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| Hampton  Elementary  School and  Family Engagement Plan |

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| Principal Name: Denise Schultz  School #: 04-0181  School Website: www.bradfordschools.org/Schools/Hampton  **School Name: Hampton Elementary School #: 04-0181** |  |  |
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# OVERVIEW

The Bradford 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.**

Conduct a Comprehensive Needs Assesment

Identify Barriers to Parent and Family Engagement

Prioritize Barriers

Identify Strategies to Overcome Barriers to Parent and Family Engagement

Develop a   
Parent and Family Communication Plan

Develop an Accessibility Plan to Include ALL Caregivers

Plan to Build the Capacity of Parents for Student Achievement

Plan to Develop Staff so they know how to Partner with Parents and Families

Align Funding Sources and Collaborate Funding Sources

Partner with Community Partners, Business Partners, and Faith Based Partners

Implement Communication, Parent Engagement, and Staff Development Plans

Conduct Formative and Summative Evalautions and Amend as Needed

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

ASSURANCES

I, Denise Schultz, 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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| X | The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101; |
| X | Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)]; |
| X | Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)]; |
| X | Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]; |
| X | Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement policy [Section 1116(a)(2)(C)]; |
| X | If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]; |
| X | Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; |
| X | Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and |
| X | Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I)and Section1112(c)(1)(A)(ii)]. |

\*click to select each assurance, this page will require an original signature and submission to the District.

\_\_Denise Schultz\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_September 24, 2018\_  
Signature of Principal/School Administrator Date Signed

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# 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 |
| $1149.00 | $1149.00 | $0 |
| **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** | | |
| N/A | | |

## 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)** |
| HES does not have a Parent Resource Room |  |  |
| Summary of Parent Engagement Events from the Previous Year | | |
| Name of Activity | **Number of Participants** | **Results of Evidence of Effectiveness** |
| Annual Title 1 Meeting and Meet & Greet | 150 | Parents felt welcome and confident about the school. What it means to be a Title 1 school conveyed to parents. |
| Danishes with Dad | 50 | Dads and Friends enjoyed themselves. |
| Book Bingo | 100 | Great turnout and support. Parents and students enjoyed book bingo. |
| Fall Festival | 150 | Parents, family and friends spent a good deal of time and were willing to stay longer to help put materials away. |
| Breakfast with Santa | 100 | Parents want the event to continue next year |
| FSA Parent Night | 50 | Parents were surprised by the level of questioning students will face on the FSA. |
| Developmental Meeting | 8 | Feedback on the Compact and 2018-2019 planning. Decisions on how to devote funds for 2019-2020 |
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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). |
| Based on the results of feedback collected following each event and thru the School Climate Survey, parents believe they are welcome at HES. They also believe our faculty and staff believe their child can learn. |

## 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. Parents from low socio-economic levels are often uncomfortable in a school setting. 2. Parents work long hours. Some begin work early, others end work late. 3. Limited financial resources which results in prioritization of financial expenditures. While most families have a vehicle, the cost of gasoline causes them to determine the necessity of the trip. |
| **(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 – Serve refreshments or light meals to encourage participation. 2. Barrier 2 – Offer various times for events. Send important communications via a variety of modes including Face Book, school website, marquee, flyers, local newspaper, newsletters, and text messages. 3. Barrier 3 – Use robo-calls, Remind 101 (or similar), and FOCUS Parent Portal to push the invites and important information out to parents ensuring communications are thorough and helpful. Encourage each teacher to make one positive phone call monthly! Encourage teachers to send a monthly newsletter. |
| **What What are the overarching outcomes/goals for the current school year for parent and family engagement?** |  |
| Our school and district believe that a quality relationship between home and school is vital to a student’s motivation, achievement, and well-being, and is committed to developing strong family partnerships that are supportive, informed, and effective.  Each student will have at least one parent participate in a school event including individual conferences with the child’s teacher.  All school staff will participate in Fall Festival.  All school staff will participate in at least 3 parent involvement activities by the end of the school year.  Principal maintains and open door policy and is available to meet with any and all parents as needed, with reasonable notice when necessary to ensure student needs are met.  Principal will meet with local newspaper to provide over view of vision, mission and focus for HES.  Principal will participate in parent / teacher conferences and meetings.  Administrative team members will participate in all parent events.  Administrative team members will attend local community events.  Administrative team members will work with local community businesses, attend City Council meetings, School Board meetings, and County Commission meetings and will participate with Chamber of Commerce. |

