

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



**School Name: Matthew W. Gilbert Middle School #: 3146**

Principal Name: Maurice Nesmith

School Website: <https://dcps.duvalschools.org/matthewgilbert>



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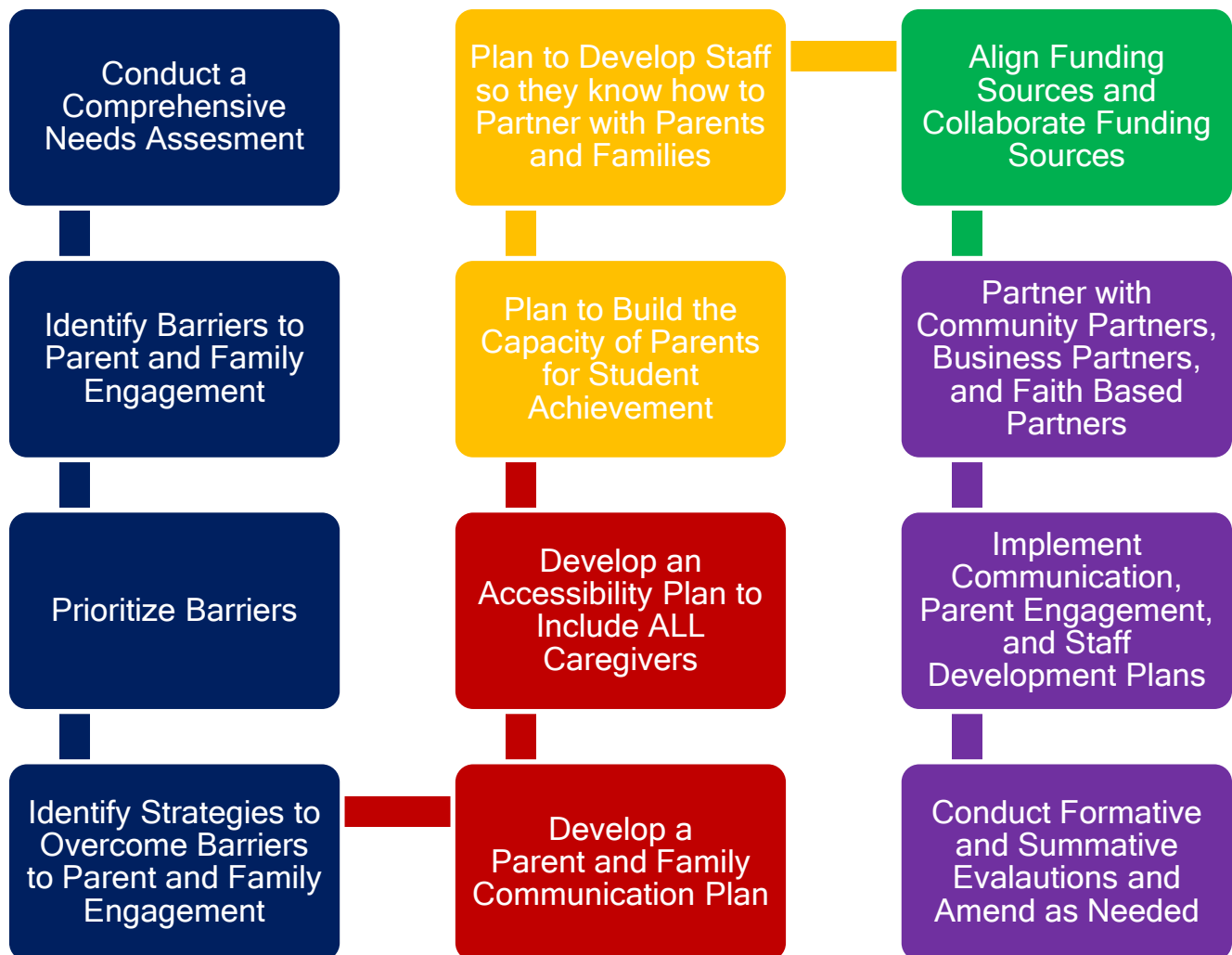
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# OVERVIEW

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, Maurice Nesmith, 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.

