

2020-21

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



HERNANDO
SCHOOL DISTRICT

Learn it. Love it. Live it.

School Name: John D. Floyd

School #: 0231

Principal Name: Joyce Lewis

School Website: www.hernandoschools.org/fes

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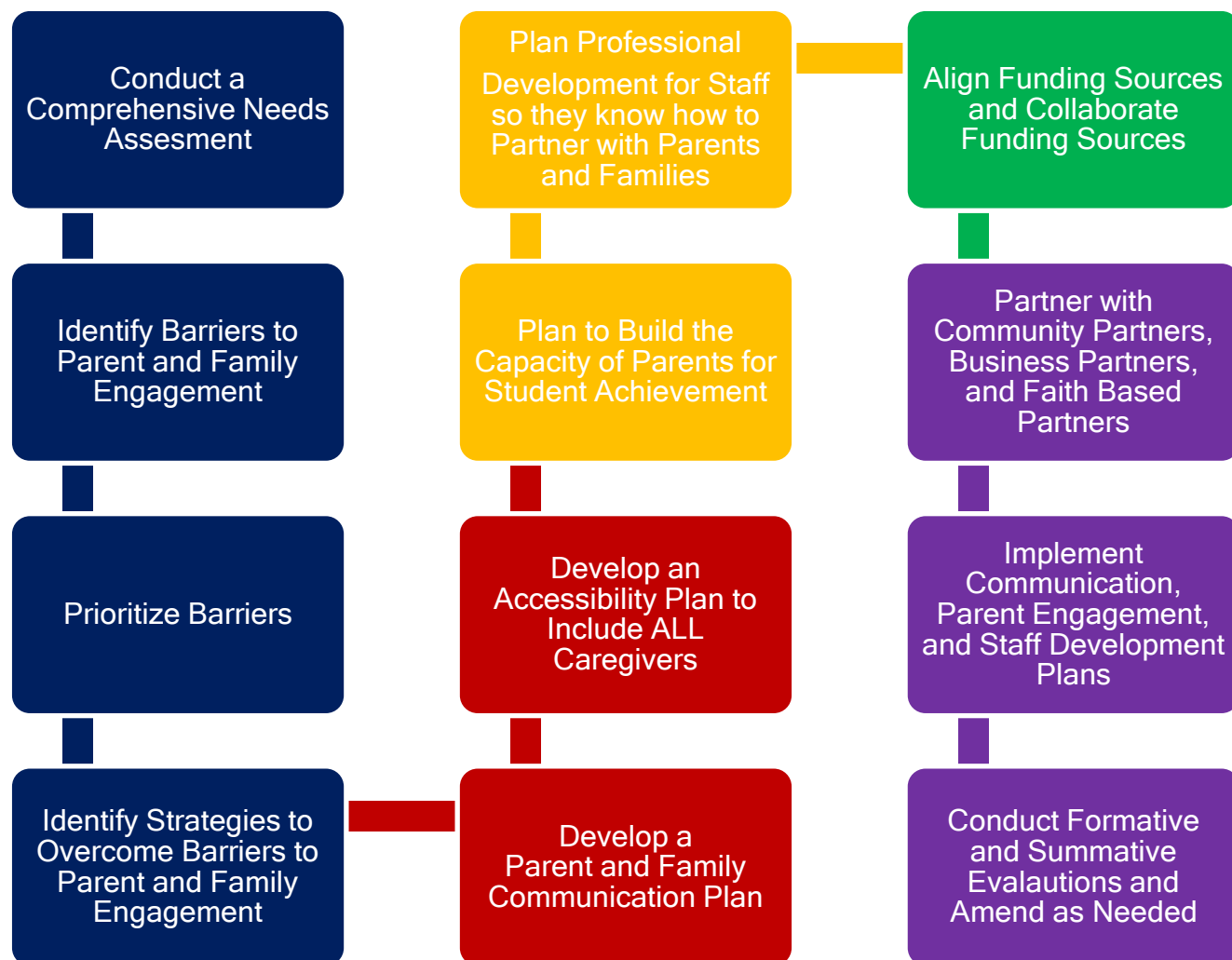
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OVERVIEW

The Hernando County School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



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



ASSURANCES

I, [Click or tap here to enter text.](#), 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.


Signature of Principal/School Administrator

9-16-20
Date Signed

NEEDS ASSESSMENT

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

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended
\$2,603.49	\$351.00
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	
There was \$2,252.49 remaining due to funds being earmarked for a school-wide communication application license. The cost of the application was more than the amount of funds available. Budget Amendment was requested during Amendment #2, but the funds were not available prior to the May 13, 2020 purchasing deadline.	

