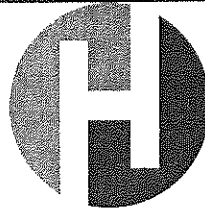
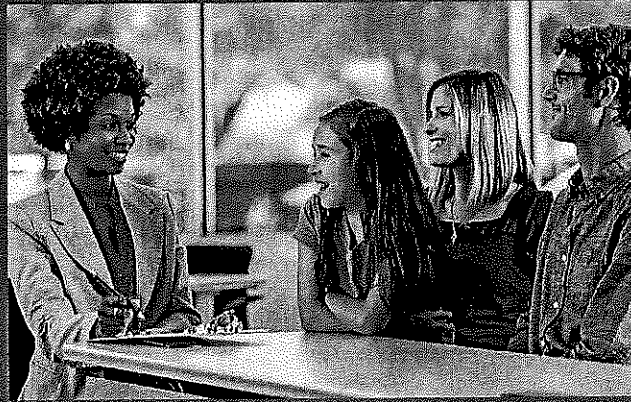


2020-21

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



**HERNANDO**  
SCHOOL DISTRICT

Learn it. Love it. Live it.

**School Name: Deltona Elementary**

**School #: 0261**

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Principal Name: Debi Shellabarger

School Website: <http://www.hernandoschools.org/des>

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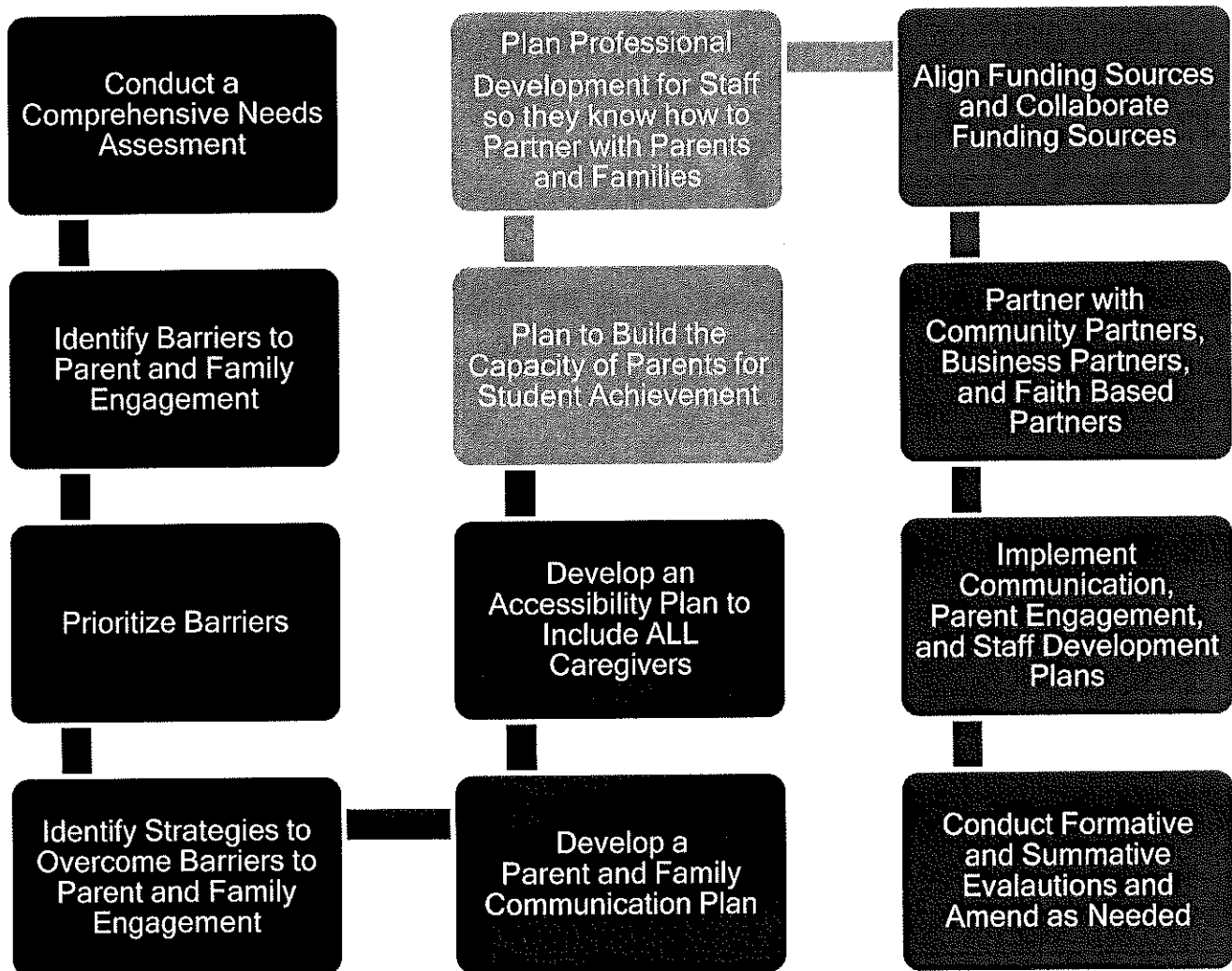


