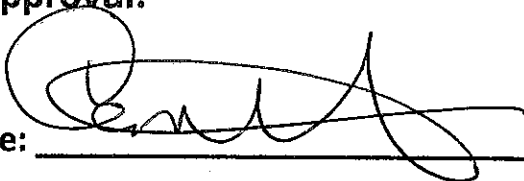


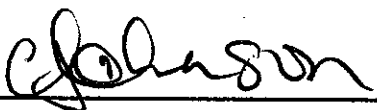
2018-2019 Parent & Family Engagement Plan Approval Page

School Name/ Number: George W Carver / 3158
Principal/Designee Name: Tangia Anderson

The Parent & Family Engagement Plan for the above name Title I School has been reviewed by DCPS Title I Specialist using the FDOE Rubric. All responses provided for each component of this plan were made by the school principal or designee and were found to be adequate and meets federal compliance. The LEA reviewer recommends plan approval.

LEA Reviewer Signature:  Date: 9/18/18

This plan has been reviewed and approved for State and Federal Compliance by Federal Programs Administrator.

Administrator Signature:  Date: 9/19/18

Budget Received and Approved by Federal Programs Fiscal Administrator.

Signature:  Date: 9/19/18

Title I, Part

Document



School Name: George Washington Carver Elementary

Principal Name: Tangia Anderson

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



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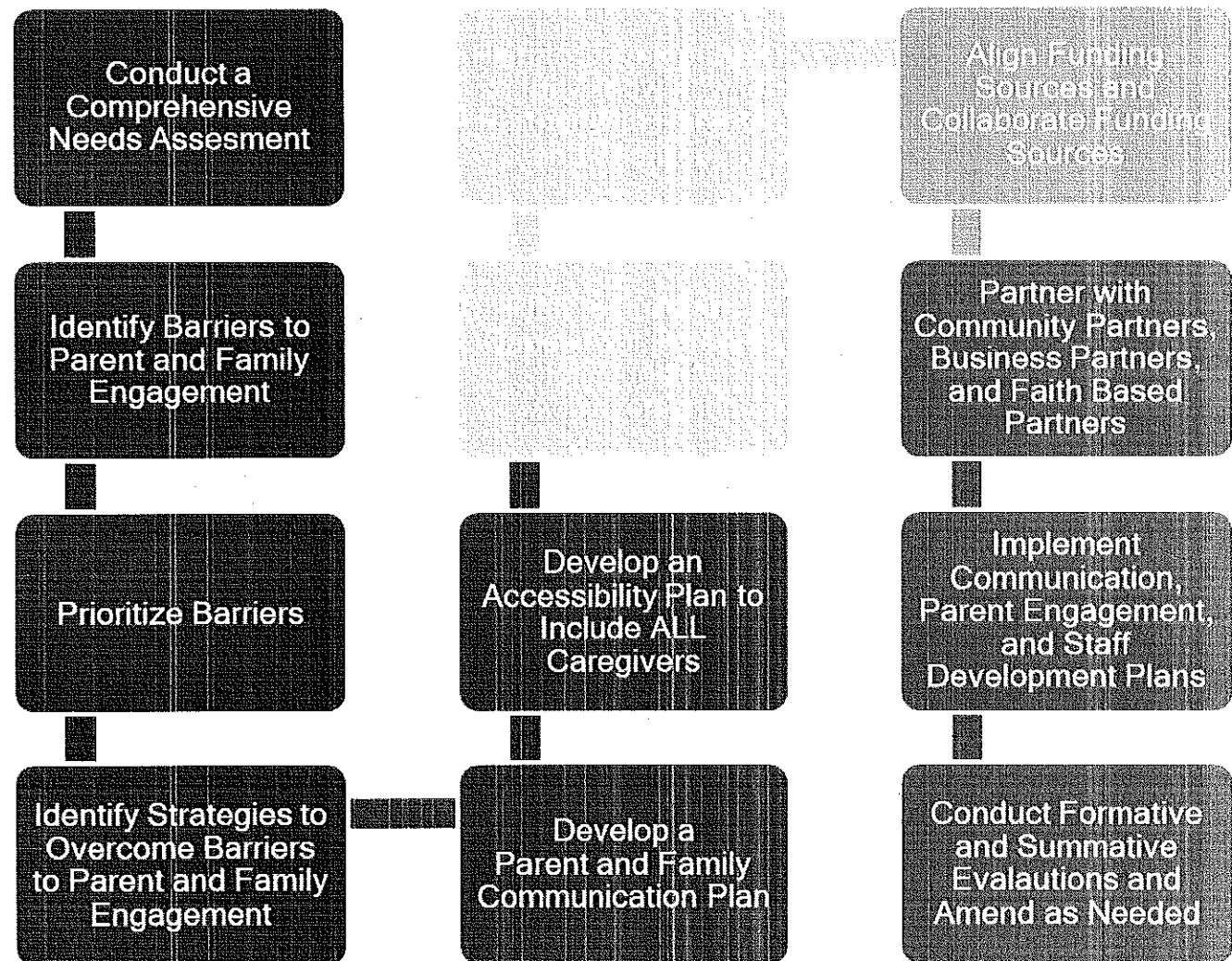
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OVERVIEW

