

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



School Name: Edward High School

School #: 3248

Principal Name: Traci Battest

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



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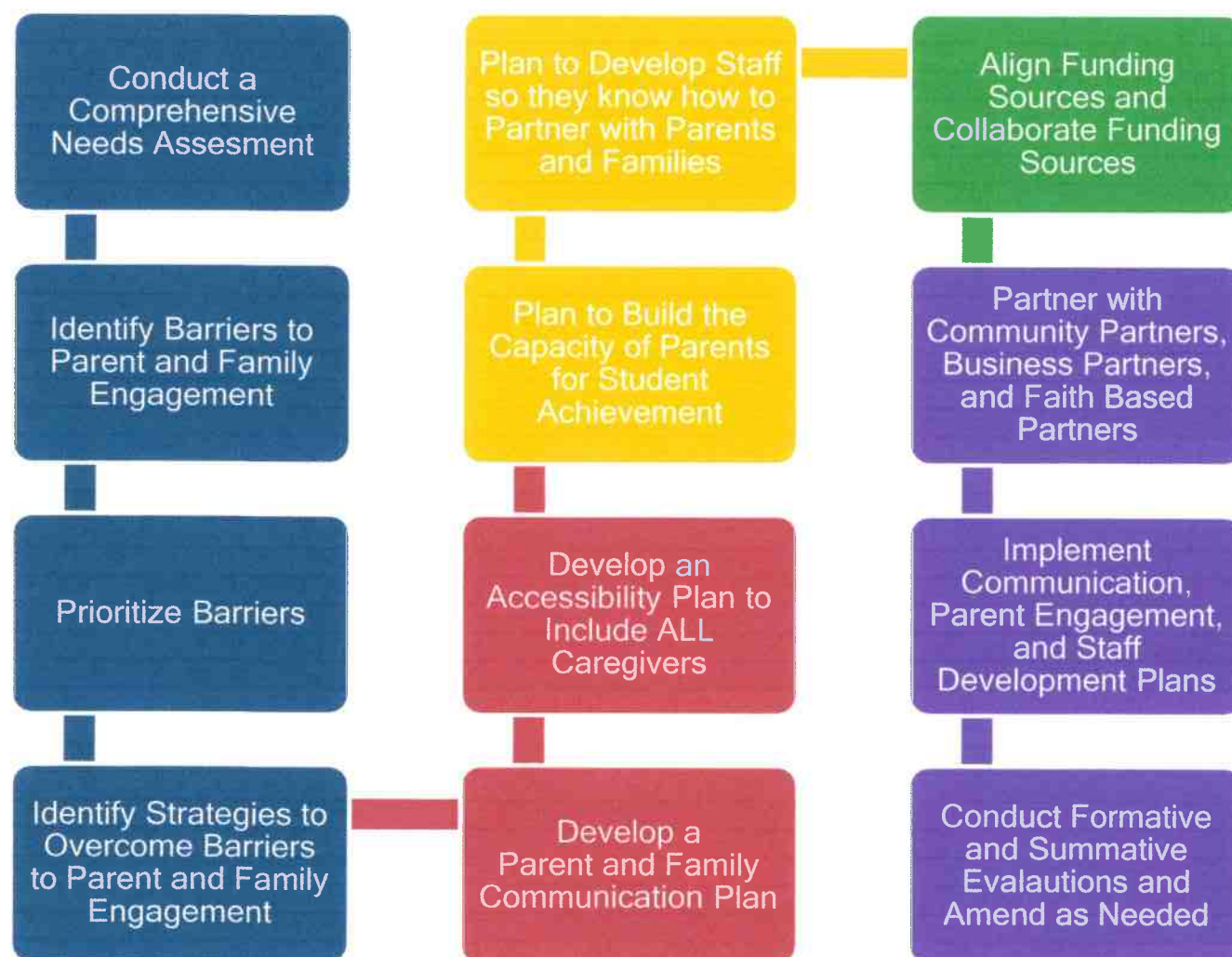
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OVERVIEW

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, Traci Battest, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

- ☒ The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
- ☒ Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
- ☒ Jointly **develop/revise** with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
- ☒ Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- ☒ Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
- ☒ If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- ☒ Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- ☒ Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
- ☒ Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select **each assurance**, this page will require an original signature and submission to the District.

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
\$3400	\$1642	\$1758
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		
Outbreak of the COVID 19 pandemic.		