# OVERVIEW

The Hernando County 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.



*“Preparation is the key to success.” - Alexander Graham Bell*



# ASSURANCES

I, Debi Shellabarger, 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.

Debi Shellabarger  
Signature of Principal/School Administrator

9-24-20  
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
\$3826.20	\$3826.20
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	

### Capacity Build Activities -Programmatic Overview from the Previous Fiscal Year

Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (Students Represented ONLY)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide?)
Annual Meeting (Beginning of Year)	485	Comments Annual Meeting Survey and from Title 1 Parent Survey
3-5 <sup>th</sup> Grade Family Science Fair Night	43 3-5 gr & 37 other grades	Comments from DES FPEP/Compact Parent Survey and from Event Survey
Snoozapalooza Night	100	Comments from the Event and DES FPEP/Compact Parent Survey
Snack and Share Days	221	Comments from DES FPEP/Compact Parent Survey results

## Barriers

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) Work/ transportation	The TIF (Title One Facilitator) will use Zoom video meetings & recordings of the events posted online, information shared electronically (Google Forms) with feedback, translators will also help with communication barriers
2) Time	The TIF (Title One Facilitator) will use Zoom video meetings & recordings of the events posted online, information shared

	electronically (Google Forms) with feedback, translators will also help with communication barriers
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# 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 our 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?

Deltona provides many opportunities for all parents and guardians to participate in parent and family engagement activities. For communication with our ESOL (English for Speakers of Other Languages) parents, translators are available during parent conferences as well as making bilingual phone calls home to inform the parents of events coming up. Our SWD (Students with Disabilities) are invited and included in all events. Our school is Pre K- 5<sup>th</sup> grade school so we hold nights that incorporate many grade levels at a time like our Annual Meeting Night, Fall and Spring Grade level parent events, STEM (Science, Technology, Engineering, & Math ) Night, and Reading Night. In addition, Deltona directs parents to the District website for Homework Help. The website has many links for each grade level and the standards for core subjects for each term for the year in addition to the resource videos to show students and parents how to help their child with specific standards. Teachers also use this website as well. Teachers communicate with their parents through text, phone, email, and Zoom conferences and the district wide grading program. All resource teachers and paraprofessionals (Title I, ESE, ESOL) communicate with the classroom teachers, students, and parents too. Language barriers tools such as Google Translate and Bilingual Dictionaries are used.

Due to COVID restrictions, Deltona Elementary will be exploring innovative, virtual ways to reach all families.

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?

Communication is constant and relevant to each student specifically through daily and weekly communication with parents about their child's progress through the following: daily planners, parent conferences, electronic communication (ClassDojo & Remind apps), phone calls, fliers, robo-calls, and weekly communication folders.

Title I program information is provided to parents at the Title I Annual Meeting and sent home to parents who were not able to attend and for the 2020-21 school year information will be put on a variety of venues to ensure that the Title I information reaches all families.

Spanish translation is provided for the Title I Compact and the Parent and Family Engagement Plan. Translation for other documents is provided upon request.

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

The following languages are spoken by our parents and students at our school: Spanish and Chinese. The Title I Facilitator will coordinate with the Title III ESOL Lead Coach and ESOL Lead Teacher assigned to Deltona to identify other languages of families.

## COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

The school staff will communicate in a timely manner about the different Title I activities throughout the year in the following ways:

Events are posted at least 2 weeks before all events, followed up with additional reminders. The following reminders are sent one week before the event, the weekend before the event, and the day before the event.

(1) Title I Annual Meeting Presentation and an electronic/paper "Sorry We Missed YOU packets" that include when school wide events and meetings will happen. This packet is also available on the school website, Facebook page, and Twitter.

The following are the tools and resources that are used to communicate with parents and guardians:

1. Parent conferences and compact meetings
2. Class Dojo/Remind apps and newsletters
3. School wide robo calls
4. Title I/ SAC Parent Meetings
5. School marquee
6. Fliers
7. Daily school wide morning announcements and in house closed circuit network

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) Curriculum at the school is presented, described and explained in many ways: Title I Annual Meeting Presentation, Parent-teacher-conferences, District Parent Academy website, grade level nights and pamphlets.
- (2) The forms of assessment used to measure student progress are: FSA (Florida State Assessment), FCAT (Florida Comprehensive Achievement Test), FSAA (Florida State Alternative Assessment), WIDA (World-class Instructional Design & Assessment) assessment for ESOL students) standardized tests, iReady diagnostic & standard mastery scores for Math & Reading, SAM (Student Assessment Module) test scores for Science in 3-5<sup>th</sup> grade, FLKRS (Florida Kindergarten Readiness Screener) test for K, district approved test for Pre-K, teacher created formatives based on standards, grade level benchmark tests for core subjects, and student grades
- (3) The expected achievement levels for students are presented in various ways: Title I Annual Meeting Presentation, parent- teacher- conferences, District Parent Academy website, grade level nights and printed pamphlets. The explanation of the assessments will include the content, format, and proficiency levels used to evaluate student progress.
- (4) School curriculum, student progress, achievement levels and grade expectations are presented to parents through: Bilingual parent-teacher-conferences and Title I Annual Meeting packet, interpreters are used during bilingual conferences/written messages/phone calls, Google Translate and bilingual dictionaries are also used to make sure we reach all students and their parents.



(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) Parents have the opportunity to help make decisions for the writing of the Parent Family and Engagement Plan, school compact, and events for the year.
- (2) Deltona communicates these opportunities through surveys, event response forms, and Title I/SAC Parent Meetings. Upcoming opportunities are advertised by: fliers, robo-calls, Class Dojo/Remind apps, class newsletters, planners, website, and social media.

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]

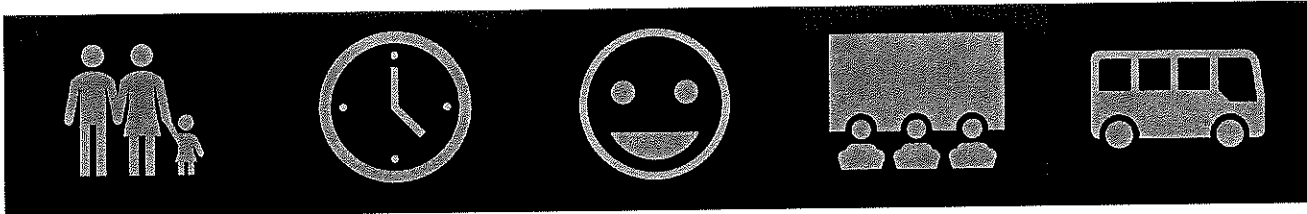
A district wide Title 1 parent survey is used to gather this information. The district then sends each school principal the results of their schools survey. This information is then used to address any concerns. At the school level surveys and parent meetings are used to collect input during development of the Title I school wide plan. Both plans are then voted on by parents at a Title I/SAC meeting and on-line votes. Parents will make know their concerns at this time.

(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)

- (1) The school publishes and communicates the requirement of Title I, Part A Parent & Family Engagement Plan to parents and families through: A printed summary of the plan given out at The Title I Annual Meeting Night & through the Sorry We Missed You Packets. Both the long version and summary of the plan are posted on the school website and is available in print form from the school for anyone who asks.

# 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 School-wide funds are used [ESEA Section 1116(c)(3)].**

Parents have the opportunity to help make decisions for the writing of the Parent and Family Engagement Plan, school compact, how school funds are allocated, and parent engagement activities for the year through: Title I/SAC parent meetings, surveys, event response forms. Upcoming opportunities are advertised by: fliers, robo-calls, Class Dojo/Remind apps, class newsletters, planners, website, and social media.