The Duval County Public School District Local Education 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, Tangia Anderson, 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.

X	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;
X	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)];
X	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)];
X	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)];
X	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)];
X	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)];
X	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)];
X	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
X	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.

Tangia Anderson
Signature of Principal/School Administrator

Sept 18, 2018
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
\$3,328	\$1,843.60	\$1,484.40
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		
<p>The 2017-2018 plan was developed to provide parents with child care services, printing for family notices, flyers, and hand-outs, and catering services. Funds were not used due to parents attending the workshops with their children and printing was covered by school funds. Also, the template was not approved prior to one of the events, so catering was covered by school funds.</p> <p>To ensure the 2018-2019 funds are fully expended, school administration and parents will review PFEP monthly to determine activities and purchases are conducted as planned. Modification will be made during the amendment periods to support parents with learning activities in Reading, Math, and Science.</p>		

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	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
0	0	Parents will be introduced to the Title I Parent and Family Engagement Resource Area during the Annual Title I Parent Meeting. Parents will be reminded of the resources provided in the area during PFEP events and activities, monthly newsletter, and signs posted in the Main Office.

Summary of Parent Engagement Events from the Previous Year

Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual Title I Meeting	5	Parents gained a deeper understanding of what it means to be designated as a Title I school.
PFEP Developmental Meeting	5	Parents had an opportunity to provide input into the development of the PFEP school-wide plan.
Family Literacy Night	20	Parents and students were engaged in rotating through various Literacy stations.
Math Family Night	20	Parent and students were engaged in rotating through various Math stations

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 during the previous year (not applicable to new Title I, Part A schools).
Parents were able to review and provide input into the PFEP. They agreed with continuing the events and activities for the 2018-19 school year. A suggestion was made to improve communication and send reminders in advance to increase parent participation.

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.
<ol style="list-style-type: none"> 1. Barrier 1 Flexible Meeting Times for Parent Availability 2. Barrier 2 Timely Notification of Events 3. Barrier 3 Parents Commitment to Participate

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (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)).

1. Barrier 1 - Flexible scheduling will be implemented when planning events and activities. Parents may choose to attend a.m. or p.m. meetings and events.
2. Barrier 2 - The school will provide notification of meetings and events to parents in the following ways - dates will be included in a monthly calendar provided to parents the first Tuesday in each month, school admin will provide weekly updates regarding school-based activities and events via ClassDojo, PFEP flyers will be sent home with students no less than two weeks prior to the event, messages will be sent out on DCPS School Messenger no less than two weeks prior to the event as well as the day before the event is held, and meetings and events will be posted on the school's marquee.
3. Barrier 3 - The school will coordinate student activities with the Parent Meetings to increase parent participation.

What are the overarching outcomes/goals for the current school year for parent and family engagement?

The overarching goals for the current school year are as follows:

1. Increase parental participation in school-based events and activities;
2. Increase parent knowledge of educational practices and resources to support student acquisition of subject area content outside of the regular school day.
3. Increase parent engagement in student learning, student grades and achievement levels.

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	
	<p>Describe how the school will provide full opportunities for <u>all</u> 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. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?</p>
	<p>Flexible times and meeting dates will be implemented to meet the needs of parents. Flyers will be sent home in the languages of our families. In the event that parents are unable to attend events, they will still be able to receive the information, upon request. Parents will be given the opportunity to participate in a conference call or the school will mail meeting minutes to requested families with disabilities or transportation issues.</p>
	<p>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?</p>
	<p>George Washington Carver Elementary will share information related to school and parent and family programs, meetings, school reports and other activities through the following avenues:</p> <ul style="list-style-type: none"> • School Accountability Reports will be uploaded to the schools' website; • Meeting and Event Dates will be updated on the school's marquee at the beginning of each month; • Monthly newsletters will be sent home in English and Spanish (as applicable); • School leaders will employ the use of DCPS School Messenger to send messages in multiple languages (as applicable); • Weekly Reminders will be entered into ClassDojo by school admin; and • PFEP flyers will be sent home with students.

