

Title I, Part A School Parent and Family Engagement Plan



School Name: Rutledge Pearson **School #:** 3095

Principal Name: Erica Little Bartley

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



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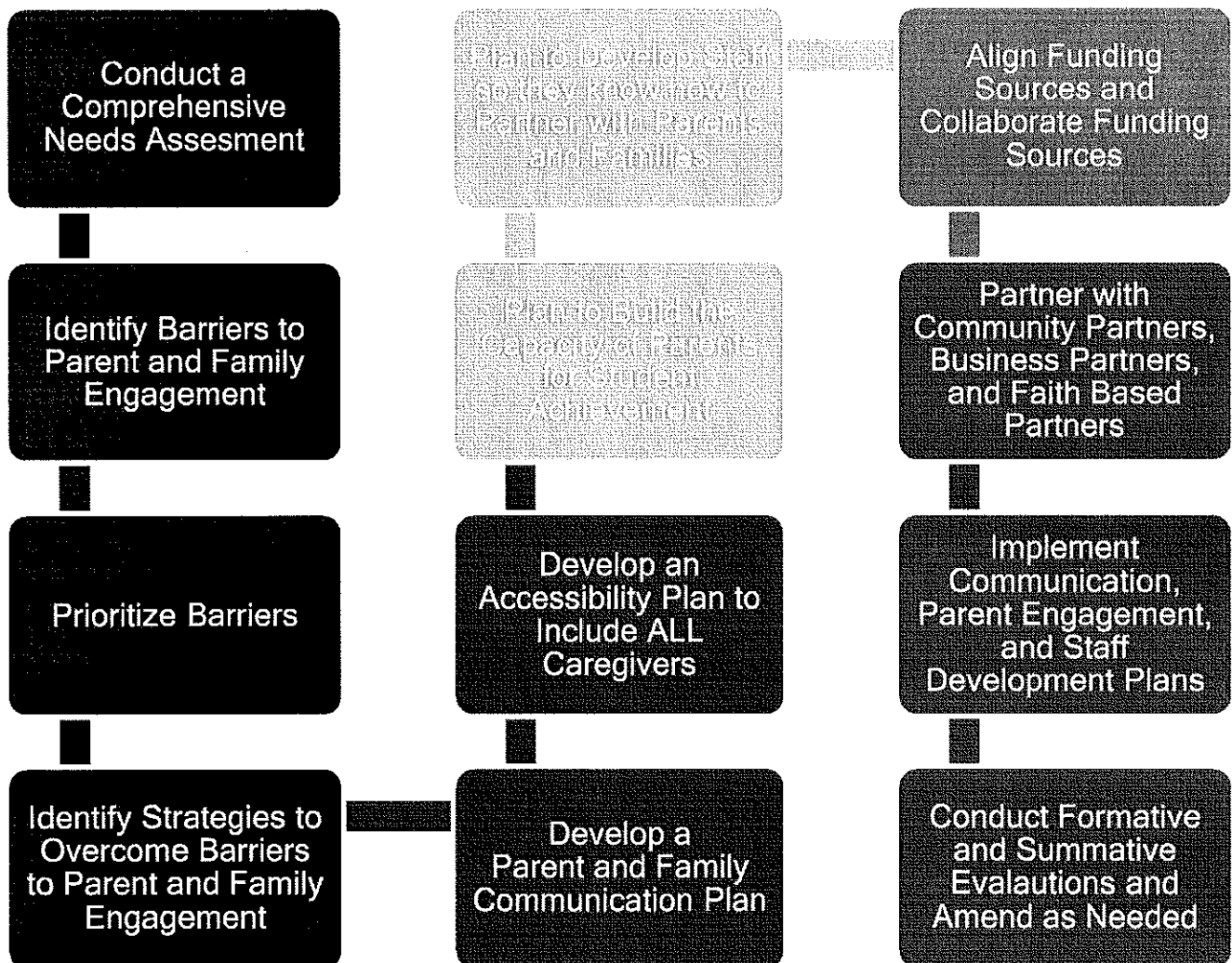
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OVERVIEW

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, Erica Little-Bartley, 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.