Maurice Nesmith  
Signature of Principal/School Administrator

June 30, 2020  
Date Signed

# NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## 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
\$3,400.00	\$3,396.23	\$3.77
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		
PFEP was late due to COVID pandemic, we were unable to hold any additional activities to spend remaining funds. For this next year, all non-food items will be expended by OCT 31. Any remaining funds will be used towards family engagement after gaining feedback from discussions with parents.		

### 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)
0	0	Encourage teachers to hold conferences in the parent resource room so parents can see available resources. Escort visiting parents through resource room when on campus to see guidance. Include virtual viewings on video newsletters to raise awareness.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	75	Increased parent involvement, parents came to the activity and were made aware



		of school expectations, grading policies, the culture of individual student achievement and ways they can support performance at home.
Developmental Meeting (End of Year)	0	Due to the lack of attendance, the impact could not be measured.
Opening of School Parent Meeting	75	Teachers spoke to the receptiveness of phone calls home in support of student discipline. Several new lines of communication were initiated by parents instead of teachers.
Literacy Night	20	I-ready scores increased in Reading growth checks. The number of assigned Achieve 3000 articles increased.
Donuts for Dad	30	Well established rapport with parents

*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.*

<b>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.</b>
Developmental meeting was held, however, parents did not attend. Surveys will be sent out at the beginning of the school year to determine how parents would like to participate, and what activities they'd like to engage in during this time.

## 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.
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1. Barrier 1: Lack of attendance by parents for school activities.
2. Barrier 2: Transportation is an issue for parents due to students being bussed in from extended surrounding areas.
3. Barrier 3: Flexible parent meeting times. Parents consider the school operating hours inconvenient for meetings and activities.
4. Barrier 4:
5. Barrier 5:

(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)	Lack of attendance by parents for school activities.	We will try to implement virtual meetings. We will communicate activities at least 2 weeks in advance through social media and school websites, marquees, robo-calls, etc.
2)	Transportation is an issue for parents due to students being bussed in from extended surrounding areas.	We will provide bus passes from JTA to parents in need of support with transportation.
3)	Flexible parent meeting times.	Meetings will be held in a variety of venues. We will be flexible in offering meetings in the morning, the evening, and virtually in an attempt to reach all parents.

## 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?

What is your goal for the current school year based on the barriers?

Overcome the barriers

- Build relationships to increase parent involvement to improve academic achievement
- Increase usage of online communication platforms
- Increase community and business partnerships



# 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 21<sup>st</sup> 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?

We will provide full opportunities for parents to participate in family activities by:

- Making sure parents with transportation issues with JTA bus passes
- Offer workshops at various times of the day to reach all parents
- Provide flyers in various languages (English and Spanish)
- Communicate in a timely manner, including social media, newsletter, marquee, **text message**, social media websites, and robo-calls.

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?

1. Monthly newsletter
2. Marquee
3. Phone (Robo) calls and text messages
4. Social media websites
5. School YouTube channel
6. Class DOJO

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

1. English
2. Spanish

## COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

- (1) All communication will be sent out AT LEAST 2 weeks prior to the activity.
- (2) Translated paper copies will be available for families meeting this need.
- (3) Google translate and in-person translators.

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) We will use Open House, Parent conferences, Annual Meetings, and Parent Nights.
- (2) Parents will also have the opportunity to engage in conferences that will provide more insight into measures being used to determine achievement such as I-ready, Acaletics, FSA, PMA's, Progress Reports, etc.
- (3) Student achievement and data drives all work decisions at the school and are shared during parent nights, Open House, and Mid-year stakeholders' reports
- (4) Translators will be available upon parent requests to discuss curriculum, assessments, of achievement levels.