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

The language spoken by students, parents and families at George Washington Carver Elementary is English.

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.

- 1) The faculty and staff of George Washington Carver will employ several methods of delivery for communicating information to parents. The school marquee on the main street side of the building will be updated at the beginning of each month. Students will receive flyers no less than two weeks before an event is to take place. Events/activities will be publicized in the monthly newsletter which goes home with students the first Tuesday of each month; DCPS School Messenger will provide reminder messages each day of the week of the event.
- 2) Tools and resources used for communication include web-based technology, the marquee, phone messages and flyers.

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?

- (1) During the annual Open House event, teachers will explain the current curriculum to parents and families. During this time, parent and families will have an opportunity to review student workbooks and other resources that may be used for learning. Parents will have additional opportunities to learn about the curriculum during parent and family events and activities and parent-teacher conferences.

Additionally, grade level teams will inform parents of the academic standards to be taught in reading, writing, math and science throughout the month in the school-wide monthly newsletter.
- (2) Parents will learn about forms of assessment used to measure student progress during Open House, parent-teacher conferences and parent and family events designed specifically to discuss state assessments.
- (3) Parents will be provided information regarding achievement levels students are expected to obtain during parent-teacher conferences, and FSA Parent Events.

(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 invited to participate in the decision-making process during the Title I PFEP developmental meeting, the monthly School Advisory Committee Meetings and the School Improvement Planning Meeting.
- 2 George Washington Carver Elementary informs parents of opportunities to participate in decision making through newsletters, DCPS School Messenger and parent surveys.

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]

For immediate concerns, parents may elect to speak directly with school-based administration. A statement can be placed in the compliments/suggestion box located in the main office for non-immediate concerns and/or completion the School Climate Survey for ideas and suggestions for the upcoming school year. All concerns will be relayed to the Programmatic Specialist assigned to our school.

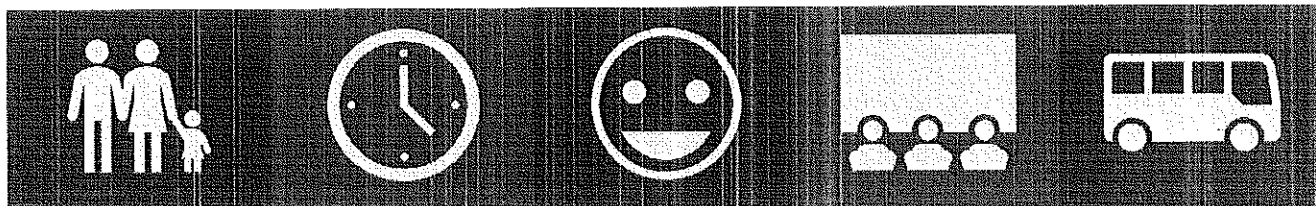
How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

The Title I, Part A Parent and Family Engagement Plan will be uploaded to the school's website; the plan will also be available in the Parent Resource Area as well as in the front office at the Parent Kiosk.

This information will be communicated to parents in the monthly newsletter, during parent events and activities and during the Annual Title I Meeting.

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 School wide funds are used [ESEA Section 1116(c)(3)].

At the end of the school year during the Developmental Meeting, parents will be provided with surveys and engaged in conversation in order to provide their input on the programs implemented within the school. In the beginning of the school year, parents will be encouraged to sign up for the Parent Teacher Association and/or attend School Advisory Council Meetings. Through these avenues, parents will be able to work as a group for the benefit of the school community. This committee will meet jointly to discuss the goals of the school community and the best way to achieve the established goals.

Parents will have the opportunity to provide input in the development of the school PFEP, including making recommendations for parent activities including how PFEP funds will be allocated. Parents will also provide input on the expectations of the school, the parents and the student in the school compact. The Parent and Family Engagement Plan will be uploaded to the schools' website and placed in the Parent Resource Room and Family Engagement Area upon district approval.

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 will be provided to events which are held at a site other than that of the school;
- Childcare will be provided for events and activities in which the information provided is strictly for parents. This will eliminate the distractions of children during the meeting.
- Home Visits - Home visits will be on a case by case basis as determined by the School Leadership Team
- Additional Services - n/a

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 receive a general survey requesting their input on a variety of topics ranging from scheduling of events to types of events they would like to participate in.

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

The parent survey questionnaire will be provided to parents during the first and last three weeks of school to provide feedback to be used in planning family meetings and activities.