Erica Little Bartley
Signature of Principal/School Administrator

08/31/18
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
\$3328.00	\$0	\$3328.00
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		
Funds were used due to the timeframe of events and not having a bookkeeper. So instead the school used other funds to purchase the items for the events. This year we are monitoring our funds monthly and if we are not using our funds in a timely manner we will have our parents gather for a meeting to decide how we want to use the funds that we have not use to date. We are dedicated to using our funds this year.		

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)
Did not keep count	Did not keep log	Due to building capacity we were unable to have a room dedicated solely to function as a Parent Resource Room. However, there was designated space in the front office near our Kiosk. This space contained information on Parent Academy, upcoming workshops, activities, and events. Parents were also able to inquire about resources. The resources are displayed in the office and parents are given the opportunity to preview/check-out items that meets their child's need. By displaying the items in the front office, this provides parents an opportunity to preview and select based on need. In our weekly newsletter parents are also informed about resources and check-in/out policies. We now have a Parent Resource room and have items in the office to let parents see a few items that are available to let them know what is in the room

Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual	20	Sign-in sheet, agenda, feedback form
Developmental Meeting	4	Evaluation rubric, feedback form, sign in sheet
Data Chat Night	45	Parents were informed about the status of students' progress in Reading, Math, and Science. (IReady Reading/Math, & Achieve 3000)
Math/Science/Technology Night	30	Parents were engaged with their child in activities that: -shared experience that promotes family involvement with math -Created a sense of community -Build strong family-school partnerships -Connect family engagement to student learning through Math, Science and technology games
Moms and Muffins	33	Evaluation rubric, feedback form, sign-in sheet
Literacy Night	12	Evaluation rubric, feedback form, sign-in sheet - parents felt content and presenters were worthwhile
Camp S'more Reading Night	12	Evaluation rubric, feedback form, sign-in sheet - parents enjoyed the presentation.

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.

Barriers

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

1. Barrier 1-Communication
2. Barrier 2-Parent work hours
3. Barrier 3-Childcare
4. Barrier 4- Parent Mobility

(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 - Utilize various outlets to communicate such as parent link, flyers, social media, school marquee
2. Barrier 2 Have flexible times for events and meetings to meet the needs of most parents
3. Barrier 3 - Utilize funds for childcare outside of the after school program
4. Barrier 4 - Provide transportation for parents who are unable to attend due to transportation issues.

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

Increase parent attendance at academic events; Increase students exhibiting positive behavior; Increase student growth through student achievement by focusing on reading, math, science, and writing

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 all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?</p>
<p>The school will utilize all avenues to communicate to parents to meet their various needs. All print materials will be translated for families who speak English as a second language. Also wording and phrasing materials at a level for parents to comprehend. If offering transportation, making sure that the mode of transportation has accessibility for individuals that may need that special assistance. Have flexible times for meetings and events to accommodate parents that have multiple jobs. Most importantly, be aware of the changing family dynamics of the students that we serve in our school population.</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>Utilize print materials, school marquee, parent link (robo calls, email, SMS messages), social media. Make sure that the information can be translated to other languages that are spoken by families at our school</p>
<p>What are the different languages spoken by students, parents and families at your school?</p>
<p>English</p>

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) Parents/guardians of participating children will be invited and encouraged to attend annual meeting where the parent involvement policy, legal requirements, and parent's/guardian's rights to be involved will be explained. Parents/guardians will be given access to state curriculum standards and standardized testing information through regular meetings. Meetings will be scheduled at flexible times throughout the year if requested. The committees formed to develop and review federal programs will include parents. These committees include but are not limited to the Principal's Advisory Committee, the Pre-K Parent Committee, and the Parent/Teacher Organization.
- 2) Parents will be kept informed of information through: Newsletters, fliers, parent/guardian meetings, and Web sites, Report cards and I-ready results sent home, Weekly reports, weekly work samples, and progress reports may be sent home, Classroom and school policies sent home at the beginning of the school year, Curriculum guides on file in each classroom and posted on school website, District provided End of Module Assessments (R*M*S) explanations sent home and dates posted on school website and grades posted in focus Daily/weekly assessments achieved through teacher-made tests, district provided assessments, and observations, Parent-Teacher Conferences held as needed Individual teacher/school conferences available by appointment, Notes and phone calls to teachers or administrators addressed in a timely fashion

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?