Capacity Build Activities -Programmatic Overview from the Previous Fiscal Year

Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide?)
Grandparents Day (PreK-1 st)	285	Take-Home Activity
Grandparents Day (2 nd -5 th)	317	Take-Home Activity
Pre K-2 nd Grade Annual Meeting - October 15, 2019	63	Annual Meeting Survey and Title I Parent Survey
3 rd - 5 th Grade Annual Meeting - October 16, 2019	28	Annual Meeting Survey and Title I Parent Survey
Kindergarten Show - December 11, 2019	499	Activity Survey
From Sea to Shining Sea Literacy Night - January 30, 2020	151	Activity Survey
Family Art and Science Night - March 25, 2020		Cancelled due to school closures (Covid 19)

Barriers

Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).		
	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Work/ Transportation	The Title One Facilitator will implement Virtual or Hybrid Meetings. For face-to-face meetings or parent events, handouts, and digital copies with pertinent information will be sent home and shared on the Remind Communication Application. If recordings of the events are possible, they will be sent digitally to families using Class Dojo.
2)	Time	The Title One Facilitator will use Zoom video meetings & recordings of the events posted online, information shared electronically (Google Forms) with feedback, translators will also help with communication barriers.
3)	Limited English Proficiency	Families with limited English proficiency will receive translated handouts of all pertinent documents. Our ESOL Lead Teacher will participate to in any event and parent-teacher conferences to assist with communication. All communication that are sent home to parents has a uniform Spanish statement at the bottom stating that verbal translation is available.
4)	Parents and Families with Disabilities	John D. Floyd is in compliance with the Federal Americans with Disabilities Act. Any parent requiring additional assistance can make arrangements by calling the office staff ahead of time in order to accommodate their needs.
5)	Migrant Families	Guidance counselors and teachers will continue to keep the lines of communication open with any family that moves due to being a migrant worker. This will ensure continuity of engagement in school and help to keep the family informed of important information for their child.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of our families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

John D. Floyd provides many opportunities for all parents and guardians to participate in parent and family engagement activities. We have a large ESOL population so translators are available during parent conferences as well as making bilingual phone calls home to inform the parents of events coming up.

Our school also has a high number of Students with Disabilities (SWD). Our SWD students are invited and included in all events. The case managers (ESE teachers) will provide monthly phone calls to their students to provide information about upcoming parent activities and helpful resources that are available that support the family engagement activities.

John D. Floyd is Pre-Kindergarten through 5th grade school, so we hold nights that incorporate many grade levels at a time like our Annual Meeting Night, grade level parent days/nights, STEAM (Science, Technology, Engineering, Arts, & Math) Night, and Literacy Night. In addition, John D. Floyd directs parents to the District website for Homework Help. The website has many links for each grade level and the standards for core subjects for each term for the year in addition to the resource videos to show students and parents how to help their child with specific standards. Teachers also use this website as well.

Teachers communicate with their parents through text, phone, email, and virtual conferences as well as the district wide grading program. All resource teachers (Title I, ESE, and ESOL) communicate with the classroom teachers, students, and parents too. Language barrier tools such as Google Translate and bilingual dictionaries are used.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

Communication is constant and relevant to each student specifically through daily and weekly communication with parents about their child's progress through the following: daily planners, parent conferences, Class DOJO - electronic communication.

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

The following different languages are spoken by our parents and students at our school: Spanish and Chinese.

COMMUNICATION

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

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

Events are posted at least 2 weeks before all events and followed up with additional reminders. The following reminders are sent to families one week prior, the week of, and the day before the event. For the Title I Annual Meeting Presentation, an electronic/paper "Sorry We Missed YOU packets" that include when school wide events and meetings will happen.

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

- Parent-Teacher conferences and compact meetings
- Class Dojo/Remind
- Classroom newsletters
- School wide Global Connect calls
- Title I/ SAC Parent Meetings
- School marquee
- Fliers
- Daily school wide morning announcements and in-house closed circuit network
- Stickers in agenda and student shirts

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

(1) Curriculum at the school is presented, described and explained in many ways: Title I Annual Meeting Presentation, Parent-teacher Conferences, District Parent Academy website, Grade Level Events and pamphlets.

