2022-23 Title I, Part A *Crystal Springs Elementary School* Parent and Family Engagement Plan

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OVERVIEW

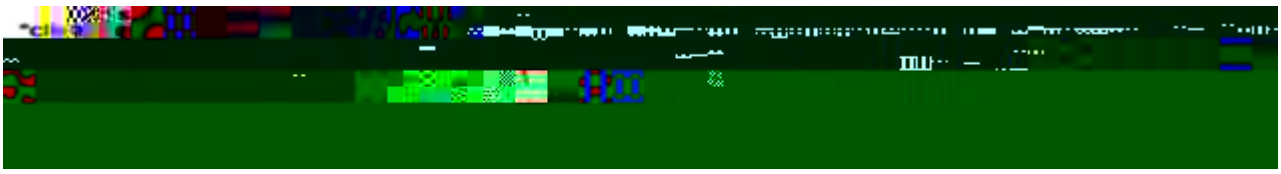
The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary 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

ASSURANCES

I, Todd Simpson, 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 more effective parent and family engagement, and to revise, if necessary, the school's 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)].



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
$3,349.00	$3,348.80	$.20

If funds remained at the end of the year, explain why funds weren't fully expended and how parents

		Parents were excited to be able to use the Parent Resource room.
Developmental Meeting **CSE 2/17/22**	11 4 Staff Members	Parents gave input into plans for the 2022-2023 school year. The parents provided feedback concerning parent nights and how they could assist their chil

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year

2)	Scheduling	CSE will schedule events at different times to accommodate our parents' work schedules and offer events in the mornings and evenings. CSE will also have all notes and handouts available to parents who can not attend meetings. CSE will continue to post important information and events on our Social Media sites to make sure all parents are informed in a timely manner so parents can attend events.
3)	Transportation	CSE will hold off site meetings, whenever it is possible to allow parents to come to alternative locations.
4)	Language Barrier	CSE will attempt to have interpreters at meetings and will encourage our bilingual teachers and paraprofessionals to support our endeavors. Our most prevalent language is Spanish, and we have several Spanish speaking staff members that will assist when possible.

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 goals for 2022 – 2023 are to garner parent involvement in the parent meetings and to provide more support for our parents using and checking out resources from the CSE Parent Involvement Resource room.

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

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) Flyer on the front counter also in Spanish, sent out at least 2 weeks prior to the event
(2) Marquee Sign out front
(3) Monthly Newsletters to Parents / Translate to Spanish
(4) Parent Call Outs/Email
(5) Facebook Page/Twitter/ and Instagram

All of

(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)

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

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

BUILDING CAPACITY

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)	*Principal Todd Simpson, Assistant Principal Jill Bunker, Parent Liaison Kendra Melendez*	1. *Explain Title 1 and how it impacts student learning at Crystal Springs Elementary*	*August 2022*	*Sign In Sheets* *Agenda* *Exit Paperwork /Survey*
Title I Developmental Meeting (required)	*Principal Todd Simpson, Assistant Principal Jill Bunker, Parent Liaison Kendra Melendez*	Solicit parent feedback regarding programs to support and grow parent involvement. Parent perspective on beneficial teacher professional development. Family feedback on student programs to increase academic success. Best forms of communication from school. Solicit parent feedback regarding how our school make sure all families have opportunity to participate.	August 2022	Revised Parent Compacts Agenda Sign In sheets Exit 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?
Title 1 Meeting - Off Site	*Assistant Principal Jill Bunker Parent Liaison Kendra Melendez*	*Learn about Title 1 and the programs we will have in the 2022-2023 school year.*	*Sept 2022*	*Sign-in* *Agenda* *Feedback via survey*
Pastries with Parents	Kendra Melendez	Parents will receive information, resources and make and takes to encourage academic success at p /P /M49.r		

Name of Activity	Person Responsible	What will parents learn that will have a measurable,

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)

At our developmental meetings the CSE School and Parent Compact will be reviewed and revised with parents and staff to meet the current needs.

At Open House, all families will be provided a copy of the compact to sign and return to the teachers. These will be revisited during teacher conferences with parents and students.

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.

According to state guidelines and district policy, parents are notified in writing. They are sent a Four Week Notice informing them that the instructor is not certified.

The school will maintain a list of ineffective, out of field, and inexperienced teachers in

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
Conducting Effective Parent Conferences	Administration	Effectively Conducting Parent-Student Conferences (Academic Improvement) Introducing the Parent compact and expectations of reviewing with all parents.	Sept 2022(E.D. Mtng)	*Sign-in sheets, evaluatio sheets, follow up with teachers*
Effective Parent Communication	Administration	Training on effective communication with parents, various platforms to utilize to communicate, conducting conferences, etc. for teachers and staff. Effectively communicating with parents/families will lead to increased student achievement.	August 2022 (Pre-planning)	*Sign-in sheets, evaluatio sheets, follow up with teachers*

COLLABORATION OF FUNDS

Choose all that apply	

☒	**Title III, Part A** - Helping English Language Learners achieve English proficiency	CSE will post free parent academy courses that are offered in schools, libraries, community centers and faith-based institutions, in our parent liaison's office as well as on our resource board. We will also hand out flyers and calendars during our family engagement meetings.

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