

# RTitle I, Part A School Parent and Family Engagement Plan



**School Name:** Carter Woodson

**School #:** 3166

Principal Name: Brandon Clayton

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



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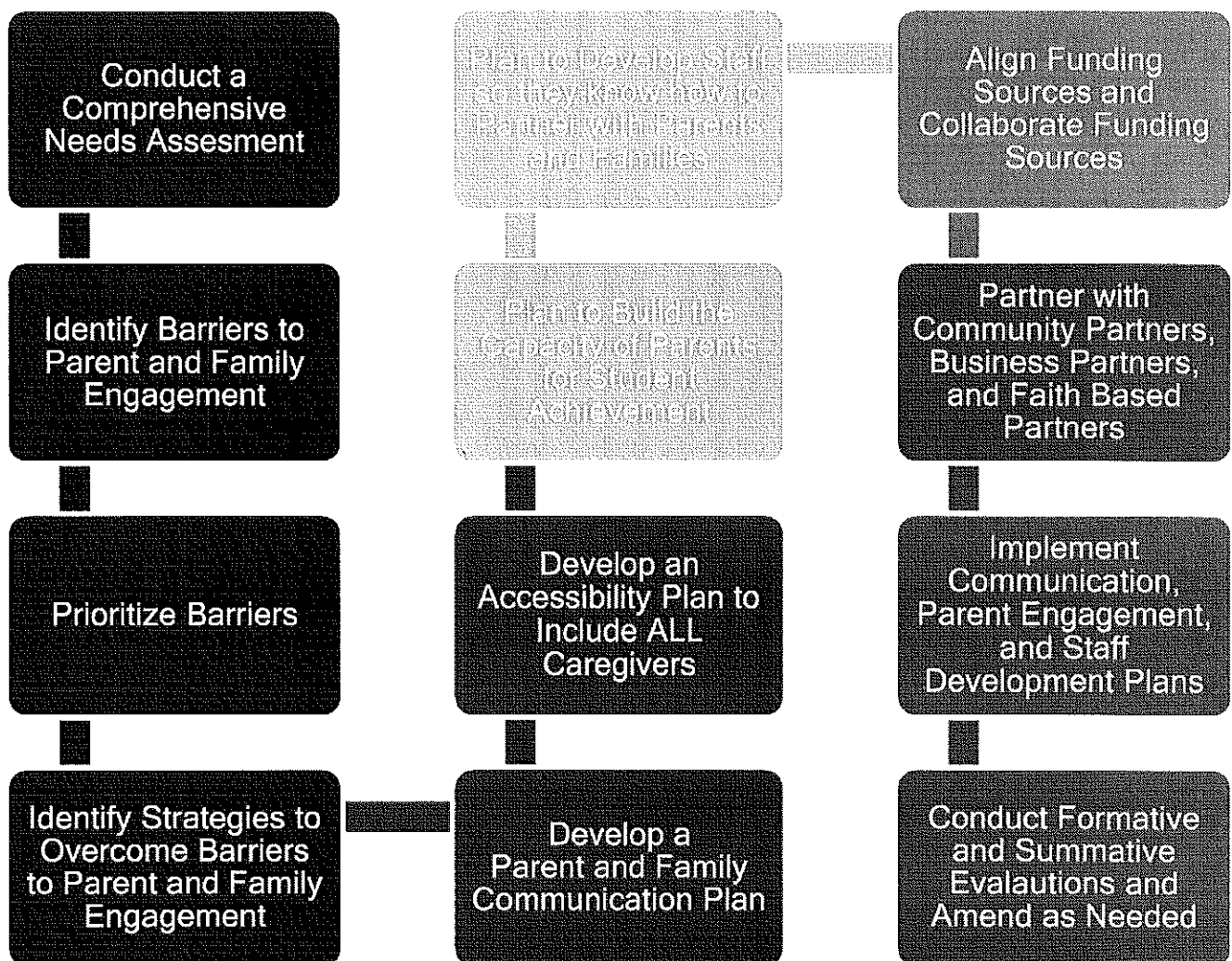
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# OVERVIEW

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, Brandon D. Clayton, 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.

Brandon Clayton  
Signature of Principal/School Administrator

Sept 10, 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
\$3,328.00	\$0	\$3,328.00
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 not expended due to the time constrictions and the amount of time funds were received. Having a new administration, the school was slow to start with the implementation of events due to gathering information about the parent's needs. This year, all documentation will be completed in a timely manner so that events can be strategically planned for within a feasible time frame upon receipt of funds. The funds will be used in the implementation of activities based on parent feedback.		