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)
171	50	Our Title I Parent Resource Room is combined with our community partner Children's Home Society parent involvement staff member. We work hand and hand together to provide parents with an outlet and space for to engage parental resources and an opportunity to support our educational priorities. Resources such as computers access and resource manuals for self-help.
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)	200	We were able to have meaningful conversations throughout the school relating topics addressed the planning meeting survey. For an example parents wanted to have meeting later in evening so that meetings were more convenient. We addressed this concern by changing meetings start time. Parents adjusted well to the new meeting time.
Developmental Meeting (End of Year)	10	We discussed the difficulties of meeting parent needs from a distance. Also, meeting the needs of students through current virtual learning environment. We discussed methods reduce barriers during the COVID pandemic. Some parents wanted conflict resolution and flexibility in scheduling
SAC August - May	70	Worked through day to day issues as they arise during the school year. Worked to increase parent involvement, student engagement (academic/non-academic). Strategized methods to increase magnet enrollment.
FAFSA Night, October	10	Introducing financing for college, the prerequisite for attending earning scholarships and grants. Parents were able to gain an understanding of what is required financially before their student enroll.
Hero Night	12	This parent meeting was dual purposed. This meeting was segmented into a parent engagement segment and literacy segment. Parents were informed of opportunities involvement. Our SAC Chair offered ideas and strategies. Parents received a tour of the parent involvement area and was provided with on opportunity to check out self-help resources. We closed the meeting with at home literacy strategies and explained what a student's Lexile Level means in the realm of literacy.
Feast on Facts, February	15	This meeting was the Mid-year stake holders meeting. During the stakeholder's report parents were informed of involvement opportunities

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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.

The goal from the developmental meeting was to increase the family involvement.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I **Developmental** meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the **barriers** that hindered the participation and **involvement** of parents and family members during previous school years.

1. COVID 19
2. Lack of transportation
3. Time and frequency of meeting

(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)	Effect of COVID 19	Refer to board policy, offer virtual activities and meetings
2)	Transportation	Partner with CHS to see if there are ride share options that can be funded
3)	Meeting Times	Adjust meeting times as needed, offer multiple meeting times for each meeting

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?

Ed White's main focus is to increase parent and family engagement and involvement.

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?

We will offer multiple opportunities for families to attend each meeting. Will provide families with translation services through our ASL and Spanish foreign language staff. We will coordinate with Children Home Society to offer transportation opportunities, such as ride share, JTA, and/or Ubers.

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?

Reverse calls to parents from the principal.
Send home letters and flyers
Social Media posting
Text messaging apps
FOCUS messages and email

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

Spanish
ALS
Creole
French

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) Principal's weekly callout and emails
- (2) Notification on the school's marquee
- (3) Posting on social media platforms (bilingual when available)
- (4) Parent letters and flyers (bilingual when available)

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) During the initial parent meeting/Open House
- (2) Monthly School Advisory Council (SAC)
- (3) During the Mid-Year Stake Holder report
- (4) During each scheduled parent involvement meeting

(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) PTSA
- (2) SAC
- (3) We will communicate with families through weekly calls and emails, post to meeting dates to the marquee, post social media, and send home parent letters and post flyers

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]

In the main office and the parent resource center we have the District Title I office contact information posted. On all parent Title information, we have the District Title office contact number available.

(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 available in the main office and in the Title I parent resource center. We will post online along with the School Improvement Plan (SIP)
- (2) We will communicate with families through weekly calls and emails, post to meeting dates to the marquee, post social media, and send home parent letters and post flyers

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)]. We encourage all families to participate in all parent involvement activities, specifically the Title I developmental meeting. Parents are encouraged to join and attend SAC. During each SAC meeting we discuss the PEFP plan, troubleshoot inefficiencies and plan for future event.
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 vouchers JTA • Childcare - During planned parent meetings • Home Visits - In partnership CMS, related to truancy and discipline • Additional Services to remove barriers to encourage event attendance - Planning engaging family events to recruit more family involvement

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)] We need offer meetings differentiating in the time, multiple times of the same meeting.
What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed? Parent needs surveys.
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. <u>Step 1: Decide on a date, post flyers, put notification on social media, send out calls and emails to parents, and post meeting date on the marquee</u> 2. <u>Step 2: Meet with SAC team to design the particulars of this meeting, invite all stakeholders to participate in the SAC meeting</u> 3. <u>Step 3: Consult the faculty PEPF team members to review the questions and solutions from the previous year developmental meeting.</u> 4. <u>Step 4: Conduct meeting on assigned date and time, allow enough time for all parents to contribute to the question and answers section.</u> 5. <u>Step 5: Admin will the review parent request and barriers.</u> 6. <u>Step 6: We will have a follow-up SAC meeting to discuss findings with constituents</u>

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.
The entire plan and the budget
Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.
(1) During Power point (2) During Power point (3) During Power point
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?
Phone calls, postings on the marquee, parent letters, flyers