(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) Title I engagement activities, teacher professional development opportunities, communication measures, discipline, etc.
- (2) Annual Meeting, SAC Meetings, Developmental Meeting, & PTA meetings

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]

If parents have concerns, all comments will be submitted to our Programmatic Specialist.

(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) This plan will be published and displayed in the front office lobby and in the parent resource room. We will also communicate this through our website and newsletter.
- (2) **Paper copies will be provided upon request.**

# 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)].**

As the school year starts, the parents are involved through SAC and PTA. If annual revisions are need, a revision meeting will be held with the parents. Parents are encouraged to provide feedback for improvements during these meetings.

**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 - Bus passes will be provided to parents as needed
- Childcare - Childcare will be provided as needed
- Home Visits - As determined by school administration
- Additional Services to remove barriers to encourage event attendance -

## FLEXIBLE FAMILY MEETINGS

<p><b>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)]</b></p> <p>Surveys will be given at orientation, open house, and the annual meeting.</p>
<p><b>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</b></p> <p>Documentation will be parent surveys.</p>
<p><b>How flexible meetings will be offered to accommodate parents? Check all that apply.</b></p> <p><input checked="" type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> Mixture of AM &amp; PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM &amp; PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other: Virtual Meetings</p>

## REQUIRED ANNUAL MEETING

<p><b>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)]</b></p> <ol style="list-style-type: none"> <li>1. <u>Step 1:</u> Set time and Date for Annual Meeting</li> <li>2. <u>Step 2:</u> Create and send out flyer regarding Annual Meeting</li> <li>3. <u>Step 3:</u> Create Agenda, Sign in, and Evaluation Forms</li> <li>4. <u>Step 4:</u> Prepare Title I PowerPoint Presentation</li> <li>5. <u>Step 5:</u> Reminder via telephone blasts, email, texts, websites, DOJO, etc.</li> <li>6. <u>Step 6:</u> Set up the room for the meetings (Ensuring appropriate functionality of technology)</li> <li>7. <u>And so, on as needed....</u></li> </ol>
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<b>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.</b>
Title I annual meeting is to inform parents and stakeholders about the title I program and how it aids school imp. It discusses Adequate Yearly Progress, school choice, and the school goals for the next year. The PowerPoint on the federal program site will be used.
<b>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.</b>
(1) Administration will review the latest school assessment data and AYP of students by subgroups. (2) Parents will be provided with information regarding school choice. Parents will be reminded as long as the school has vacancies and that they can provide transportation, they can attend the school of their choice. (3) Parental rights of students will be fully explained.
<b>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?</b>
Parents without access to technology will be notified via newsletter, flyers sent home, school marquee, progress reports, and report cards.

## 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: Set a date and time and prepare data



Step 2: Prepare parents through newsletter, social media, robo-call, text message, and Class DOJO.

Step 3: Review previous year's PFEP, parent compact, and budget.

Step 4: Receive parent feedback on parts of the PFEP.

Step 5: Discuss flexible parent meetings, types of communication, barriers, and building capacity opportunities.

Step 6: Discuss desired opportunities for staff development with parents.

# 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?**

Parent Ga According to the needs assessment, we have determined that we need programs to support Math & Reading at school and at home. The school will have various monthly programs to reach out and engage parents consistently throughout the school year. We will be building capacity using a Parent Game Night, FSA night, Math & Literacy Night, & Science Night. These presentations will initiate and heighten increased interest in the subjects that our needs assessment shows we need improvement.

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

We are working at building positive relationships within our community. We are building relationships with our alumni and community church by inviting and encouraging parents and community members to become actively engaged in SAC meetings and to attend our parent and family events.

**(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 will implement the Title I Parent resource room as a free resource to support all students and parents through positively promoting the room. In addition, we will have the teachers recommend it to parents to help support learning at home.  
 (2) Parent Resource Room will be advertised on the website, during parent and family engagement activities, and face-to-face conversations.  
 (3) The opening of school faculty meeting during pre-planning will be leveraged to train teachers and office staff on the resources available and best practices for utilization.