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	The parent resource room needed to be relocated so that we can better serve our students and parents. This year it will be a valuable resource with many more items to be utilized for home and family engagement.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual	10	Parent Feedback form -
Developmental Meeting	30	Parent Feedback from
Book-O-Ween	5	Parent feedback form - Parents would like to do this again and found it worthwhile

Grand Parents	10	Parent Feedback form - Grandparents rated event with all 3's
Science Fair Night	21	Parent Feedback form - Parents liked seeing their Child's work. They felt the activity was worthwhile and they learned from it.
Transition to Middle School	15	Parent feedback form Parents comments were that they don't feel as anxious and feel better about Middle school
Donuts for Dads	10	Parent Feedback form - dads enjoyed their time and they liked the time spent with their child
Technology Night	6	Parent Feedback form
Math Night	17	Parent feedback form - Parents would like to do this again and found it worthwhile
Literacy Night	11	Parent Feedback form- Parents would like to do this again and found it worthwhile
FSA/FCAT Science Night	20	Parent Feedback form- Parents would like to do this again and found it worthwhile. It was very interesting.
Family Movie and healthy eating night	5	Parent Feedback form - Parents would like to do this again and found it worthwhile and really liked the evening
Muffins for Mom	12	Parent feedback form - dads enjoyed their time and they liked the time spent with their child

*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).**

Based on the parent feedback collected from the developmental meeting school year 2017-2018, parents expressed their need for more assistance in regards to their students academically and instructionally. They stressed the need for more technology and teacher communication. Also according to the TNTP data and parent feedback, communication in general is something they desire to have more of with the school and teachers. As a result, for the school year 2018-2019, we have planned to obtain resources that can assist us with both elements.

## 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: Lack of parent involvement at academic parent events due to parent work schedules
2. Barrier 2: Access and notification of events (forms of communication)
3. Barrier 3: Before and after school access to technology

(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 - Steps or Strategies that will be implemented to eliminate or reduce the barrier: School will use school messenger, school message board, classroom dojo and other social media outlets to inform parents about upcoming Parent Nights and other school events. Quarterly Parent/Teacher/Student Data Chats to assist parent involvement with student's academic progress to take place and parent engagement events and meetings.
2. Barrier 2 - Steps or Strategies that will be implemented to eliminate or reduce the barrier: Parents will be informed at least 2 weeks in advance of events that will be taking place with monthly newsletter
3. Barrier 3 - Steps or Strategies that will be implemented to eliminate or reduce the barrier: more technology will be placed in the Title 1 resource room for family use.

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

The overarching outcomes/goals for the current school year for parent and family engagement this school year will be increasing parental involvement through much more thorough forms of communication and activities that allow them to engage with their student and school community.

# COMMUNICATION AND ACCESSIBILITY



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

## Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> 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?

The school will provide full opportunities for all parents and families to participate in all parent and family engagement activities by using the feedback from needs assessments and district survey data to first better communicate with families. With the use of classroom dojo, robocalls, and flyers we will make connections. Parents that have special needs such as disabilities, work obligations, speak a language other than English will be accommodated based on their designated form of communication. All needs will be considered and implemented as needed. Barriers will be removed to ensure parental units are a part of their education by making certain teachers and staff know the importance of family communication and secondly by communicating those needs thoroughly to the administrative team. The parent liaison will also play a key role in making sure we properly connect with families.

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?

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 through the use of classroom Dojo which has a language feature, robocalls, and handouts (which will be language specific for families).

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

The primary language of our student population is about 98% English speaking and 2% ESOL (Spanish).

## 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) At least two weeks in advance, we will communicate information about Title 1 programs. Parents and students will receive monthly Newsletters at the beginning of each month. The newsletter will contain important dates and an outline of school related activities and events. The school marquee will also be used as a way to communicate school related activities, events, and programs. The marquee will be updated to include current events, dates, and times.  
(2) Classroom Dojo, Scrolling Marquee, monthly newsletter, and Robo call

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) The curriculum will be reviewed at Open house, opening literacy night, math night, and resources placed in the parent and family resource room (room 1).  
(2) Parents will be notified about the forms of assessments through dojo, teacher communication, school meetings (SAC), Open house, title 1 meeting, parent/teacher conferences, and FSA meeting night.  
(3) The achievement levels students are expected to obtain will be described and explained Open house, opening literacy night, math night, and resources placed in the parent and family resource room (room 1).