During our open house have copies of the instructional framework readily available for parents and guardians and also have a presentation that goes in depth of the curriculum, assessments, progress monitoring, and student achievement level expectations. Also post these items on our websites, schedule parent data conference nights each nine weeks to keep parents informed of student progress and provide resources for parents to assist their students.

(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 during the yearly Developmental meeting and any revision meetings that we may hold. In addition, there is a monthly School-Advisory Council Meeting and PTA meeting. During these meetings parents can take the opportunity to help make decisions regarding school issues.

(2) Utilize print materials, school marquee, parent link (robo calls, email, SMS messages), social media. Make sure that the information can be translated to other languages that are spoken by families at our school

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]

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)]. In addition, the parents can take the opportunity to let us know if they have any concerns during any of our Title I meetings like the Developmental meeting or the Annual meeting.

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).

Title I Part A will be communicated through: Monthly Title I Newsletter, Weekly Parent Letter, Displayed in the Parent resource Room Bulletin Board

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)].

All parents have the opportunity to participate in all meetings particularly (Developmental Meetings) to give input on how the parental involvement plan is organized (improved) and implemented in a timely manner throughout the school year thorough a variety of channels. We will also upload the Parent Family Engagement Plan to our school's website and make the PFEP available to parents in the Parent Involvement area and the front office

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 -Provided as needed, based on response of attendance with one time use JEA tokens or passes
- Childcare -Provided to parents at every event
- Home Visits -Provided as needed by leadership team or school social worker
- Additional Services to remove barriers to encourage event attendance -Provide additional services as needed.

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)]

Flexible meeting times were provided for parents to vote. Adjustments can be made if needed.

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

Based on the feedback forms from parents, needs were addressed (ongoing) during the Title 1 Developmental Meeting (parents, teachers, and stakeholders attended) at the end of the 17-18 school year. And Needs : Feasible Hours, lack of transportation, and diverse staff representation.

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 _____

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 - Develop PowerPoint Presentation including necessary school-based information
3. Step 3 - Parent Communication will be distributed via School Marquee, School Website, 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, communicated via technology
7. Step 7 - Meeting location will be set up to accommodate participants

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.

The annual Title I meeting will explain the Title I requirements, the school's participation in the program (school-wide or targeted, whichever is applicable), and the rights for parents to be involved. • Explain what participation in Title I programs means, including: o A _____

description and explanation of the school's curriculum, o Information on the forms of academic assessment used to measure student progress, and no Information on the proficiency levels students are expected to meet; • Explain the district parental involvement policy, school parental involvement policy, and school-parent compact; • Explain the right of parents to become involved in the school's programs and ways to do so; • Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible [Section 1118(c)(4), ESEA]

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.

- (1) Information on adequate yearly progress, school choice, and the rights of parents will be included in our power point presentation for the Annual and Mid-Year Title I Meeting. Additionally, we will discuss our feeder patterns at various times during the year.
- (2) During the annual meeting parents will also be informed of their right to have their student attend any school within the district through school choice by completing a school choice application and submitting to the district.
- (3) Parents will be informed of the following rights: request and receive timely notification of professional qualifications of teachers and paraprofessional, informed if students are taught for four weeks or more by a teacher not highly qualified, provided information regarding their students' results from state assessment, all information presented in parent friendly language

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?

Parents will be notified of events through planners, marquee, weekly school newsletters, automated phone calls, and monthly Title 1 newsletters

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.