**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)]**

- (1) Transportation - Zoom or phone conferences used when parents do not have transportation
- (2) Childcare - Parents are welcome to bring children to all events and parent conferences. Child care is available at Title I/SAC meeting if parents notifies school ahead of time.
- (3) Home Visits - Zoom or phone conferences will be used.
- (4) Additional Services to remove barriers to encourage event attendance - Translators available at events to help with language barriers.

## 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 input for times for meetings and events is collected through the Title I District Parent Survey and through our school parent survey.

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 meetings - live and recorded - with a response input form attached

## 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: Prepare Annual Meeting Presentation and Right to Know handouts, compacts, and Parent Engagement Plan Summary, and activities schedule. Date for Annual Meeting will be the second week of October
2. Step 2 : Schedule community partner information booths and school information booths.
3. Step 3: Prepare advertisement for two weeks prior, one week prior, weekend before, and day before fliers, robo-calls, announcements, emails, Class Dojo/Remind and social media statements and send out as planned.
4. Step 4: Print and assemble Title I Annual Meeting packets for that night's distribution. Print Sorry We Missed You cover sheet letter to attach to the annual meeting packets for those parents that did not attend.
5. Step 5: Prepare compacts folders for each teacher.
6. Step 6: Prepare and print teacher Title I Annual meeting and compact procedures and expectations.
7. Step 7: Meet with teachers to present the importance of, procedure and expectation for the Title I Annual Meeting, compact, and night's attendance procedures/collection.
8. Step 8: Determine and order dinner for teachers.
9. Step 9: Prepare sign in sheets and assign non-instructional staff /electives/ and resources teachers staff to jobs, such as: greeters, sign in tables, on line grade help, volunteer forms, guidance, translators, etc.
10. Step 10: Determine and set up time for tables, community and school booths and clean up.
11. Step 11: Collection of attendance and accounting for parents who did not attend Title I Annual meeting night per class.
12. Step 12: Distribute Sorry We Missed You packets to teachers. Teacher have students sign they have received the packet to take home.
13. Step 13: Fill out Title I Annual Meeting Report and submit.



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.

The Right to Know information sheet will be presented and passed out at the Title I Annual Meeting and is part of the Sorry we Missed You packets. The Right to Know sheet will also be posted on the school website and social media. The Right to Know information sheet will contain:

- (1) Chart with adequate yearly progress by subgroup
- (2) Information on School choice
- (3) Rights of Parents.
- (4) State Assessment overview
- (5) Title I overview of budget

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 ensure that parents without technology will receive information through fliers, communication folders, parent conferences, printed report cards, robo- calls and planners to communicate with parents without access to technology. Parents will receive notification of parent events, communication, information about parent events, school updates, and student progress updates

# 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

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

Deltona Elementary will implement activities that will build relationships with the community to improve student achievement by hosting grade level events (in the fall and spring and as the COVID pandemic allows)) that focus on activities and strategies for parents to understand 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. Literacy Week and STEM Nights will focus on specific topics while sharing learning strategies with parents. Local businesses offer support for student incentives for Accelerated Reader, iReady, and iXL.

**(1) How will the school partner with the Parent Academy to support Parent and Family Engagement? (2) Explain how the Parent Academy resources and trainings will be advertised to parents.**

- (1) The Parent Academy will support parent engagement activities and events though helping to gather grade level resources, creating take home learning packets, preparing for events, help with preparing event fliers for print and social media, and by presenting the Parent Academy Website at events.
- (2) All district Parent Academy resources and trainings are advertised to parents in the same ways school events and resources are advertised.
- (3) Deltona Elementary School will invite the Parent Academy to attend and support parent and family events at the school
- (4) Deltona Elementary School will provide notification of the Parent Academy events through the school website and social media outlets
- (5) Deltona Elementary School will collaborate with the Parent Academy to provide professional development in the area of parental engagement for teachers.

