

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



School Name: Sandalwood High School #: 237

Principal Name: Dr. Saryn L. Hatcher

School Website: www.duvalschools.org/sandalwood



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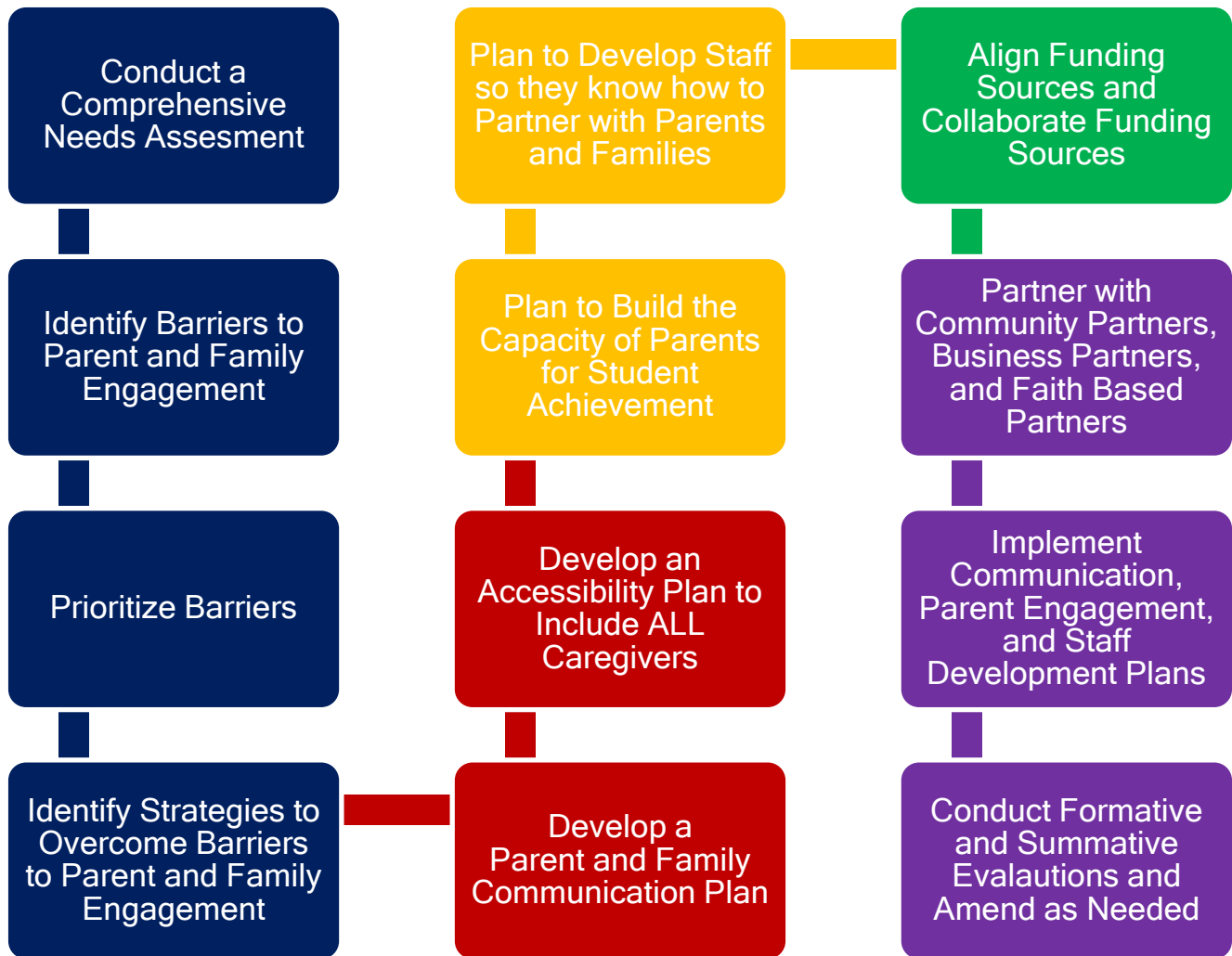
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OVERVIEW

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, Saryn L. Hatcher, 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.



6/30/2020

Signature of Principal/School Administrator

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
\$ 3,000.00	\$ 949.58	\$ 2,050.42
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		
Certain programs planned on campus had to switch to virtual model.		

