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



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| School Name: Highlands Middle School #: 3244 |  |  |
| Principal Name: Jessica Guthrie  School Website: www.duvalschools.org/hms |  |  |

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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.**

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| *“Treat children like they make a difference and they will.”* |  |

# ASSURANCES

I, Click or tap here to enter text., do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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|  | 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; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; |
|  | Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and |
|  | Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I)and Section1112(c)(1)(A)(ii)]. |

\*click to select each assurance, this page will require an original signature and submission to the District.  
  
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Signature of Principal/School Administrator 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)*

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3328.00 | $2721.03 | $606.97 |
| **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** | | |
| Requisitions for printing costs were not submitted in a timely manner, so there were some printed items that were not purchased using funds from this account. In the current plan year, we will ensure that funds are fully expended by creating a more comprehensive timeline to meet all deadlines. | | |

## Programmatic Overview from the Previous Fiscal Year

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

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| 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)** |
| 5 | 2 | **Room utilization was improperly recorded. Will make it a protocol to have all parents sign in when using the room and will determine a designee to ensure this occurs.** |
| Summary of Parent Engagement Events from the Previous Year | | |
| Name of Activity | **Number of Participants** | **Results of Evidence of Effectiveness** |
| Annual |  |  |
| Developmental Meeting |  |  |
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*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.*

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| 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). |
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## Barriers

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| 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 of Parent Night Events via Parent Link and flyers did not yield high participation from parents 2. Barrier 2 - Conflicting events with Parent Night Events, such as Athletic events, hindered parent participation in certain parent night events. 3. Barrier 3 - 4. Barrier 4 5. Barrier 5 |
| **(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 Regular usage of Parent Link messages, school web site, and increased use of marquee and flyers, both physical and digital, to communicate with parents 2. Barrier 2 – Align Parent Night Events with community partners (AFL, GEAR UP) to make parent events a one-stop shop. Include student performances with parent nights to increase participation. We will also review sporting events schedules to ensure no conflict occurs there. 3. Barrier 3 – Rescheduling of Open House due to multiple school closures |
| **What are the overarching outcomes/goals for the current school year for parent and family engagement?** |
| Our overarching goal is to increase communication with parents, provide parents multiple avenues to receive information and to increase parent participation in parent night events. |

# COMMUNICATION AND ACCESSIBILITY

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| --- | --- | --- | --- | --- |
| Telephone | Envelope | Email | Laptop | Chat |

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.

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| Accessibility |
| **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?** |
| Highlands will provide full opportunities for ALL parents and families by taking in account parent responses to meeting times and alternative platforms for meeting parents needs via communication resources that are gleaned from the most recent Gallup Parent Survey. We will utilize social media platforms (Facebook, Twitter and Instagram) as well as our school web site to provide updates on upcoming meetings and activities. For parents who may struggle with transportation, we will look at hosting parent meetings via web cast options. We have recently acquired an ESOL para that we could utilize to support communication with parents who speak English as a second language. We will also look into hosting parent meetings at different times of day per the needs of our 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?** |
| Information about the Title I program and activities, family meetings, and school reports will be communicated to parents at least one week in advance through the School Messenger notification system, student-delivered handouts, e-mails, school web site, the school marquee, monthly SAC meetings, and regularly scheduled parent conferences. |
| **What are the different languages spoken by students, parents and families at your school?** |
| Spanish, English |