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, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?** |
| A variety of parental involvement activities at a variety of times during the day will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate events for parents to be involved in. Migrant partnership with Alachua County provides support and interpreters for migrant students with adequate scheduling. The Title 3 district office will provide information in other languages as needed. The ESE department provides support for needs related to students with disabilities to ensure that all students and parents can participate. |
| **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?** |
| English is the primary language spoken by parents and families at Hampton Elementary School. In the event a non-English speaking child were to enroll, the district ELL contact will support formatting communications in languages that the parents and families can understand. The parent of the student with a primary language of Spanish does speak, read, and write English, therefore, we are able to effectively communicate. |
| **What are the different languages spoken by students, parents and families at your school?** |
| English is the language spoken by HES students, parents and families at our school. We have one different language of one student: Spanish. |

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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. The Title 1 Annual Meeting will be held in conjunction with the Meet and Greet prior to the start of school. Parents will be made aware that we receive Title 1 funds which are used to secure para professionals, instructional personnel, afterschool tutoring, supplemental materials including novels, computer applications, technology and parent involvement events with materials. 2. An information letter about Title 1, Part A as well as the Parents Right to Know is sent home during the first two weeks of school. 3. The Title 1, Part A plan will be available thru the Bradford County School District website. 4. Parents will be made aware of site specific events and/or district events thru a flyer sent home via backpacks, HES website, and Face Book posts. |
| **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. A Parent Report of FSA / FSAA scores will be sent home via backpack distribution. 2. A summary of curriculum will be included in the Fall School Newsletter or October Grade Level/Department Newsletter. 3. The Reading Deficiency Letter will be sent home to all K-3 identified students with the first interim report. 4. STAR/STAR Early Literacy Reports outlining the present level of performance of the child in reading as well as the target for growth will be distributed three times annually. 5. EUREKA math Parent Tips information sheets are posted on the district website. 6. iReady performance reports explaining the level of their child’s performance in math as well as the growth target by year end are sent home with the first report card in October. |
| **(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. Our School Advisory Council composed of teachers, staff and parents will work with the principal to make informed decisions. 2. An open invitation inviting parents to participate in the School Advisory Council is announced during the annual Meet and Greet event as well as monthly with notification of upcoming SAC meetings. 3. Marquee, HES website and Facebook notification of upcoming meetings inviting parents to participate. |
| **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]** |
| The school will refer parent concerns that cannot be resolved at the school level to the BCSD Director and/or Elementary Coordinator of Teaching, Learning & Curriculum. Parents will be contacted by phone and offered a face to face meeting if their concerns about the implementation of the Title 1 school-wide plan cannot be resolved by phone.  The Superintendent, Director of Teaching, Learning & Curriculum, and Elementary Coordinator of Teaching, Learning & Curriculum have an open door policy and will work with parents to address their specific concerns. |
| **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).** |
| A copy of this plan will be printed and placed in a bright green notebook in the receptionist’s area. Parents will be notified about the availability of the plan in the Fall school newsletter. Parents will be able to read the plan when visiting the school.  The TIPA Parent & Family Engagement Plan will be linked on the District/School website. |

# 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)]. |
| The School Advisory Council meetings will include an agenda item to Review, Plan, and Improve the schoolwide Title 1 program.  Thru the Comprehensive Needs Assessment, recommendations from the SAC will be included in the annual Title 1 Plan which also involves how the budgeted funds are used. |
| **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)]** |
| .   * Childcare - Children are welcome in all meetings with activities provided. * Home Visits - Home visits are made for those parents whose children have ongoing truancy issues so barriers can be overcome with collaborative problem-solving. * Additional Services to remove barriers to encourage event attendance - none. |