(2) The forms of assessment used to measure student progress are as follows:

- FSA (Florida State Assessment)
- FCAT (Florida Comprehensive Achievement Test)
- EOC (End Of Course exam)
- FSAA (Florida State Alternative Assessment)

- WIDA (World-class Instructional Design & Assessment) assessment (for ESOL ((English for Speakers of Other Languages)) students) standardized tests
- iReady Diagnostic & standard Mastery Scores for Math & Reading
- SAM (Student Assessment Module) test scores for Science in 3-5th grade
- FLKRS (Florida Kindergarten Readiness Screener) test for K
- district approved test for Pre-K , teacher created formatives based on standards, grade level benchmark tests for core subjects, and student grades.

(3) The expected achievement levels for students are presented in various ways: Title I Annual Meeting Presentation, parent- teacher conferences, District Parent Academy website, Grade Level events, and printed pamphlets. The explanation of the assessments will include the content, format, and proficiency levels used to evaluate student progress.

(3) School curriculum, student progress, achievement levels and grade expectations are presented to parents through: bilingual parent-teacher conferences and Title I Annual Meeting packet. Translators support through a variety of methods. They participate in conferences to provide translation support, translate written messages, and assist with making phone calls. Google Translate and bilingual dictionaries are also used to make sure we reach all students and their parents.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

(1) Parents have the opportunity to help make decisions for the writing of the Parent and Family Engagement Plan, School-Home Compact, School Improvement Input, and Parent-Teacher Association.

(2) Opportunities are communicated through surveys, event response forms, and Title I/SAC Parent Meetings. Upcoming opportunities are advertised through fliers, Global Connect calls, Class Dojo/Remind, class newsletters, planners, website, and social media.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

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

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families **(technology cannot be the only option)**

The school publishes and communicates the requirement of Title I, Part A Parent and Family Engagement Plan to parents and families through a printed summary of the plan that is distributed at the Title I Annual Meeting Night and through the Sorry We Missed You Packets. Both the Parent and Family Engagement Plan (PFEP) and PFEP Summary of the plan are posted on the school's website and is available in print form in the main office.

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

<p>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)].</p>
<p>Parents have the opportunity to help make decisions for the writing of the Parent and Family Engagement Plan, School Compact, School Improvement Plan, how school funds are allocated, and parent engagement activities for the year through: Title I/SAC parent meetings, surveys, and event response forms. Upcoming opportunities are advertised by: fliers, Global Connect calls, Class Dojo/Remind, class newsletters, planners, website, and social media.</p>
<p>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)]</p>
<ul style="list-style-type: none"> • Transportation - Zoom or phone conferences used when parents do not have transportation • Childcare - Parents are welcome to bring children to all events and parent conferences. School staff will be available to supervise children through a variety of activities while parents participate in events. • Home Visits - Zoom or phone conferences will be used. • Additional Services to remove barriers to encourage event attendance - Translators available at event to help with language barriers.

FLEXIBLE FAMILY MEETINGS

<p>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)]</p>
<p>Parent input for times for meetings and events were collected through the Title I District Parent Survey and through a School-based Parent Input survey.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other- Virtual meetings, both live and recorded. Event Response input will be included.</p>

REQUIRED ANNUAL MEETING

<p>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)]</p>
<ol style="list-style-type: none"> 1. Prepare Annual Meeting Presentation, Right to Know Notification, School-Home Compacts, and Parent Engagement Plan Summary for both digital and handout dissemination. 2. Prepare advertisement for two weeks prior, one week prior, and day before the event through the use of fliers, Global Connect calls, announcements, emails, Class Dojo/Remind and social media statements and send out as planned. 3. Print and assemble Title I Annual Meeting packets for that night's distribution. Print Sorry We Missed You cover sheet letter to attach to the annual meeting packets for those parents that did not participate. 4. Prepare School-Home Compact folders for each teacher. 5. Prepare and print teacher Title I Annual meeting and compact procedures and expectations. 6. Meet with teachers to present the importance of procedure and expectation for the Title I Annual Meeting. 7. Collection of attendance and accounting for parents who did not attend Title I Annual meeting. 8. Distribute Sorry We Missed You packets to teachers. Teacher have students sign they have received the packet to take home. 9. Fill out Title I Annual Meeting Report and submit.
<p>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.</p>
<p>The Right to Know information sheet will be presented and passed out at the Title I Annual Meeting and is part of the Sorry we Missed You packets. The Right to Know sheet will also be posted on the school website and social media. The Right to Know information sheet will contain:</p> <p>(1) Chart with adequate yearly progress by subgroup</p>