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| 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) Information about the Title I program and activities will be communicated to parents at least two weeks in advance through the School Messenger notification system, student-delivered handouts, e-mails, the school marquee, monthly SAC meetings, and regularly scheduled parent conferences.  (2) Tools and resources that will be used for communication will include the school’s web site, Parent Link calls via School Messenger, Peach Jar flyers, and the school marquee. |
| **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) Courses offered to students are state mandates. Parents will be advised of the course curriculum via teacher syllabi distributed at Orientation, during the first week of school, and during Open House. These syllabi will also be made available for parents in our School Counseling office and by the teacher during Parent/Teacher conferences.  (2) During the year, we will host Parent Nights to discuss the forms of assessment used to measure student progress. These nights will include FSA Night and Science Night to engage parents in receiving info and even taking practice assessments with their students. We will also include links to parent resources for assessments via the school web site.  (3) At Parent Night events (FSA Night and Data Chat Nights) we will cover the expected achievement levels students are to obtain. During parent/teacher conferences, we will also make this data available. There will be information on our school web site that details adequate progress for students on state assessments. |
| **(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) Monthly SAC and PTSA meetings, the annual PFEP developmental meeting  (2) Parent Link notifications via School Messenger  (3) School Web Site  (4) Flyers distributed to students |
| **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]** |
| **Parent and family comments will be communicated to the LEA at least once a week (or upon receipt) prior to the scheduled activity and stored in the Parent Involvement Audit Box.** |
| **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).** |
| **Outside of a link to this plan that will be made available on our school web site, a copy of the Parent Involvement Plan will be available in a folder located in the Parent Involvement Resource Center. We will send flyers home with students to make certain parents are aware of how to access the plan.** |

# 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)]

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| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

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| 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)]. |
| Parents will receive an invitation to participate in the planning, reviewing and improvement of Title 1 programs during our Spring Developmental Meeting. Parents will have the opportunity to provide feedback using evaluation forms submitted during all parent events. |
| **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 - * Childcare -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_all are fine\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Home Visits - * Additional Services to remove barriers to encourage event attendance - |

## FLEXIBLE FAMILY MEETINGS

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| 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)] |
| The results of our Gallup parent survey advised of times that best meet the need of our parents for parent involvement meetings and activities |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| The report from our Gallup surveys outlines the results of the parent responses to this question. |
| **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

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| 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 Select a date for the meeting: August 25, 2018 2. Step 2 Develop a Parent Flyers for meeting 3. Step 3­ Develop PowerPoint for meeting 4. Step 4 Prepare Sign In sheets/Feedback forms 5. Step 5, Utilize REMIND and Parent Link to communicate date. 6. Step 6 Send out flyer for meeting day before 7. Step 7 Make copies of Parents-Right-to-Know and Compact available for parents |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.** |
| Parents will be made aware of Highlands Middle Schools’ goal to empower its parents in the quest to support their student’s academic achievement; social emotional development; and growth from the moment they enter school until they exit into the workforce and/or college. Additionally, the parent-school compact, families in transition plan, support for migratory families, and parent event calendar information will be shared. |
| **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) Data for student performance per subgroup will be presented along with projected goals for each subgroup  (2) Parents will be advised of their school choice options and their rights for students zoned for Highlands Middle School and steps required should they opt to have their child attend another school  (3) Parents will receive their Right-to-Know notice for teachers at HMS and who they should contact for further info to be shared |
| **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?** |
| Flyers will be made available in office and will be distributed to students in advance of parent events or to provide information on school updates. A Parent Night will be established to share data with parents regarding their child’s progress during the mid-year and prior to the FSA assessment windows. Parents may utilize our Parent Resource Area to check emails, FOCUS parent portal and other means of electronic communication that our teachers use to provide student progress updates. We will utilize Remind to send text message updates. If a parent desires support with transportation to school events, we will utilize funding to assist the parent. |

## 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.

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| 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. |
| During the Title I Developmental Meeting, school administration will partner with parents and families to discuss and plan Title I activities to assist students with their academic progress for the upcoming year and reflect on the activities held this year to determine any gaps that we may not have considered. |