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
- ☒ AM & PM Sessions (Same content to appeal to more parents)
- ☒ Other Saturday Morning-when possible

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 Determine a date to host the Annual Meeting
2. Step 2 Principal will develop the PowerPoint Presentation including necessary school-based information
3. Step 3 Parent Communication will be distributed via School Marquee, School Website, Class Dojo, Monthly Newsletter, School Messenger and Flyers
4. Step 4 Parent Sign-In Sheets will be created
5. Step 5 Parent Evaluation Sheets will be prepared
6. Step 6 Reminders will be sent home and communicated via technology
7. Step 7 Meeting location will be set up to accommodate participants

Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.
Parents will be informed of how the Title I, Part A program supports school-based initiatives to increase student academic performance and achievement levels. Parents will also be informed of the resources and support available to them through the program.
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>(1) Parents will view a PowerPoint presentation outlining the status of the school in regards to overall student academic performance, and the performance of each subgroup in the school.</p> <p>(2) Parents will then be informed of school choice programs and options they may have under the current grade designation;</p> <p>(3) Finally, parents will receive information regarding their rights as a parent of a student that attends a Title I, Part A school.</p>
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?
The school will communicate information regarding dates and times of events on the school's marquee. Information will also be sent home with students in their primary language and included in the school's monthly newsletter.

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 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.
Parents are given the opportunity to provide input regarding programs through school-based survey. Additionally, a parent planning meeting is held with parents to discuss program implementation with parents and begin planning activities and events for the upcoming school year.

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 School wide 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?
George Washington Carver Elementary endeavors to implement monthly activities (each with a specific focus). The activities will be designed to meet the needs of students based on the most current academic data, observations and parent input.
How will the school implement activities that will build relationship with the community to improve student achievement?
George Washington Carver endeavors to build strong relationships and partnerships with school community members through the implementation of impeccable customer service, frequent, timely and sincere parent-teacher communication, professionalism and courtesy. Furthermore, George Washington Carver will continue to provide opportunities for local businesses to support the school community through, mentoring, volunteering and financial and in-kind donations. These relationships and partnerships will enhance parent reluctance to participate in supporting the school and the student in achieving outline goals.
How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.
(1) The Title I Parent Resource Area will be available for parents to check out resources. (2) George Washington Carver will introduce the Title I Parent and Family Engagement Resource Area during the Annual Title I Parent Meeting. Parents will be reminded of the resources provided in the area during PFEP events and activities. (3) The school-based Title I Designee will train non-instructional support staff on how to use the Parent Resource Area.
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?
A school-based staff member will provide an orientation to all parents wishing to utilize the Parent Resource Room. This staff member will also direct parents to the best resources to use based on the needs of the student.

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	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Principal	Parent will be provided with information about Title I programs. Parents will discuss AYP progress from the previous school year.	August 2018	Activity Sign-In Sheet Parent Evaluations	
Title I Developmental Meeting (required)	Title I Designee	Activities will be designed by parents and school to enhance parent/student/school interactions to increase academic performance	May 2018	Activity Sign-In Sheet Parent Evaluations	
Setting Expectations for Academic, Social and Behavioral Success	Principal, Assistant Principal, Classroom Teachers	District counselor will talk with parents about ways they can encourage their children in school and how their support at home directly impacts how their child does at school. Parents will also be provided with information to help motivate their child. They will also be given information on how to help their child set educational goals and what they need to do to help support those goals. Ideas and strategies that can be used at home for being your child's "cheerleader" will be shared, such as: eating dinner as a family, cutting down on video game time and spending that time with your child.	August 2018	Activity Sign-In Sheet Parent Evaluations	
Developing the Superhero in Your Child	Classroom Teachers	Parents will learn ways they can encourage their children in school and how their support at home directly impacts how their child does at school. Parents will also	September 9 th -October 12 th , 2018	Activity Sign-In Sheet Parent Evaluations Increased academic and behavioral	not an approved event \$103.26 max funds to family science night