(2) Information on School choice (3) Rights of Parents
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?
<p>The school will ensure that parents without technology will receive information through printed progress reports, fliers, communication folders, parent conferences, printed report cards, Global Connect calls and planners. Parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates.</p>

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

How will the school implement activities that will build relationship with the community to improve student achievement?
John D. Floyd will implement school-wide building capacity events that focus on literacy, math, science, and arts. In addition to the school-wide events, each grade level will host a parent event either during the school day or during the evening. The grade level events will have an academic focus that provide strategies and tools for parents to utilize at home with their children to improve student achievement.
(1) How will the school partner with Parent Academy to support Parent and Family Engagement? (2) Explain how the Parent Academy resources and trainings will be advertised to parents.
<p>(1)The Parent Academy will support Parent Engagement activities and events through a variety of ways. Their support will include helping to gather grade level resources, creating take-home learning packets, putting together hands-on centers, preparing for parent events, help with creating event fliers for print and social media, and by presenting the Parent Academy Website at events.</p> <p>(2) All district Parent Academy resources and trainings are advertised to parents in the same ways that school events and resources are advertised.</p>

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 School-wide 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)	Angelina Haripersad, Title I Facilitator and School Staff	Parents will learn: What is the Title I program, its requirements, and how these funds support student learning in a supplemental way.	October, 2020	Sign-in, Evaluation/ Feedback, Signed Compact, Sorry We Missed You receipts

Literacy Night	School Staff	Parents will learn strategies that support reading.	Fall, 2020	Sign-in, Evaluation/Feed back, Agenda and completed parent handout.
Grade Level Nights	School Staff	Parents will learn strategies that support their children in all subject areas.	Throughout the school year	Sign-in, Evaluation/Feed back, Agenda and completed parent handout.
Parent-Teacher Conference Nights	School Staff	Parents will learn strategies that support their children in all subject areas.	Throughout the school year	Sign-in, Evaluation, and Signed Compacts
STEAM Night	School Staff	Parents will learn strategies that support their children in all subject areas.	Spring, 2021	Sign-in, Evaluation/Feed back, Agenda and completed parent handout
Student-Led Conferences	School Staff	Parents will learn strategies that support their children in all subject areas.	Winter, 2021	Sign-in, Evaluation/Feed back, Agenda and completed parent handout
Title I Developmental Meeting (required)	Angelina Haripersad, Title I Facilitator	Parents meeting(s) will gather input for the Parent Engagement Plan (PFEP), PFEP Summary, Events, School Needs & Compact.	Spring, 2021	Sign In, Meeting agendas/notes, Google Forms Virtual Parent Input reports, Google Forms Virtual Vote for approval of said items

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?

John D. Floyd's Parent and Family Engagement Plan (PFEP) and the School-Parent Compact are developed jointly with parents through the Title I Committee each April and May. After the documents are reviewed and approved by stakeholders, the PFEP and School-Parent Compact are sent to the District Title I Coordinator of Family Engagement for approval before being submitted to FLDOE. The evidence our school will use to show that we have jointly developed a school-parent compact are the minutes of the meetings, attendance of participants, agenda, and online survey results.

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

The school's administration team, principal and assistant principal, will ensure that the required conferences are implemented by hosting a school-wide parent-teacher conference nights.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

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

(1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed - the Principal's Attestation Letter and Not State Certified Letters sent to parents will be used as evidence.

(2) A list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA (Every Student Succeeds Act) State Plan. This information is part of the CNA (Comprehensive Needs Assessment) and is available at the school.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to parents, 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
Modeling of Learning Support Strategies	Parent Academy	Improved abilities for staff to work with parents and families.	August, 2020	Sign-in sheets, evaluation sheets, follow up with teachers
Title I Training	Angelina Haripersad	Improved abilities for staff to work with parents and families.	September, 2020	Sign-in sheets, evaluation sheets, follow up with teachers
McKinney-Vento Training	Shanika Figueroa	Improved ability for staff to work with parents and families.	December, 2020	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 checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	IDEA supports through providing onsite teachers, paraprofessionals and professional development for our families.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	An onsite Voluntary Pre-Kindergarten class will be offered to our families that are zoned to attend John D. Floyd.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	District support, resources, and professional development will be provided to our staff and students.
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Professional development will be provided to our teachers during pre-school week, the District Inservice day, and Early-Release days.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Programs are coordinated through an assigned ESOL Lead Teacher and ESOL Paraprofessional as well as district ESOL personnel to provide onsite support to our teachers, students and parents.

Schools may add lines as needed.