(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) SAC, PTA, and Title 1 meetings/events such as Title I Developmental Meeting and Annual Title I meeting  
(2) Classroom dojo, robocall, weekly update, monthly newsletter

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]

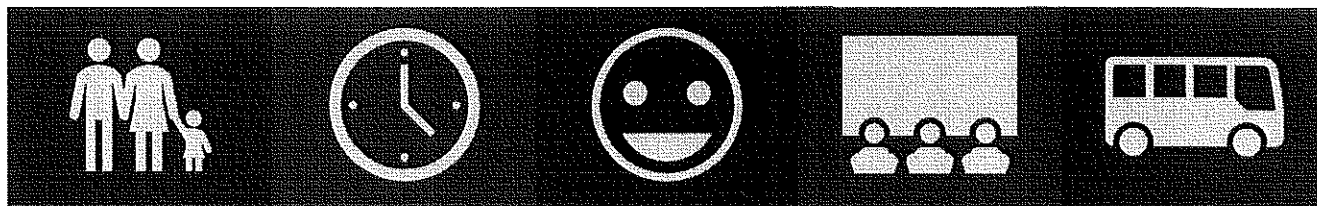
Via digital Title 1 digital compliance and communication with the federal programs office/designated supervisor via email or phone call. Parents can also register concerns during Title I parent events and SAC meetings.

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).

Via classroom dojo, weekly update, and monthly newsletter. A flyer will also be sent home letting parents know that they can access the PFEP in the parent resource room and the front office.

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



## INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

The school involves parents and families in the planning, reviewing, and improvement of Title I programs including involvement in decision making about title I funds by initially conducting a developmental meeting that afforded parents the opportunity to give input as to what activities they would like to see take place to help the school meet School Improvement goals. The parents also helped to identify barriers that prevented past family engagement. Parents had the opportunity to contribute to the school-parent compact and the parent and family engagement budget. There has been a monthly meeting date set for the Third Thursday of each month excluding March.

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 - transportation provided with JTA one time bus passes.
- Childcare - Funding for on-site childcare to ensure that parents have an opportunity to attend Parent Involvement Meetings
- Home Visits - Home visits will be utilized to engage parents when beneficial
- Additional Services to remove barriers to encourage event attendance - Funds will be used when necessary to engage parents and families.

## 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)]

Monthly Family engagement meetings on the 3<sup>rd</sup> Thursday of each month

Quarterly parent nights

Student data chats with families

Developmental meeting

Annual Title I meeting

SAC

Mid-year stakeholders meeting

~During these events parents completed the parent survey and provided feedback for the PFEP.

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

Data from the School Gallup survey, parent surveys/feedback/minutes from the Annual title 1 meeting, feedback from parent compact, feedback form, and developmental surveys/feedback/minutes.

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: Introduce it at community day introductions
2. Step 2: Send home flyer in student first week of school informational package from teachers
3. Step 3: Introduce it at the first SAC meeting and in the August monthly newsletter
4. Step 4: Send out a robocall and post flyer on classroom dojo
5. Step 5 - Prepare PowerPoint for Title I meeting. Prepare handouts, feedback forms, agenda
6. Step 6: Conduct meeting

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

The purpose and contents of the parent and family engagement plan will be shared. The title I program shared with parents is ongoing and in conjunction with the function of SAC. Meetings will be held separately but the content of SAC will assist with the fulfillment of Title I plans. Parents will also receive information related to Title 1 programs that include the development of the PFEP and budget, parent compact, how to access services through the school parent resource center, as well as the District Title I Parent Involvement Office and information on their Right to Know. The Annual meeting will also give parents a review of the academic progress of the school, the development of the SIP and any other data.

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.

AYP will be the focus of the meeting. In addition, school choice and the rights of parents will be covered thoroughly by means of PowerPoint presentations and handouts. Charts and diagrams will be used to review data from 3<sup>rd</sup>-5<sup>th</sup> grade FSA scores. This data will include students falling within each of the subgroups within our school.

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?

- Monthly Newsletter
- Flyers
- School Messenger
- Carter G. Woodson will assist parents with disabilities or those identified as having disabilities to have access to Parent Involvement activities and/or services. We will try to accommodate in any way possible if services are available if feasible.
- Copies of flyers, newsletters and all other forms of communication will be placed in the Title I compliance folder online as evidence.

## 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.

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 will be a parent survey and needs assessment. In order to prepare for the upcoming year, if we qualify for title 1 part A funding will involve hosting and consistently keeping up with an ongoing system to obtain parental feedback.