		be provided with information to help motivate their child to become like a superhero. They will also be given information on how to help their child set educational goals and what they need to do to help support those goals. Ideas and strategies that can be used at home for being your child's "cheerleader" will be shared, such as: eating dinner as a family, cutting down on video game time and spending that time with your child.		performance	
Cleveland Arms Community Outreach Breakfast with Books	Principal AP Reading Coach Classroom Teachers	Content specific session, which provides parents with the tools and strategies they need to help their children become better readers We will model a read aloud for parents and use reading strategies while reading, to show parents how to help students comprehend text. Information will include grade level proficiency and strategies parents can use at home. This interactive make and take workshop will help increase reading proficiency.	September 2018	Activity Sign-In Sheet Parent Evaluations Increased Reading Achievement	\$150.00
Activating the Mathematical Super Power in Your Child -Technology Infused	Math Coach and Classroom Teachers	Show family's diverse math strategies as well as provide them with the opportunity to make games/ activities that will promote math in the home. We will model a grade level specific math lesson, to show parents how to help students complete their math homework at home. Also to counsel parents about the importance of incorporating math into everyday activities	September 2018	Activity Sign-In Sheet Parent Evaluations Increased Mathematical Fluency of All Students	\$150.00
SWD Support-My child has an IEP. What Do I Do Now?	District ESE Rep. School-Based ESE Teachers	Parents will be given strategies to use with their students to help them learn how to engage their student in reading and math. In	October 2018	Activity Sign-In Sheet Parent Evaluations Increased academic	\$50.00

		addition, parents will learn more about the IEP process and what they need to do to help their child at home and at school. Parents will discuss the body of the IEP, how to understand it and questions to ask when meeting with the teacher. Parents will understand how the goals are written and measured.		achievement of SWD	
Literacy is a Family Affair-Technology Infused	Reading Coach and Classroom Teachers	Show families diverse reading strategies as well as provide them with the opportunity to make games/activities that will promote literacy in the home. We will model a read aloud for parents and use reading strategies while reading, to show parents how to help students comprehend text. Parents will also be given information that will help them navigate Blended Learning Technology (i-Ready/Achieve 3000 and how to support their child(ren) at home to improve academic success.	October 2018	Activity Sign-In Sheet Parent Evaluations Increased Reading Achievement	\$150.00
Family Science Night	Administration Classroom Teachers	Parents will be provided with hand- on activities and labs that can be done at home to improve the student's understanding of the Scientific Process (Nature of science). Through these at home labs parents and students will go through the scientific process to investigate the world around them	November 2018	Activity Sign-In Sheet Parent Evaluations Increased Science Achievement	103.26 moved from Developing the Superhero in your child
Family Fun Night Diversity and Culture	Classroom Teachers	Parent will be provided with the standards students are expected to meet in each grade level in the Social Studies curriculum. Teachers will model a social studies lesson for the parents with make and take activities that can be implemented at home to	December 2018 a.m.	Activity Sign-In Sheet Parent Evaluations	\$150.00

		increase skills in the social studies curriculum. In addition, this activity will demonstrate to parents how a social studies lesson can also provide additional ELA help at home. All activities will be aligned to the Florida Standards incorporating other countries cultures.			
Florida Standards Assessment Grades 3-5	Reading Coach, Math Coach Grades 3-5 Classroom Teachers	Assist parents with strategies to help students in grades 3-5 prepare for the FSA test as well as discussing test taking strategies they can use at home to achieve the levels that are desired. Parents will also be provided with the scoring scale and how to read the assessment results when they are sent home	January 2019 p.m.	Activity Sign-In Sheet Parent Evaluations Increased Student Achievement on FSA	\$150.00
Cleveland Arms Community Outreach Pizza and Puzzles	Principal AP Math Coach Classroom Teachers	Content specific interactive workshop to provide parents with additional support at home for increasing math skills in computation, number sense, and geometry using puzzles. Families will engage in hands on activities that support the math standards.	March 2019 a.m.	Activity Sign-In Sheet Parent Evaluations	\$100.00

Schools may add or remove rows as needed.

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...
...the assistance of parents and families and in the value of their contributions.
Educators will participate in Cultural Competence and Sensitivity Training as provided by the DCPS Office of Student Discipline and Support Services.
...how to reach out to, communicate with, and work with parents and families as equal partners.
Effective Parent-Teacher Communication, Building School Culture-Every Relationship Counts
...implementing and coordinating parent and family programs and building ties between parents and families and the school.
Effective Implementation of Parent Family Engagement Programs Building School Culture-Every Relationship Counts
(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?
(1) Staff engagement in parent and family engagement professional development will begin during pre-planning and will be continuous throughout the school year. (2) Dated agendas and sign in sheets will serve as documentation to indicate that staff development has been focused on parent engagement.

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"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	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. Unfortunately, George Washington Carver does not have the Voluntary Pre-K Program.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal <u>Education for Homeless Children and Youth (EHCY) Program</u> and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	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.

<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	This fund supports districts and school leaders in providing professional development to educators and school leaders. The professional development is designed to enhance development of pedagogy, acquisition of best practices and resources to enhance instructional delivery and student achievement.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	This fund supports districts and schools in providing support to English Speakers of Other Languages.

Schools may add lines as needed.