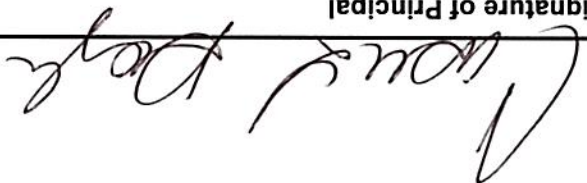


I, Casie Doyle, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures, administrative and programmatic requirements, 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 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 where prohibited.

Assurances

- 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 Section 9101(32), ESEA;
- 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 1118(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 1118(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 1118(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 1118(a)(E)];
- 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 1118(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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(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 (h)(6)(A)].

Signature of Principal



Date Signed

Involvement of Family		
How the school involves the 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 funds for Title I will be used? [ESSEA Section 1116] Chaffee Trail will offer a variety of family involvement activities to provide parents with strategies and increase awareness of the educational process. During monthly SAC and PTA meetings, parents will review the plan to provide feedback and suggestions for past and future activities. Surveys will also be issued at the closing of each family planned activity. Parents will be informed that the Parent Involvement Plan is a fluid document and can be updated throughout the school year.		
Coordination and Integration with Other Programs		
How the school coordinates and integrates Parent and Family Engagement programs and activities with other programs? Chaffee Trail offers parent involvement with other programs by including mini sessions with the academic coaches before each event begins. For Example, at the start of our Pirate and Princess Data Night, our Reading and Math Coach began the session by giving the parents information to look for in Ready and Achieve in order to progress monitor their child's progress. During the next Data Night (Star Wars May the Force Be in the Data) the coaches will explain what to look for in comparing the data from the beginning of the year to mid-year data. Along with the data nights, students and parents are able to dress up according to the theme.		
Choose all that apply	Program	Coordination
☒	IDEA (Students with Disabilities)	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
☐	VPK	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
☐	Title I, Part D	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.

The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.	☐	
This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.	☐	Supplemental Academic Instruction (SAI)
Primary Youth Violence Prevention Programs focus on utilizing a positive youth development approach, target youth at high risk for violence but who are not necessarily engaging in violence yet and would include programming considered "primary prevention". Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.	☐	Violence Prevention Programs
The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.	☒	Title II
Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range from one time workshops to programs over the entire school year.	Parent Academy	☒
How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESFA Section 1116]		
Data Night – Teachers present information to the parents on student baseline and midyear data. They will explain where their student should be based on grade level expectations. Parents will also receive make and take activities and strategies to support their student.		
Possible Night (ESF Awareness) – ESF teachers as well as the ESF Lead will invite parents of students with disabilities to share valuable information to increase awareness of resources available to students.		
STEM Family Night – Parents will receive take home activities to support student home learning and continued practice.		

Welcome To Whoville Family Literacy night – parents will learn about strategies for reading and writing success

Annual Family Meeting

A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?

Meeting agenda	Principal/Asst. Principal	August 31, 2017	Copy of Agenda
Sign-in Sheet	Asst. Principal	August 31, 2017	Copy of sheet
Presentation made by Admin	Principal/Asst. Principal	August 31, 2017	Copy of Powerpoint

A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?

The presentation was a way to introduce Title I to the parents as well as explain some of the planned activities we have scheduled for the school year.

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?

This presentation will include a power point reviewing or schools student achievement data, analyzing where we finished the 2016-17 school year and setting our goals for midyear and end of year growth/academic progress/proficiency and gains. The power point will also provide information about Duval's school choice and review our feeder pattern school choice theme as well as familiarize parents with the school choice webpage and how to navigate the application process as well as what to expect at the school choice Expo. The presentation clearly outlines the parents' rights and ways they can be a part of planning and decision making in our school.

Flexible Family Meetings

How will the school offer a flexible number of meetings, such as meeting in the morning or evening? Check all that apply.

- ☐ AM Sessions at different times
- ☒ PM Sessions at different times
- ☐ AM & PM Sessions (Meetings offered at different times on the same day, same content)

How will the school provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement?

Parent involvement activities will be held after school to accommodate our working parents. Chaffee Trail is a neighborhood school and the majority of the parents live in close proximity to the school, therefore, transportation is not needed. There will be an area of the building that we will provide child care for parents when necessary.

Building Capacity

How the school will implement activities that will build the capacity for meaningful parent and family

engagement? (Reflect on the planning process.)

We will provide surveys for parents and exit slips after each family night to help us provide the needed supports parents communicate. PTA and SAC will also include title one discussion in each of their board meetings and family gathering in an effort to meet the growing and changing need of our parents and student body.

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

We will provide all stake holders/community members with quarterly updates of our progress and next steps academically via a newsletter. Included will be an invitation and brief synopsis of upcoming family nights and activities designed to promote community awareness and ways to support student achievement. Some those include Literacy Night, STEAM Night, Student Goal Setting, Arts extravaganza and an ESE Night of possibilities.

How the school will provide materials and trainings to assist parents or families to work with their child(ren)?

Family Title 1 room – brochures for education and support, games that can provide fun ways to support learning at home, books for check out to read with their children with comprehension questions for discussion, a computer and printer for parents to print out materials for home and information from the grade portal and district website.
Family Nights will have information and ideas on supporting content areas at home with make and take activities

How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]

- We will conduct 30 minutes Success Meetings for parents which include an administrator, classroom teacher(s), VE teacher and Guidance Counselor to discuss how they are able to assist and monitor their child's progress throughout the school year. Teachers explain to parents where the areas of weakness (academic or behavior) for their child and gives goals for helping the student at home as well as what he/she is doing to help the student at school. Another meeting with the parent as well as the student will be conducted in February to follow up on the November meetings.
- Parents are able to volunteer during our Fall Festival as well as Literacy and STEM nights.
- Parents are able to volunteer during our Book Fair week to assist the Media Specialist.
- Parents are also invited to volunteer during Career Day by sharing their career with groups of students.

