

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



**School Name:** Long Branch

**School #:** 3106

**Principal Name:** Maysha Shelton

**School Website:** <https://dcps.duvalschools.org/longbranch>



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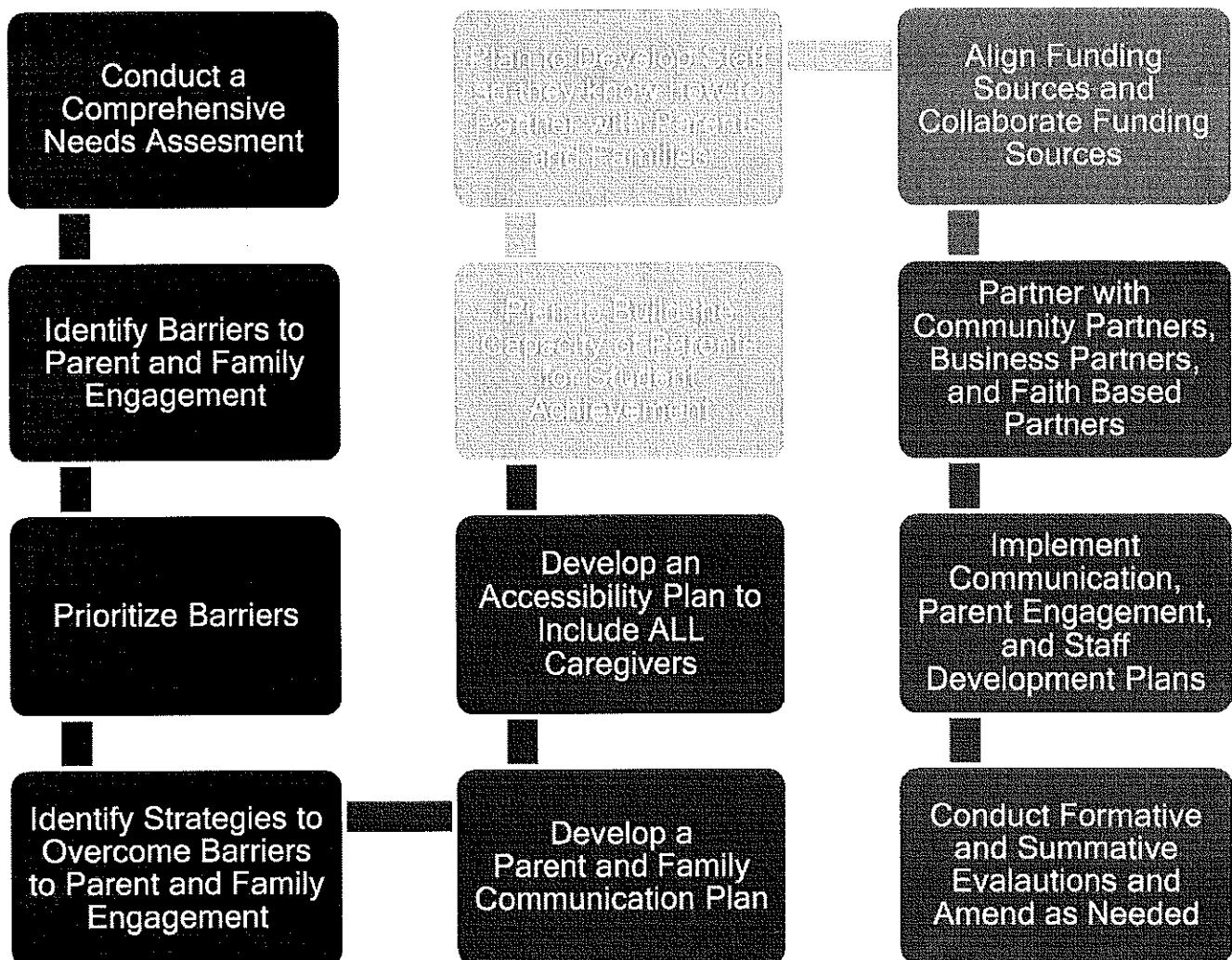
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# OVERVIEW

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, 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.

<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.