## 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
Title I Annual Meeting (required)	Title I Facilitator	Parents will learn: 1. What is the Title I program, its requirements, and how these funds support student learning in a supplemental way.	October 2020	Sign-in, Evaluation/ Feedback, Signed Compact, Sorry We Missed You receipts
Title I Committee Meetings (required)	Title I Facilitator	Parents meeting(s) will gather input for the Parent Engagement Plan (PEP), PEP Summary, Events, School Needs & Compact.	Spring 2020	Sign In, Meeting agendas/notes, Google Forms Virtual Parent Input reports, Google Forms Virtual Vote for approval of said items
Fall Grade Level Night	Title I Facilitator Department Heads and Team Leaders	Parents will learn: 1. School Goal and what the grade level is doing to support it 2. Grade level expectations and methods to support their child at home 3. Grade level testing requirements 4. Parent Academy Resources	Fall 2020	Sign In, Evaluation/ Feedback, Agenda, Samples of handouts shared with parents, photos
Spring Grade Level Night	Title I Facilitator Department Heads and Team Leaders	Parents will learn: 1. The school goal and what the grade level is doing to support it 2. Grade level expectations and methods to support their child at home 3. Grade level testing requirements 4. Parent Academy Resources	Spring 2021	Sign In, Evaluation/ Feedback, Agenda, Samples of handouts shared with parents, photos



Literacy Week Parent Night	Title I Facilitator Liz Marion, Media Specialist, and the Literacy Committee	Parents will learn strategies to help their children improve their literacy	Spring 2021	Sign In, Evaluation/ Feedback, Agenda, Samples of handouts shared with parents, photos
STEM Night	Title I Facilitator Charlotte Norford STEM resource teacher, and STEM committee.	Parents will learn hands on activities and strategies to help their child at home in the areas of: Science Technology Engineering and Math	Spring 2021	Sign In, Evaluation/ Feedback, Agenda, Samples of handouts shared with parents, photos

*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 Deltona Elementary Title I Parent & Family Engagement Plan (PFEP) is developed jointly with parents through the Title I Committee each April and May and after review by all stakeholders (LEA, Title I Committee and Administration). The PFEP is sent to the District Title I Coordinator of Family Engagement for approval before being submitted to FLDOE. The evidence our school will use to show that we have jointly developed a school-parent compact is: Minutes of the meeting, attendance of participants and agenda as well as online survey results.

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

Parent-teacher conferences allow the parents/guardians to ask specific questions to their child's teacher about the Title I programs, curriculum specifications for the grade level and standardized assessment tests. The Title I Facilitator will work closely with classroom teachers to ensure that parents have the necessary academic resource materials to help their child. Meetings with all teachers about requirements, procedures, and expectations for the Title I Annual Meeting Night, the Title 1 Compact, and how to conduct effective parent conferences, will occur with the Title 1 Facilitator. Teachers will attend the required professional development for effective conferencing strategies provided by the District Parent Academy. Teachers will be provided a conference guide with talking points to cover during parent conferences and grade level pamphlet that covers expectations and how to work with their child at home.. Evidence for the meetings and PD will be sign in sheets and examples of handouts given to the teachers. Evidence of implementation of the compacts will be the percentage of signed compacts by parents. The school wide compacts goal is 80% signed and 100% compliant. The principal uses the teacher's percentage as part of the evaluation process under "accurate record keeping".

# 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.**

As a Title I school, we will show as evidence for:

(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 - the Principal's Attestation Letter and Not State Certified Letters sent to parents will be used as evidence.

(2) a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA (Every Student Succeeds Act) State Plan. This information is part of the CAN (Comprehensive Needs Assessment) and is available at 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
Yearly McKinney-Vento Training	Shanika Figueroa	Improved ability for staff to work with parents and families	Will schedule based on Covid 19 restrictions	Sign-in sheets, evaluation sheets, follow up with teachers
Parent Conference Training	District Parent Academy	Improved ability for staff to work with parents and families	Will schedule based on Covid 19 restrictions	Sign-in sheets, evaluation sheets, follow up with teachers

# 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 type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<input checked="" type="checkbox"/>	Title I Pre K ESE Pre K	Support, Resources, and PD is provided by the District to our Pre-K staff and students.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Support, Resources, and PD is provided by the District to our staff and students.
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	PD is provided by the District to our staff.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Support and Resources are provided by the District to our staff and students.

*Schools may add lines as needed.*