# BUILDING CAPACITY

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

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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

Activities that will be implemented to encourage and maintain parent and family engagement are as follows:

Book-o-ween

Fall Festival for students and parents

Math night

Literacy night

Parent Academy

Technology night

Each of these events are strategically planned keeping in mind time requests of parents and requested school activities. Testing will be an intricate time to engage parents as we emphasize our focus on attendance and students getting to school on time. Other events will be added as needed in order to engage parents for varying goals.

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

Carter G. Cares is a group initiated by school counselor, two teachers, and the school therapist that aims to reach out to the community and give back. The program will partner with various community partners to see how we can aid in specific community needs thus building a relationship with partners. We also engage our partners and community members by inviting them to various school functions in order to see and partake in initiatives to help push our students in their pursuit of academic achievement. Partners provide assistance with varying events tailored to preparing students for high achievement.

(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) We will provide materials and trainings that will assist parents and families with their children's development in terms of the curriculum, common core standards, new technology that assesses students, and helping them to monitor their student's achievement and growth through FOCUS and communication with teachers (classroom dojo, email, etc.) inside the parent and family engagement.
- 2) Parent resource room will be advertised at each parent engagement event, in our newsletter and flyers. The front office will also encourage parents to go and use the parent resource room when they are in the building.
- 3) We will also actively encourage teacher leaders to host informational sessions with parents in the resource room. They will be trained by Assistant Principal Dione Thomas based on the expressed needs of the parents.

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?

Throughout the school year, various parent surveys will be conducted to gauge ways to provide reasonable support for parent and family engagement activities. This will allow us the opportunity to personalize the activities as needed in an effort to successfully engage the parents and families in a way that best suits their needs. Trainings will be provided at the meetings in order to adequately prepare parents to use the resources that are available at home with their children.

## 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)	Dione Thomas	Parent will be provided with information about Title I programs. Discussion about AYP progress from the previous year	August 2018	Survey Sign-in sheets Feedback forms Meeting Notes	
Title I Developmental Meeting (required)	Dione Thomas	Parents have the opportunity to provide input on activities offered at school and input on the Title I budget and how money will be spent that directly affects student achievement.	May 2019	Survey Sign-in sheets Feedback forms Meeting Notes	

Literacy intro night	M. Kozlowski	Parents will be given literacy strategies to assist their students at home. They will also participate in grade level specific make and take activities. To increase motivation in literacy and reading	September 2018	Survey Sign-in sheets Feedback forms Meeting Notes	\$286.50
Book-O-Ween	Erika Nembhard  Megan Kozlowski	Content specific session, which provides parents with the tools and strategies they need to help their children become better readers to improve comprehension, fluency and vocabulary. Information will include grade level proficiency and strategies parents can use at home. This interactive make and take workshop will help increase motivation for reading and reading proficiency.	October 2018	Survey Sign-in sheets Feedback forms Meeting Notes	
Grand Parents Day	Dione Thomas	Building strong relationships with families and the community while inviting Grandparents to engage in their student's school community. Grandparents will come and learn how they can be instrumental in helping the students in the school. They will be given reading strategies they can use when reading with grandchildren at home and given opportunity to read with students to practice strategies that were shown them to help strengthen their home and family relationships	September 2018	Survey Sign-in sheets Feedback forms Meeting Notes	
Science Fair Night	Ashlen Mccary	Content specific interactive session that will provide parents with information about the science curriculum and strategies related to the scientific process. Parents will have the opportunity to view Science Fair presentations that have focused on the science standards and showcase student work while engaging the parent as we push for increased science proficiency.	January 2019	Survey Sign-in sheets Feedback forms Meeting Notes	

Transition to Middle School	Jacqueline Haynes	Engage families by presenting the skills and tools students will need to be proficient and make a smooth transition to middle school. We will also have teachers and administrators from Medical Magnet and neighboring schools to provide presentations on transition. Parents will be given strategies to help make the transition to middle schools easier for the student and easier for the parents.	January 2019	Survey Sign-in sheets Feedback forms Meeting Notes	\$150.00
Donuts for Dads	Jacqueline Haynes	Building strong relationships with families and the community while implementing ways Dads can engage their students at home and in the community. Dads will also learn strategies to help their child at home with homework in reading and math. Parents will also be given ways to increase their child's focus when doing homework and how to actively engage their student in academic activities at home.	February 2019	Survey Sign-in sheets Feedback forms Meeting Notes	
Technology Night	Dione Thomas	Increase in parent's knowledge of ways to communicate and access student achievement reports. It will also aid parental initiatives to support students use of available technology and student knowledge of assessment through technology. Parents will have the opportunity to explore iReady Reading and Achieve 3000 to become familiar with blended learning that the district offers to improve reading. Increase reading overall reading achievement for students.	February 2019	Survey Sign-in sheets Feedback forms Meeting Notes	\$236.71