Maysha Shelton  
Signature of Principal/School Administrator

8/24/2018  
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
\$33328.00	1226.38	\$2101.62
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 weren't fully expended due to issues with obtaining purchase approval from the Title I office. Parents will be surveyed to determine their needs and activities will be created based on the results of the surveys. This year we are going to monitor the budget monthly and make sure the money is being spent. If we find that it is not being spent we will call a revision meeting during Nov and/or January to talk with the parents to see what they would like done with the funds.		

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	Teachers and staff have been trained during the opening of school on procedures on the resources available in the parent resource room, how to use the resource room, and the process for signing materials out to parents. They have been asked to encourage all parents to use the parent resource room. Office staff have also been asked to encourage parents to use the parent resource room
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual	14	Parent evaluations reflect that parents were excited about the upcoming year and the opportunity to plan events that would allow them to be involved in their child's education.

Developmental Meeting	8	Parent evaluations reflect that parents would like more opportunities to participate in events at the school.
Family Math Night	37	Parent evaluations reflect that parents were excited to receive information about the FSA. They were also excited about the resources they received to help their child at home.
Family Literacy Night	56	Parent evaluations reflect that parents were excited to receive information about the FSA. They were also excited about the books and resources they received to help their child at home.
Family Science Night	36	Parent evaluations reflect that parents were excited to receive information about the FCAT. They were also excited about the resources they received to help their child at home.
FSA Night	8	Parent evaluations reflect that parents felt that the night was very informative and they received valuable information to help them prepare their students for the FSA.

*Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.*

## Barriers

<p>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.</p>
<ol style="list-style-type: none"> <li>Barrier 1 - Transportation</li> <li>Barrier 2 - Availability</li> <li>Barrier 3 - Interest</li> </ol>
<p>(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)).</p>
<ol style="list-style-type: none"> <li>Barrier 1 - Bus tokens will be added into the budget to account for parents that lack transportation.</li> <li>Barrier 2 - Meetings will be scheduled immediately following, or during the after school program so that parents can pick up their children and stay for the meeting. We have also planned to tie events in with school performances to increase family attendance</li> <li>Barrier 3 - Parents were provided a needs assessment survey to determine their interests and the areas where they felt the school could improve</li> </ol>



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

The overarching goals for the school year is to facilitate activities and events that will benefit our school family and increase parent and family engagement, and student achievement.

# COMMUNICATION AND ACCESSIBILITY



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

Accessibility
<p>Describe how the school will provide full opportunities for <u>all</u> parents and families (keeping in mind the diverse makeup of 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?</p>
<p>Flexible meeting times will be provided so that parents have the opportunity to participate in scheduled events. This includes scheduling meetings during the dismissal period for the afterschool program, and in conjunction with school performances. For families with students in multiple schools, we will coordinate with our feeder schools to ensure that events are not scheduled on the same night. Transportation is a barrier for many parents, including those with disabilities. We have budgeted for bus tokens to be included in the Parent and Family Engagement plan. Additionally, the school Facebook page will be used to broadcast a live feed from school events for parents that cannot attend due to work, family, or personal obligations. For parents who speak English as a second language, written communication will be provided in their native language</p>
<p>Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?</p>
<p>Information related to school, parent, and family programs will be placed in the monthly parent newsletter and the weekly home communication folders. Additionally, flyers will be posted throughout the school, in the main office, and in the parent resource room. The school marquee will be updated regularly to reflect the upcoming activities, and the messenger system will be used to notify parents via telephone. The information will be provided in Spanish for our students whose home language is Spanish.</p>
<p>What are the different languages spoken by students, parents and families at your school?</p>
<p>Spanish, English</p>



## COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

- (1) A monthly newsletter will be distributed to inform parents of the Title I program and activities.
- (2) Information will also be sent home through flyers and messages on our school website, School Messenger, School CNXT, and Facebook with at least 2 weeks notice.
- (3) Information about all school programs and events will also be discussed at monthly SAC meetings

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

- (1) During the annual parent meeting, parent/teacher conferences, content specific parent engagement activities and open house, parents will be provided information on the curriculum for each grade level and the grade level expectations by subject.
- (2) Parents will gain information on how they can take advantage of opportunities such as after school tutoring, during parent conferences, and data chats with their child's teacher.
- (3) Individual student progress will be provided to parents, and the overall progress of the school will be discussed at the monthly SAC meetings, parent/teacher conferences, content specific parent engagement activities and open house.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

- (1) Parents have the opportunity to make decisions at the Annual Title I Meeting, Parent Involvement meetings, Developmental meeting, and the SAC meetings. Parents can also leave suggestions in the school suggestion box.
- (2) The school will communicate opportunities for parents to participate in decision making via the weekly communication folder, the parent newsletter, the school website, and the Parent Resource room.