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 <u>evaluate</u> 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.
1. <u>Step 1: Decide on a date, post flyers, put notification on social media, send out calls and emails to parents, and post meeting date on the marquee</u>

2. Step 2: Meet with SAC team to design the particulars of this meeting, invite all stakeholders to participate in the SAC meeting
3. Step 3: Consult the faculty PEFP team members to review the questions and solutions from the previous year developmental meeting.
4. Step 4: Conduct meeting on assigned date and time, allow enough time for all parents to contribute to the question and answers section.
5. Step 5: Admin will the review parent request and barriers.
6. Step 6: We will have a follow-up SAC meeting to discuss findings with constituents

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? Activities will focus on what parents indicated their interest. We will offer multiple opportunities for families to attend sessions. We will coordinate rideshares and offer translation services for each meeting
How will the school implement activities that will build relationship with the community to improve student achievement? Offer sessions that focus on parental skills achievement for understanding how assist students succeed academically in school.
(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) Our CHS community partner will provide us a staff member to man the parent resource daily (2) We will provide an online link to parent resources on our webpage, post posters in the main office and the guidance suite (3) We will provide a monthly update during early release on strategies for engaging parents. During preplanning we will invite a Title I specialist to provide a training for engaging families.

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?

N/A

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> 1. How to complete the parent portions of FASFA 2. How to research college websites for what their child need for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding	<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 Battest, AP Leon Mungin	1. Parents will learn what resources are available from Title 1 2. Parents will provide feedback on our Title 1 program 3. Completion of the Part Compact Parents will tour the parent resource center	September 2020	Sign-in; Evaluation/ Feedback

Title I Developmental Meeting (required)		1. Parents will describe barriers to participation in on campus events 2. School will share barriers to engage families 3. A mutual plan will develop to increase collaboration between the school and families	April 2021	1. A collaborative plan 2. Sign-in; Evaluation/ Feedback
FASFA and Scholarship Writing Night	Ms. Stapleton School Counselor	Parents will learn: How to complete the parent portions of FASFA How to research college websites for what their child need for admission How to use OneDrive and Focus to keep up on graduation indicators About the most popular scholarship websites and tips for receiving funding	October 2020, February 2021	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
Midyear Stake Holders Meeting (Feast on Facts)	Principal Battest	1. Showcase of the students' academic performance in comparison to the 2020 school at the midyear point 2. Training on engaging your school, for parents 3. A round table discuss, staff, parents, and community members	February 2021	Sign-in; Evaluation/ Feedback, Training certificates for parents, Notes from the round table discussions
Literacy Night	Instructional Coach Robinson	1. Provide parent resources and strategies to increase literacy at home. 2. Formation of a book club, using self help titles to increase parent advocacy.	October 2020 (Funded By Title I), January and March 2021 (Not funded by Title I)	Sign-in; Evaluation/ Feedback, Increase in student Lexile level, Participation in the book club
SLA Transition Night	SLA Lead Ms. Wells-Young	1. Provide parent resources and strategies to	March 2021	Sign-in; Evaluation/ Feedback,

		increase advocacy 2. Formation of a group, using self-help titles to increase parent advocacy.		Increase in student Lexile level, Participation in the group
Magnet Parent Event	Magnet Coordinator Ms. Terrell	Introduction of parents to Edward White's way off work. Showcase of programs, extracurricular, and sports programs	January 2021	Increase awareness of programs and activities on campus. Increase parent connections.

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 Parent Compact will be completed through collaboration with parents during the initial Title 1 meeting. Parent conference check in will require the Dean, Teacher, or Administrator review the parent compact before starting the conference and the parent experience survey will ask if they received and completed a parent compact.

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

Collection of compacts after each conference given directly to the guidance clerk.

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.

Using the standard Title 1 out of field notification.

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>
Fostering a Growth Mindset/Effective Collaboration	Ms. A. Robinson	Improved ability collaborate with parent	Aug 7	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Beyond Lecturing: Innovative Notetaking	Ms. A. Robinson	Improved ability to provide families with notetaking strategies	Aug 18	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Project Based Learning	Ms. A. Robinson	Project-based Learning	Mar 31	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
☒	IDEA - The Individuals with Disabilities Education Improvement Act	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and District guideline pertaining to this grant.
☐	VPK - Voluntary Pre-Kindergarten	
☐	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
☒	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and District guideline pertaining to this grant.
☒	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and District guideline pertaining to this grant.
☒	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and District guideline pertaining to this grant.
☒	Title III, Part A - Helping English Language Learners achieve English proficiency	We actively engage families with a vision of inclusion and compassion. We follow all Federal, State, and District guideline pertaining to this grant.

Schools may add lines as needed.