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?

For family game night, we will purchase games that will build literacy and math skills. Science supplies will be purchased for experiments during our family Science night. A storeroom order will be made in order to send out flyers for parents and to have materials for parents to use during the family engagement nights.

## 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
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <li><i>1. How to complete the parent portions of FASFA</i></li> <li><i>2. How to research college websites for what their child need for admission</i></li> <li><i>3. How to use OneDrive and Focus to keep up on graduation indicators</i></li> <li><i>4. About the most popular scholarship websites and tips for receiving funding</i></li> </ol>	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Principal and Assistant Principals	Parents will understand the purpose and requirements of a Title I school. They will learn the supports and improvements in education that contributes to the performance and	September 2020	Sign in sheets, survey feedback forms,

		growth of all students.		
Title I Developmental Meeting (required)	Principal and Assistant Principals	Parents evaluate and provide feedback for events throughout the year. Parents also give input for upcoming school year.	March 2021	Sign in sheets, survey feedback forms, minutes from the meeting.
Parent Game Night	Assistant Principals, City Year, and Teacher Leaders	Parents will learn how to use everyday games found at home such as Life or Scattergories to promote math and literacy skills. We will share strategies with them to make a fun and engaging activity also a learning activity.	October 2020	Sign in sheets, evaluation forms, minutes
FSA night	Administration and Coaches	FSA Scores will be positively effected as parents learn strategies to help their children at home to succeed on the FSA. Parents will learn and discuss FSA strategies, get questions about the test answered, and engage with practice questions.	March 2021	Sign in sheets, evaluation forms, minutes
Pastries for Parents	Administration and Leadership Team	Promoting collaboration between teachers and parents to support student achievement.	November 2020	Sign in sheets, evaluation forms, minutes
Family Literacy Night	Literacy Team	Parents and students will be taught how to improve literacy strategies to prepare for assessments. Parents and students will read together and learn strategies to work on building comprehension, fluency, and vocabulary.	January 2021	Sign in sheets, evaluation forms, minutes
STEM Night		Students and families will have the opportunity to collaborate together	February 2021	

		to complete Science experiments that directly align to the Science standards to enhance their knowledge and application of the Science content. Families will have the opportunity to practice engaging, real-world problems that promote awareness of the importance and application of math skills being discovered during the school day.		
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*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 evidence we will use to show we have jointly developed a compact will be a sign in sheet from the meeting and minutes, the evidence that conferences were held with parents to describe the compact will be sign in sheets and parent-teacher conference forms.

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

The principal will ensure that required conferences are implemented with all parents by required teachers to turn in the signed compacts as they 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.**

The evidence we will use to show we have informed parents that a child was assigned to a class that is taught for 4 weeks by a teacher that is not certified will be a letter sent to parents stating those facts. The evidence that we provided a list of teachers that were ineffective, out of field, or inexperienced will be a letter to the parents stating those facts.

## 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
<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 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Book Study: The Energy Bus by Jon Gordon	Assistant Principals and Coaches	Provide practices to consider when communicating with stakeholders that will benefit the school culture	Aug.- May	Sign-in sheets, evaluation sheets, PD minutes
Care-acter Development	Assistant Principals and Guidance	Build teacher capacity to foster a positive school culture	Aug.- May	Sign-in sheets, evaluation sheets, activity artifacts
"Parent Partnerships"	Assistant Principals and Department Heads	Will highlight ways to guide parent involvement by providing background insights, strategies, and materials to effectively use parent skills to support and enhance student learning.	Sept., Nov., Jan., Mar., May	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"/>	<b>IDEA</b> - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	<b>Title I, Part D</b> - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time and become college and career ready. Title I also seeks to, furnish families with strategies for a safe environment.
<input type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal <u>Education for Homeless Children and Youth (EHCY) Program</u> and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	SIA are funds allocated to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready
<input type="checkbox"/>	<b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.

<input type="checkbox"/>	<b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency	
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*Schools may add lines as needed.*