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 Parent Liaison will submit parents and families' comments to the district Title I office via a report formulated from suggestions on social media and the school based suggestion box. The parent concerns will be addressed at leadership team meetings as well as grade level and faculty meetings, where appropriate. Concerns can also be addressed at our Title I meetings which include the Annual meeting and the developmental 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).

A copy will be available in the Parent Resource Room, a link to the document will be placed on the school website, and notification of the plan's availability will be placed in the monthly parent newsletter.

# 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 will involve parents and families in an organized, ongoing, timely manner in the planning, reviewing, and improvement of Title I programs through the following:

1. Conduct a developmental meeting in the spring of each year to review the PFEP Budget from the school year and plan and review the PFEP Budget for the current school year.
2. During the Annual Title I Meeting and Mid-Year Stakeholder Meeting, parents will review, monitor the budget.
3. During monthly SAC Meetings parent will also review and make suggestions for improvement to the Title I Budget.
4. Parents will be informed of meetings with an event flyer at least 2 weeks prior to the event taking place. Parents will also receive communication through the following: monthly calendar of events, school website, marquee, automated phone calls, text messages, emails, and social media/ digital communication.

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 -Access to Bus Tokens for those parents who need assistance with transportation
- Childcare - Activities will be planned during the hours of the Afterschool Program with childcare available for those parents who need assistance
- Home Visits -Admin and teachers will make home visits, as needed
- Additional Services to remove barriers to encourage event attendance - Live streaming via social media (facebook)

## 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)]

Parent input was gained from the Needs Assessment Survey, and Evaluation Forms

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

Parent input was gained from the Needs Assessment Survey, and Evaluation Forms

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 - Parents will be informed via flyers sent home in the weekly communication folder.
2. Step 2 - The school marquee will be updated to reflect the information
3. Step 3 - A parent link message will be sent out via school messenger in the days, and weeks leading up to the event.
4. Step 4 - The information will be posted on the school website, Facebook page, and School CNXT app
5. Step 5 - PowerPoint presentation will be completed
6. Step 6 - Make sure all handouts are ready (right-to-know, compact, PFEP (if completed))

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

The Title I program at Long Branch Elementary is designed to bridge the school to home connection by providing parents with the necessary strategies and resources to assist their child at home. The ultimate goal is to increase academic performance for all students. Safety nets are in place to ensure that all students have the opportunity to reach their maximum potential. Students have been targeted based on their individual needs to determine their appropriate safety nets. A PowerPoint presentation will be shown to introduce parents to Title I and help them to understand how Title I can benefit them as a family and how it can benefit us as a school.

**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) A PowerPoint presentation will be presented to parents to share the academic performance of students on the State Assessment during the 2017-2018 school year.
- (2) Parents will be provided information from our school choice office regarding various school options around the district and the process for applying or transferring to a different school.
- (3) Parents will receive information at the Annual Meeting regarding their rights. The information will also be posted in the school website under the Title I tab.

**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?**

Information about parent events, school updates, and student progress will be included in the monthly parent newsletter, and in the weekly communication folder.

## **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.**

Information will be sent home to parents requesting their feedback at the End of the Year Developmental meeting. The information will be disseminated electronically, posted on the school marquee, and sent home via flyers and newsletters. During the meeting, parents will be asked to evaluate the activities that occurred during the year, and the process for notifying parents about the activities. We will also discuss the initial barriers that were addressed and assess the school's ability to overcome these barriers.



# 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?

The school will tap into parents' interests to promote participation in school programs. The goal is for parents to engage in activities that promote student achievement. The parent survey results from the Annual Title I parent meeting will be used to promote engagement.

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

The school will continue to partner with local businesses and faith-based organizations to promote student achievement. Community partners will be involved in the planning process for family engagement activities and they will assist in the facilitation of the events, where appropriate. Parents will be informed of the resources available in the community through the various parent nights and school activities.