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)
12	2	Continue advertising resource
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)	29	Newsletter provided information for parents
Developmental Meeting (End of Year)	10	Online Virtual Meetings

Financial Aid Night 100 Increased College Awareness and	Financial Aid Night 100 Increased College Awareness and	Financial Aid Night 100 Increased College Awareness and
Applications	Applications	Applications
Open House / Annual Meeting 10 Awareness of Title I and Resources	Open House / Annual Meeting 10 Awareness of Title I and Resources	Open House / Annual Meeting 10 Awareness of Title I and Resources
Sandalwood Showcase 200 Awareness of Sandalwood resources	Sandalwood Showcase 200 Awareness of Sandalwood resources	Sandalwood Showcase 200 Awareness of Sandalwood resources

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.

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.

Positive information provided about services from school events.

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.

Barriers

1. Parent participation for Title I was problematic
2. Finding acceptable vendors for Title I purchases

(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)		Barrier 1 - Parent participation for Title I was problematic Strategies / Steps: Conduct Title I activities in conjunction with other school-wide events to produce more participation
2)		Barrier 2 - Finding acceptable vendors for Title I purchases Strategies/ Steps: Finding acceptable vendors for Title I purchases

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?
Increase in parent participation with all parts of school-life

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?

Increase parent engagement & participation through multiple formats.

1). Title I / School Advisory Council (SAC) and Parent Teacher Student Association (PTSA)

meetings will be held monthly to involve parents in the coordination and improvement of school activities.

2). Annual Title I Meeting it will be placed on the school website, communicated through

School Messenger and hard copies

available in our Parent Resource Room.

Notifications will take place at least 10 days in advance for parents to participate. 1). Parent

Involvement Newsletter 2). Annual meeting during Open House 3). Promote Title I meetings using Social Media Formats will be available in Spanish as well as Farsi

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?

Information to be shared includes: School goals, performance expectations, benefits for Title I students' academics in multiple languages.

1). Perform a needs assessment involving parents

2). Prepare written parent involvement policies

- District
- School

3). Convene an annual Title I parent informational meeting

4). Build parent capacity through training, information and support

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

--

English
Spanish
Farsi
Creole
Tagalan

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. School Messenger
2. Flyer Home
3. Website
4. SnapChat
5. Facebook
6. Parent Newsletter

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) Individualized calls made by accountability teachers prior to testing window. ELA 9, ELA 10, Biology, US History, Algebra, Geometry.
- 1) Grade level orientation meetings
- 2) Senior Graduation Nights
- 3) Family Literacy Night
- 4) FAFSA and financial aid nights
- 5) Phone blasts prior to assessment calendar
- 6) We will track the progress reports through sign out sheets administered by the teachers as they hand out the report. All newsletters and regular screen shots of the school counselor blog will be compiled into one notebook. Parent Link, website and the school marquee will also be utilized for parent notification of specific events.
- 7) Information is translated for parents/families of limited English proficiency upon request or when determined necessary by school personnel
- 8) Progress reports will be sent home with students at least once quarterly to keep parents informed of students' academic progress with the option for parents to request a parent-teacher conference.

(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 are encouraged to join PTSA, SAC during Open House.
- (2) School newsletter will list other opportunities for parents to get involved with leadership for Child Friendly Team or Title I Parent Involvement.

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]

Parental online surveys will be available on our website, and promoted throughout the building for stakeholders to provide feedback to the principal.

- 1). Comments and concerns will be shared with administration (Dr. Hatcher)
- 2). Parent and students are given opportunities during yearly IEP/504 meetings to provide feedback to Ms. Colvin and passed to admin or cluster office.
- 3). If the school wide program is not satisfactory to parents of participating children, they can voice their concerns in writing or in person. If the parents prefer to write down their concerns they can be turned in to the front office for the Principal's attention. The parents are also welcome to voice their suggestions or concerns during the monthly PTSA/SAC meeting.

(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?

School Website

Face Book

Parent Newsletter

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)].

Parent newsletter provides opportunities for parents and families to participate in school function. Child Friendly Board will also participate in various program implementation.

- 1). School will increase presence on social media through administration, and with push it notifications that parents can set up on their phones using social media (Snapchat, Facebook, Twitter, Website)
- 2). Flyers will be approved through the district
- 3). School Messenger
- 5). Communication strategies for native Spanish speakers will go through Mr. Chiatovicz

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). If necessary, school will provide JTA passes or Uber verifications.
- 2). For larger assemblies, school will have thoughtful childcare options.
- 3). Home Visits - if necessary
- 4). Additional Services to remove barriers to encourage event attendance - Provide copy of
 - presentation via video.

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)]

Parents provide input from newsletter and Annual meeting.

Parental activities will be offered at various times and days. In addition, activities will be recorded or transcript will be available for review. Parents may make other reasonable requests via the online survey form.

- 1). Increase the presence of Spanish language translators at events.
- 2). Create a section for only Spanish language speakers with the same information for graduation, financial aid, seniors, SGA, and events during family and parent nights.
- 3). Combine existing meetings to accommodate Title I monthly participation/attendance.