The Science of healthy eating night	Dione Thomas	Building strong relationships with families and the community while implementing the benefits of nutritional health. Parents will be taught how nutrition plays an important role in the Science Curriculum and the standards that the students need to master. They will be provided with materials from that standard that discuss how nutrition affect a child physically, emotionally, academically and socially. They will learn about different food groups and what they need to provide a balanced diet for the students per the science standards and how to encourage their children to develop good eating habits.	March 2019	Survey Sign-in sheets Feedback forms Meeting Notes	\$272.65
Muffins for Mom	Jacqueline Haynes	Building strong relationships with families and the community while implementing ways moms can engage their students at home and in the community. Moms will have opportunities to build relationships and learn literacy strategies with students. They will be shown how to use the strategies that can help their child increase their reading skills. Moms will be provided with grade level standards for the student's current year and for the next year so they will be aware of the standards the students must meet for FSA testing and what they will need as they move to the next grade.	May 2019	Survey Sign-in sheets Feedback forms Meeting Notes	

*Schools may add or remove rows as needed.*

Math Night	Erika Nembhard	During math night, parents will have the opportunity to create items at math centers that can be used with students at home. Parents will also learn how to use math strategies that can use to assist their students at home. These strategies can include tape diagrams, number bonds, place value charts, and area models. Resulting in an increase overall math achievement for students.	March 2019	Survey Sign-in sheets Feedback forms Meeting Notes	\$223.21
Literacy Night	Megan Kozlowski	Increase in student motivation with English Language Arts and Reading. Parents will be taught how to help their child develop a love for literacy and how to help improve reading strategies and assessments, using make and take activities that are grade level appropriate. Parents & students will read together and learn strategies to work on building comprehension, fluency and vocabulary.	March 2019	Survey Sign-in sheets Feedback forms Meeting Notes	\$254.04
FSA/FCAT Science Night	Dione Thomas	During science night, 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 this presentation parents and students will go through the scientific process to investigate the world around them. Parents will be given information about the Science standards that students are working towards and about the FSA testing for science. Increase overall science achievement for 5th grade science on state exam. Increase overall student achievement for students on end of year district science assessments.	April 2019	Survey Sign-in sheets Feedback forms Meeting Notes	

## 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.
<p>We are conducting a book study with teachers using the book <i>The Growth Mindset Coach: A teacher Month-by-Month Handbook for Empowering Students to Achieve</i> by Annie Brock and Heather Hundley. As we are in a year of change and transition, it is important for our teachers to develop a focus on assisting students with persevering through learning. It provides teachers with new strategies to implement ways to better communicate with parents and socially support the growth and development of the students. In addition to the book study, the following will be provided:</p> <ul style="list-style-type: none"> <li>• Training on the use of classroom dojo to communicate with parents</li> </ul> <p>PBIS: Interwoven activities to incentivize things for students with parental input</p>
...how to reach out to, communicate with, and work with parents and families as equal partners.
<p><u>Communicating with classroom dojo training</u>  <u>Communicating with the use of technology training</u>  <u>Book Study on Growth Mindset: To improve student, teacher, and parent efficacy</u>  <u>Training on why teacher leadership is important to family engagement</u></p>
...implementing and coordinating parent and family programs and building ties between parents and families and the school.
<p>Classroom Dojo  Monthly Newsletter  All Call/Robocall  Email  Teacher communication to parents  SAC meetings  PTA meetings</p>
(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?
<p>(1) Monthly PLC meetings, Early release PLC, common planning, and faculty meetings throughout the year.  (2) Agenda, sign in sheet, meeting minutes, and parent survey will be used for documentation.</p>

# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	<p>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.</p> <p>We will integrate students with disabilities by ensuring adequate numbers of personnel, including aides and support personnel, are available. We will maintain adequate staff development and technical assistance based on the needs of the parents, school personnel, are student by providing information on disabilities, instructional methods, awareness and acceptance activities for students. This will be an agenda item at parental engagements meetings as well as other events created to support the engagement of families.</p>
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	<p>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.</p> <p>The VPK teacher completed a segment of the presentation for the developmental meeting so that the administrative team was well aware of what to inform parents of in regards to the needs of our incoming and past VPK students. Knowing the status of VPK is imperative to future planning as we will monitor cohort progress as students move through the grade levels. We will provide services of family engagement to new parents of students in VPK helping them to adjust to their new parenting roles with school aged students.</p>
<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 type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<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.*