(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) Materials will be placed in the Parent Resource Room to promote family engagement. Resources will be purchased to support extending learning opportunities to the home, and information will be available regarding District Title I initiatives.  
(2) The Parent Resource room is advertised to parents via signage throughout the school, specifically in the main office.  
(3) Teachers and staff are trained during the opening of school procedures on the resources available in the parent resource room, how to use the resource room, and the process for signing materials out to 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?

The Parent Liaison will be available to train parents on the use of materials checked out from the Resource Room. The use of resources and materials will also be discussed at the scheduled Family Engagement events according to when the materials will be distributed

## 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)	Administration	Parents will meet to debrief and plan for the Annual Title I Meeting	September 2018	Agenda, Sign-In sheets, Meeting Minutes, and Evaluation Surveys, Student Data	130.00
Title I Developmental Meeting (required)	Administration	Parents will meet to plan activities and events for the school year to promote academic achievement.	May 2019	Agenda, Sign-In sheets, Meeting Minutes, and Evaluation Surveys, Student Data	
Math Night	Administration and assigned teachers	Parents will participate in make and take activities to support student learning at home, receive information on testing dates for the 2019 FSA, and receive an overview of blended learning (iReady Math).	November 2018	Agenda, Sign-In sheets, Meeting Minutes, and Evaluation Surveys, Student Data	150.03

Literacy Night	Administration and assigned teachers	Parents will also be provided with question stems and graphic organizers that can be used with students to increase reading comprehension. 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.	January 2019	Agenda, Sign-In sheets, Meeting Minutes, and Evaluation Surveys, Student Data	130.00
Science night	Administration and assigned teachers	parents will be provided with hand- on activities and labs that can be done at home to improve the student's understanding of the Scientific Process (Nature of science). Through these at home labs parents and students will go through the scientific process to investigate the world around them.	March 2019	Agenda, Sign-In sheets, Meeting Minutes, and Evaluation Surveys, Student Data	
FSA night	Administration and assigned teachers	Parents will receive information about the upcoming Reading and Math FSA, and the Science FCAT. Parents will learn strategies to use at home to help their children prepare for each assessment	February 2019	Agenda, Sign-In sheets, Meeting Minutes, and Evaluation Surveys, Student Data	130.00
Middle School Transition Night	Administration	Parents will gain information on the transition from elementary to middle, and the available school options.	May 2019	Agenda, Sign-In sheets, Meeting Minutes, and Evaluation Surveys, Student Data	
Family Game Night	Administration	Parents and families will participate in various games learning how to use them at home to reinforce math and reading skills that are taught in school such as counting and rhyming for younger children; vocabulary, synonyms and antonyms for older students; literal vs context clues, etc.	December 2018	Agenda, Sign-In sheets, Meeting Minutes, and Evaluation Surveys, Student Data	305.00

## 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.

Teachers will be provided on-going professional development on ways to encourage parent and family engagement in the classroom and strategies for bridging the gap between school and home. Additionally, all faculty and staff will receive professional development on effective strategies for communicating with parents and how to conduct productive parent conferences.

...how to reach out to, communicate with, and work with parents and families as equal partners.

During our initial faculty meetings, teachers will be provided professional development on multiple ways to include parents as equal partners in their students' learning. Teachers will be provided with training on how to use Class Dojo to build relationships with parents by providing daily updates on student behavior, upcoming events and important reminders. The school leadership team will utilize social media, the school marquee, and school messenger to keep parents informed of school related events and upcoming parent involvement activities.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

Teachers, specialized instructional support personnel, and other school leaders and staff will be provided monthly professional development during the faculty meetings to gain strategies on coordinating family programs and building ties between parents and families and the school. The school will partner with community partners to provide professional development on ways they can assist with bridging the gap between home and school through community resources. The school will also work closely with the Family Engagement department to learn additional strategies for building ties between parents, families, and school.

(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) Preplanning, Early Return, Faculty Meetings  
(2) Meeting agenda and minutes, Sign-In Sheets, Training Feedback forms



# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	The school seeks to educate families on how to work with students falling under IDEIA at home to be successful in the classroom, and give families strategies for providing a safe environment through academic nights and access to community events in collaboration with our community partners.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	The school seeks to provide supplemental instruction through afterschool tutoring, and small group learning sessions. Training and resources will also be provided to families to help their children be successful in school, graduate on time, and become college and career ready
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

*Schools may add lines as needed.*