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

Needs assessment is sent via parent newsletter for parents

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 _____

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: Orientation days we advertised about the Annual Meeting
2. Step 2. Advertised in parent newsletter for one month
3. Step 3: School messenger phone system two weeks prior.

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.

Description of Title I and the laws governing parent participation rights. PowerPoint presentation will also illustrate the process of parent involvement and recommendation for use of funds for school improvement use.

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.

A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?

1). School choice, especially DCPS schools, covers closest schools and bus routes available to other schools (MMS, JTA).

2). Meeting covers:

- School Data:

Rdg Rdg Rdg Math Math Math Bio US Grad. Accel. Grade

FSA Gains BQ FSA Gains BQ EOC EOC

15 51 - - 35 - - 66 65 84 56 B

16 50 44 31 45 46 49 84 77 90 85 B

17 54 52 39 77 60 65 77 80 97 91 A

18 55 56 78 79 55 79 55 79 98 94 A

Parents will have access to review state certification of their child's teachers from online.

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?

- 1). If necessary, school will provide JTA passes or Uber verifications.
- 2). For larger assemblies, school will have thoughtful childcare options.

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.

Activities will be offered based on SIP goals and parent needs. The activities such as the following will provide parents information to empower them to assist their child academically. Community members will be invited to attend and present information that is valuable to parents in helping their children.

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?

- 1). Family Technology Night: Allow parents the opportunity to sign up for FOCUS/OneView and discover how to track student's attendance and grades. The parent that is involved and informed statistically improves student performance.
- 2). Financial Aid Night: Allows opportunity for students and parents to begin FAFSA application with adult support. Increases student's ability to attend college, increases graduation rate.
- 3). Senior Parent Night: Opportunity for parents and students to receive important information regarding student progression plan, qualifying credits, GPA, Florida EOC information, SAT/ACT enrollment, college scholarship information, and guidance credit check information. Increase graduation rate, post-secondary plans, and current student work output.

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

Parents will receive information to empower them to assist their child academically. Community members will be invited to attend and present information that is valuable to parents in helping their children.

(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). Parents will have access to the Parent Resource Center (PRC) which maintains a collection of materials such as books, magazines, hands-on activities, etc. In addition, materials will be ordered that address the ongoing needs of our parents and community.
- 2). Parent Resource Center materials for ADD, SAT, ACT, explosive behaviors, military careers, and application processes.
- 3). The Parent Resource Center is located in the main office. Parents are both informed and reminded about the center by signage located in the front office, our website, and SAC/PTSA notice. Parents are free to access the center during school operating hours.
- 4). We are attempting to increase the amount of resources that the parents have access to that will stabilize their lives (professional materials, etc.). Additionally, there are resources involved that will guide parents towards helping their immigrant children transition to their new environment.

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?

Online PowerPoint presentation will be available for parents and pushed out via School Messenger or Parent newsletter.

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)	Principal	Build team relationship between SAC and Title I Stakeholders	August 2020	Sign In Sheet Feedback Forms/Survey Agenda
Title I Developmental Meeting (required)	Principal	Build team relationship between SAC and Title I Stakeholders	Sep 2018	Sign In-Sheets, Agenda, Feedback Forms
Parent Title 1 / SAC Meeting	Principal	Review Title I Plans and Budget for School Improvement Needs.	Aug 2020 Sep 2020 Oct 2020 Nov 2020 Jan 2020 Feb 2020 Mar 2020	Flyer/Announcement Sign-In Sheets, Agenda

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?

Copy of Compact with Signatures
Feedback Forms
Agenda

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

- 1). Parent-School workshops and training: provides stakeholders with the benefits and contributions of parent-teacher-student compacts and their role in setting parameters.
- 2). Value of Parent Involvement: Dr. Hatcher will provide stakeholders with research practices to improve the skills of effectively working with parents.

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.

Letter to Parents Regarding Title I Status of Teachers
Newsletters outlining Title I Progress on a semester basis

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
Parent-School workshops and training:	Hatcher	Improve the skills of the school staff to work effectively with parents by providing examples of best practices for parental involvement	Sept. 2020 January 2020	Sign-In Sheets Agenda Feedback Forms
Pre-Planning Parent Activities	Hatcher	Small group instructions: During orientation meetings, inform stakeholders about expected behaviors when calling school. How to increase rapport among parents and teachers.	Aug. 2020	Sign-In Sheets Agenda Feedback Forms
Parent FAFSA Night	Motley	Give parents access to sign up for FAFSA Scholarships	March 2021	Sign-In Sheets, Parent Feedback Forms

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 type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.