Parent and Family Engagements Events:

Count	Name of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Pirate and Princess Data Night	Casie Doyle	Increase parental involvement and awareness by disaggregating the data from the blended learning supports for reading and math. Packets of extra support work differentiated by student data for parents to take home and work on with their child.	Oct 6 th	Exit slips, parent logs- ins to blended learning, student reading logs
2	Welcome to Whoville Literacy Night	Terry Stuckey	Increase and help parental involvement and literacy awareness by providing multiple literacy activities (Best Practices for Read Alouds, writing letters to soldiers, decorating the text using holiday themed articles)	December 15 th	Sign in sheet, photographs
3	Star Wars May the Force Be in the Data DATA- Mid Year Data night	Erin Rock	Increase parental involvement and literacy and math awareness. Academic coaches will explain how to compare the beginning of the year and mid-year data to parents. Teachers will provide	Feb 1st	Exit slips, parent logs- ins to blended learning

4	Chaffee STEM Night	Casie Doyle	Increase parental involvement and Science, Math, Arts, Technology awareness	March 8th	Bean growth chart science log, passports of presentations attended, sign in sheets and exit slips	
5	Annual Title 1 meeting, Open House	Marquita Wright	Increase parental involvement in planning for Title 1 events and topics	August 31 st	Parents can continue to provide insight in exit slips/surveys	
6	Evening Writers Workshop	Casie Doyle	Increase parental involvement and literacy/writing awareness. Guest speaker, Lindsey Killbride from WJCT came to talk to students about her thinking and writing process for coming up with topics and articles to write. The Honorable Rebecca Couch along with 4 th grade ELA teacher, Christy Martin explained the writing process (painted essay) to students and parents. Students and parents used an article to practice the process.	October 24 th	Sign in sheet photographs Exit slips	
7	How Books Come Alive	Marquita Wright	Increase parent awareness of how to connect illustration to	May 25 th	Sign in sheets Exit slips	

8.					
		comprehension and engage the reader.	Author/Illustrator Skype Visit from Sandra Markle on her process of researching non-fiction topics before writing her books. She also includes Science experiments during her visit.		

Other School wide Activities:

How other activities such as the family resource center, the school will conduct encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

The parent resource center will provide helpful pamphlets as well as materials that can further assist parents with supporting their child academically and behaviorally. Parents will have access to the use of the computer to type or email resumes for employment. The resource room will also be used as a meeting place for parents to discuss upcoming engagement planning and events.

Count	Name of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Book Character Parade	Marquita Wright	Increase student literacy awareness	October 27 th	Student character plot inventory
2					
3					
4					

Staff Development

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 the assistance of parents and families and in the value of their contributions. This year's professional development is aligned with ways to build partnerships with parents for the success of all students. Our CLC's focus on how to communicate with parents the specific needs of their students and ways to support their learning. Early Dismissal presentations include closing the achievement gap, planning for success of all our students, goal setting with students and families, and celebrating goals met with families. 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 how to reach out to, communicate with, and work with parents and families as equal partners. This year's Professional Development is aligned with ways to build partnerships with parents for the success of all students. Our CLC's focus on how to communicate with parents the specific needs of their students and ways to support their learning. Early Dismissal presentations include closing the achievement gap, planning for success of all our students, goal setting with students and families, and celebrating goals met with families. 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How the school will provide timely information about the Title I program and activities? Weekly Automated Call outs Quarterly Newsletter School Marquee Teachers blooms and reminds text application Duval CNXTS Lobby Calendar of Events	How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?	Communication	

During family Data Night in October and in February, we will review curriculum and ongoing assessments as well as state assessments. In addition, we will review this data with parents in students' success meetings in November and in February.	How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child(ren)? Surveys will be given at each family event to gather feedback of parent support needs. Changes and addition will be made with those documents in consideration. We will post the parent plan on our school website. Parents are encouraged to join PTA and SAC and attend monthly meetings.	How the school will submit parents' and families' comments to the LEA if the school-wide plan is not satisfactory to them? [ESFA Section 1116] Chaffee Trail will submit comments by scanning in the surveys completed by parents during the scheduled events.	Accessibility A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families? The following tools will be used to invite, update and remind parents of family night events; School Automated call out system, Bloom/Reminds texting application, Quarterly newsletter, Event Flyers School Marquee.	A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand? Parents will share on the surveys whether they would like newsletters or other written information in preferred language. If so, the school will ensure such materials are provided in the parent resource room and during family events.	Barriers A description of the barriers that hindered participation by parents during the previous school year? Parents have expressed the variation in their schedules, which makes it challenging to attend school evening events. Not enough seating in the common area (cafeteria) for big events such as STEM night or Art Extravaganza. Crowded and heated areas such as the Media Center during the evening Book Fair sale during Open House and Art Extravaganza.
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A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESFA Section 1116]

We have scheduled both morning and evening events in hopes to meet some of their needs. We will also provide information as needed in Spanish and offer our Title One resource room for support (translation device on computer and dictionary) of non-English speaking parents