1) Parents will receive a notification letter form the principal.

(2) Parents will receive a non-highly qualified letter signed by the principal and approved by the School Board before the end of the first quarter. The principal will sign a 'Principal's Attestation Form' as evidence that the above requirements were timely met.

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...				
<ol style="list-style-type: none"> 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 2024</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
<i>Ongoing book talk and professional development <u>The Tactful Teacher: for effective communication with parents and colleagues.</u> & <u>A Teacher's Guide to Communicating with Parents</u></i>	<i>Marla Almon Martin Carter</i>	<i>Improve communication with parents and between teachers. This is create a culture of learning and cooperation within the school. This will translate into student academic success.</i>	<i>August - Decem ber</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>

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	Some funds will be used to ensure that all children with disabilities have available free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for college and career readiness.
<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.	School and mental health counselors are committed to the emotional, behavioral, and overall mental wellness of our students.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	We have a variety of resources for those parents experiencing a transition. We will help provide guidance, community resources, and any assistance for the students as needed
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Professional Development will be administered through PLC's and Early Release Training.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Funds will be utilized to provide targeted PD for teachers supporting ELLS
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Funds will be utilized to purchase supplemental materials for Academic Enrichment for students.

Schools may add lines as needed.