Our school will hold the End of Year developmental meeting in the Media Center in the morning and afternoon. We will utilize all forms of communication (phone blasts, parent communication folders, marquee, etc.) to inform parents of the meeting.

BUILDING CAPACITY

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

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

Various activities from lunch and learn sessions to larger events like "Family Academic Night" will be offered all year to involve our parents and families. The activities are designed to increase and strengthen family and school partnerships. In addition to educate parents on the performance of their child; strategies and tools will be provided that can be used at home

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

We take input from our stakeholders on activities they recommend and incorporate them into our planning. Student data is reviewed to assist families to find the areas of weakness to support their child and create workshops to strengthen the school and parent relationship. Our workshops cover math, reading, science, and positive behavior. we will include our business partners in many of our events, hold school parent nights at some of our business partner's establishments such as Sweet Frogs, and pass out fliers

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

(1) Title 1 Parent Resource room will be implemented through providing parents and Families a letter informing parents about the purpose, how to use the resource room, and an inventory sheet of resources available

(2) PFEP room is advertised through School and Title 1 newsletter, a visual in the front office displaying location, and a Parent Resource "How to Use" and Items available to use sent home through Tuesday folders, and notifying parents during SAC monthly meetings

(3) Teachers, School and Office staff will be trained during Early Release Days on how to use the Parent Resource Room.

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?

At this time Rutledge H. Pearson has no additional resources through Title 1, Part A funds provided for parents.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Leadership team	To help parents become aware of how what Title I offers our schools and how it can increase student achievement	September 2018	Feedback Sheets from participants, copy of agenda	
Title I Developmental Meeting (required)	Title I Designee School Administration	Collaborate with parents to improve our PFEP and increase student achievement	May 2019	Feedback sheets, Sign-In, signed Parent Compacts, Parent Evaluation Form	
Parent Data Chat Night	Leadership team	Informing parents of their student's progress in order to impact student achievement	October 2018	Feedback sheets, Sign-In, signed Parent compacts, Parent Evaluation Form	
Parent Mid-Year Data Chat	Leadership team	Informing parents of their student's progress in order to impact student achievement	February 2019	Feedback sheets, Sign-In, signed	

				Parent Compacts, Parent Evaluation Form	
Family Math and Science Night	Leadership team/teachers	This fun filled day of Math and Science is designed to provide additional math support to both parents and students in the primary grades. Families will engage in hands on activities that support Counting and Cardinality, Measurement, Number Sense, and Geometry. All activities will be aligned to the Mathematics Florida Standards. This will help both students and parents understand the content in which students will be assessed on in the area of math.	March 2019	Feedback sheets, Sign-In, signed Parent Compacts, Parent Evaluation Form	150.00
Family Literacy Night	Leadership team/teachers /reading coach	Literacy Team will 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. All activities for this event will be directly aligned to the Language Arts Florida Standards for Literacy	January 2019	Feedback sheets, Sign- In, signed Parent Compacts, Parent Evaluation Form	150.00

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.
During pre-planning and throughout the year all school personnel are trained on how to get parents involved with creative strategies. Staff is provided information on how parents can complete the volunteer application, access FOCUS, and schedule conferences to assist their child in school
...how to reach out to, communicate with, and work with parents and families as equal partners.
During pre-planning and throughout the year all school personnel are trained on how to have successful parent teacher conferences by including positive and areas of growth while providing support to the parents and how to review the school compacts to ensure the purpose. Communication is a key and teachers are continuing their professional stature by gaining knowledge on how to support the various social economic demographics.
...implementing and coordinating parent and family programs and building ties between parents and families and the school.
During our professional development/early release and planning days, we provide training and best practices that will create and maintain positive relationships between school and parents. This ensures that students are provided the support they need for a cognitive and social-emotional development to be successful.
(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) During Pre-Planning and Early Release days (2) Title 1 PowerPoint reviewed during Pre-planning and Early Release Trainings

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-yearolds 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.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" 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. We provide before and after school tutoring with these funds.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.