## 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)] |
| A feedback form at the conclusion of each Parent and Family Engagement Event allowed participants to reflect on best times for meetings/events. This information along with the School Climate Survey was considered in establishing best times. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Feedback results and School Climate Survey results. |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  X AM Sessions based on documented parent feedback  X PM Sessions based on documented parent feedback  X 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. Late July: Principal met with District Title 1 Director to outline specific information to be shared. 2. August 9: Captive parent audience prior to the Meet and Greet. Principal and CRT /Title 1 Lead shared information about TIPA budget, anticipated expenditures, and parent and family engagement activities. |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.** |
| The schoolwide TIPA school wide budget for 2018-2019 will be utilized to provide para professional support for small group intervention and remediation in classrooms, after school tutoring, supplemental materials (ie classroom novels, National Geographic for Kids, Home / School Connections, Reading Eggs, Brain Pop, student headphones, leveled readers), professional development training, substitutes for teachers attending professional development activities, and parent involvement activities / materials. |
| **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.** |
| The Annual Meeting provides a venue to evaluate the progress of our school, aka, “C” School Grade. Subgroup breakdowns are sent home in a Fall School Newsletter as well as information on Step Up for Students opportunities. The verbal announcement of the parent’s rights under TIPA are followed up by a backpack letter within the first two weeks of 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?** |
| 90% of Bradford parents responded that they have Internet access. 100% of students at HES have phone numbers assigned to their FOCUS account. Between Face Book, HES website, Focus parent portal, robo calls, text messaging, local newspaper and teacher accounts with DoJo (or similar) more parents will be reached. HES will increase our outreach this year by utilizing combinations of the above methods to communicate with parents about events, academics, behavior, and announcements of general interest to the school.  In addition, weekly updates are provided in students’ home/school communication folders, paper backpack flyers are sent home in student backpacks for upcoming events, school / classroom newsletters are distributed, and information flyers posted in the front reception area of the school. |

## 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. |
| In late April/early May, HES’s final School Advisory Council meeting will provide a review of Parent and Family Engagement activities conducted throughout the year. Feedback responses collected throughout the year post events and feedback from the School Climate Survey will be reviewed.  Student progress to date will be discussed, however, no end of year data will be available until late May/early June at which time a depth of analysis on student achievement may redirect plans for the 2019-2020 school year. |

# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child’s academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child’s progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I 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? |
| Prior to scheduled SAC meetings, agendas will be accessible with requests for feedback and additional agenda items. Minutes from previous SAC meetings will be available for review. During school and parent events, Title 1 activities will be discussed. The importance of parental involvement in the decision making process (SAC) will be emphasized. During all opportunities when meeting with parents, school leadership will emphasize the need for parent involvement and request support during specific and overall events. Acknowledgement and appreciation of participating parents / community members will be provided. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| The Bradford County Education Foundation (BCEF) is a strong community partner. The 11th Annual Back to School Bash is held with an open invitation to parents to attend with their child. Other community partners at the event include the Starke Police Department, Bradford County Sheriff’s Department, Shands of Starke, and numerous departments within the BCSD.  The BCEF continues to support family literacy by donating a $5 Book Fair coupon for each student to select a book during the school’s event.  Hampton Elementary School PTO meets regularly following SAC meetings and as needed for special functions such as Fall Festival, Breakfast with Santa and Scholastic Book Fairs/Book Bingo. SAC minutes, topics, expenditures, needs and focus is included in PTO meetings. Input is solicited during these meetings as well as during PTO functions. PTO supports quarterly student recognition programs (academic and social /emotional ).  The local Kiwanis Club sponsors a Terrific Kid program which brings parents to school to celebrate the social-emotional and academic accomplishments of their child.  The Bradford County Sheriff’s Office supports Hampton Elementary events and activities through a variety of means including staffing events, provision of resources, support referrals for parents, and daily student interactions in classroom instruction through their SRD program.  Back to School supplies are donated annually by community churches and other community members.  . |
| **(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.** |
| There is no plan to implement a Parent Resource Room at Hampton Elementary School. |
| **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?** |
| Due to the limited amount of Parent and Family Engagement Funds (6150) for 2018-2019, no additional resources and materials beyond those previously mentioned are included. |