# 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

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| 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? |
| During grade level, Literacy/Math Strategy Nights, and FSA Family/Parent nights, school administration along with the academic leadership will increase parental understanding of test-taking strategies and ways to monitor student progress. We will partner with our community partner agencies to better engage parents in our school-wide parental involvement activities. Our partners, Achievers for Life and GEAR UP, have both had well-attended parent events in the past, so we will partner with them in order to provide our parents with information that will benefit their child’s academic success and allow us to engage with parents in a fun environment as these family game nights are quite popular. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| During grade level, Literacy/Math Strategy Nights, and FSA Family/Parent nights, school administration along with the academic leadership will increase parental understanding of test-taking strategies and ways to monitor student progress. Additionally, we will increase parent/community awareness and involvement regarding the events/activities at HMS; students have a greater opportunity to be successful when there are more stakeholders involved in their educational experiences. Connections with our partners, Communities in Schools, Achievers for Life, and GEAR UP, will be utilized in order to reach parents and help develop their capacity with understanding the steps needed to ensure student achievement. Family events held after school will be utilized to help support communication of these needs and the resources available to them. |
| **(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) The Parent Resource Room will be used to support Parent and Family Engagement when hosting parent/teacher conferences so that parents understand its function and how they may utilize the resources available in it to support the needs of their child. Parents will be able to check out texts as well as utilize desktops to check the FOCUS parent portal or emails they may have received from teachers.  (2) We will add a section on our school web site and include it in our school tour for new and prospective parents.  (3) Currently, our teachers utilize it during parent/teacher meetings and our office staff know that parents in need of internet access or those inquiring about checking out resources can utilize the space. |
| **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?** |
| n/a |

## 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.

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| 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) | Jessica Guthrie | Parent Efficacy of school programs and offerings for parent engagement | September | Sign-in forms, minutes, Evaluation forms |  |
| Title I Developmental Meeting (required) | Eshell Sampson | Increased opportunities to engage parents in activities developed to increase their support of student achievement | March | Sign-in forms, minutes, Evaluation forms |  |
| Parent Data Literacy Night | Jessica Guthrie | Increase parent efficacy regarding individual student data from prior year’s FSA, baseline and mid-year assessment data and methods that can be used to support learning at home | December | Sign-in forms, Evaluation forms |  |
| Mid-year Stakeholders Mtg | Jessica Guthrie | Increase parent and stakeholder efficacy regarding school-wide data and the school’s action plan to meet school goals | January | Sign-in sheets, Evaluation forms |  |
| FSA Parent Night | Jessica Guthrie | Provide parents and stakeholders information regarding this year’s FSA schedule and resources for how students can continue preparing for the assessment at home with parent support | March | Sign-in sheets, Evaluation forms |  |
| Transition To High School | Chauncey Nelson, Janerica Delice, and Eshell Sampson | Increased awareness of high school programs offered at local schools, how to apply and minimum requirements for acceptance into programs | January | Sign-in sheets, Evaluation Forms |  |

*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)]

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| 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.** |
| **Highlands Middle School will provide the faculty with an overview of the Parent Involvement Plan, as well as in-service on the value of parents and how to create symbiotic relationships. Training will take place during early release Wednesday and monthly PLCs.** |
| **…how to reach out to, communicate with, and work with parents and families as equal partners.** |
| We will provide professional development to the staff on how to build positive relationships with parents and families. Teachers and staff will be instructed to make positive phone calls to parents and communicate the positive performance of students. This will build positive relationships between the school, parents, and families. Training will take place during early release Wednesday and monthly PLCs. Professional development topics, such as Parent Communication, will be provided during our Novice Teacher monthly meetings as well. |
| **…implementing and coordinating parent and family programs and building ties between parents and families and the school.** |
| **During weekly common planning and monthly professional development, teachers and staff will be instructed to make positive phone calls to parents and communicate the positive performance of students. This will build positive relationships between the school, parents, and families. School-wide participation in increased parent communication utilizing ClassDojo and Remind are also being implemented this year.** |
| **(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 PLC meetings  (2) Follow up activities from sessions with administrators and district support personnel will be collected |

# COLLABORATION OF FUNDS

|  |  |  |
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| 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)] |
|  | **IDEIA** - The Individuals with Disabilities Education Improvement Act | 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)]  The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment. |
|  | **VPK** - Voluntary  Pre-Kindergarten |  |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. |  |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. |  |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | SAI funds will be coordinated with school level parent and family engagement funds to provide supplemental tutoring to students who are in need based on our on-going collection of student data. Parents will receive a special invitation for their student to attend tutoring to help students improve progress towards goals on state assessments as well as in academic performance throughout the year. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. |  |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*