## 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) | Denise Schultz | Parents will have a better understanding of Title 1 support as it relates to student achievement and be familiar with the types of supports available at home as well as at school. 70% percent or better of students showing targeted growth on STAR and / or IReady progress monitoring | August, 2018 | Increased number of parents participating in Annual Meeting resulting in increased individual student progress noted on their monitoring reports | Parent Involvement  funds |
| Dads Bring Your Child to School Day | Denise Schultz | Dad’s visit school and classroom with students to emphasize importance of academic achievement. 70% percent or better of students showing targeted growth on STAR and / or IReady progress monitoring | September 26, 2018 | Parent sign in sheets with feedback on activities, especially related to classroom visits. Emphasis on student engagement and achievement measured by student gains on progress monitoring | Parent  Involvement  funds |
| Book Bingo / Scholastic Book Fair | Denise Schultz | Parents and students visit the book fair and participate in Book Bingo providing opportunities for independent leisure reading. Increasing reading opportunities will improve reading performance. 70% percent or better of students showing targeted growth on STAR and / or IReady progress monitoring | September 18, 2018 and April 16, 2019 | Parent sign in sheets with feedback on activity. Emphasis on student engagement and achievement measured by student gains on progress monitoring | Parent  Involvement  funds |
| Family Literacy Night | Tammy Adams  Denise Schultz | Parents and students participate in activities demonstrating the rigor of Florida Standards in order to better understand the FSA format.  70% percent or better of students showing targeted growth on STAR and / or IReady progress monitoring | January 28 – February 1, 1019 | Parent sign in sheets with feedback on activity. Emphasis on student engagement and achievement measured by student gains on progress monitoring | Parent Involvement  funds |
| Kindergarten Storm | Tammy Adams  Denise Schultz | Parents will participate in activities to inform them about Kindergarten requirements and how they can ease the transition while preparing the children for an academic focus | Late April/  Early May  2019 | Fall Kindergarten Readiness screenings will show 60% of Kindergarten students are ready for Kindergarten | Parent  Involvement  funds |
| Title I Developmental Meeting (required) | Denise Schultz | Climate survey data will be reviewed and preliminary achievement data to determine focus for school year 2019 2020 | Late April/  Early May  2019 | Plan for 2019-2020 expenditures established | No funds necessary |

*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.** |
| In October, a member of the district Title 1 Team will provide a presentation for the school’s staff including the teachers, support personnel, and administration on how to gain the assistance of parents and families and how important it is to value parent contributions.  All instructional and administrative personnel will attend an *Understanding Poverty* by Ruby Payne training in late August. |
| **…how to reach out to, communicate with, and work with parents and families as equal partners.** |
| In October, a member of the district Title 1 Team will provide a presentation for the school’s staff including the teachers, support personnel, and administration on how to reach out to, communicate with, and work with parents and families as equal partners.  All instructional and administrative personnel will attend an *Understanding Poverty* by Ruby Payne training in late August. |
| **…implementing and coordinating parent and family programs and building ties between parents and families and the school.** |
| In October, a member of the district Title 1 Team will provide a presentation for the school’s staff including the teachers, support personnel, and administration on implementing and coordinating parent and family programs and building ties between parents and families and the school.  All instructional and administrative personnel will attend an *Understanding Poverty* by Ruby Payne training in late August. |
| **(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?** |
| *Understanding Poverty* by Ruby Payne will be provided on August 31, 2018.  The Engaging Parents Training at the school site will be in October, 2018. |

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)] |
| X | **IDEA** - The Individuals with Disabilities Education Improvement Act | During the Back to School Bash in August, parents are provided a one-stop-shop opportunity to interact with district representatives from IDEA/VPK/TITLE IX, PART A/TITLE 3, PART A/SAI (Aspire)/& TITLE 1.  Supplemental instructional support provided by Title 1 will be discussed with parents during the development of the student’s IEP. |
| X | **VPK** - Voluntary  Pre-Kindergarten | During the Back to School Bash in August, parents are provided a one-stop-shop opportunity to interact with district representatives from IDEA/VPK/TITLE IX, PART A/TITLE 3, PART A/SAI (Aspire)/& TITLE 1.  On-going coordination of transition for PreK to K between Title 1 as VPK students are part of our enrollment. All communication regarding family engagement events include PreK. |
| ☐ | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. |  |
| X | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | During the Back to School Bash in August, parents are provided a one-stop-shop opportunity to interact with district representatives from IDEA/VPK/TITLE IX, PART A/TITLE 3, PART A/SAI (Aspire)/& TITLE 1.  A designated homeless contact is available to work with parents and students. |
| X | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | During the Back to School Bash in August, parents are provided a one-stop-shop opportunity to interact with district representatives from IDEA/VPK/TITLE IX, PART A/TITLE 3, PART A/SAI (Aspire)/& TITLE 1. |
| X | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | Funds from TIPA and T2PA are pooled to provide professional development targeted to teachers and administrators. |
| X | **Title III, Part A** – Helping English Language Learners achieve English proficiency | During the Back to School Bash in August, parents are provided a one-stop-shop opportunity to interact with district representatives from IDEA/VPK/TITLE IX, PART A/TITLE 3, PART A/SAI (Aspire)/& TITLE 1. |

*Schools may add lines as needed.*

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