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| 2019-20  Title I, Part A *School* Parent and Family Engagement Plan |



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| School Name: Martin Luther King School #: 3220 |  |  |
| Principal Name: Cindy Gentry  School Website: <https://dcps.duvalschools.org/mlking> |  |  |

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# OVERVIEW

The Duval County Public School District Local Educational 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, Cindy V. Gentry, 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 |
| $ **$3,400.00** | $2,600.00 | $800.00 |
| **If funds remained at the end of the year, explain why funds weren’t fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year** | | |
| Funds remained from the previous year, because we could successfully implement the plan without all of the expected materials: bus passes, posters for advertisement, and postage. During the annual meeting, parents will have the opportunity to give additional feedback on how funds should be used, so that adjustments to the plan can be made during one of the revision periods. | | |

## 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** | **What plans do you have to fully use the Title I Parent Resource Room?** **(include inventory that was not returned or any other information pertaining to parent involvement resource room)** |
| 0 | 0 | **None of the resources were checked out this year.** |
| Summary of Parent Engagement Events from the Previous Year | | |
| Name of Activity  (add all activities from the 2018-19 school year) | **Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)** | **Results of Evidence of Effectiveness  (how do you know the parents learned what the activity was intended to provide)** |
| Annual Meeting (Beginning of Year) |  |  |
| Developmental Meeting (End of Year) |  |  |
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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 – parents were unaware of the events 2. Barrier 2 – Event times were not convenient for parents 3. Barrier 3 – Parents were not provided adequate time to plan for events. |
| (1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)  (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)). |
| |  |  |  | | --- | --- | --- | |  | Barrier | Steps or strategies that will be implemented to eliminate or reduce the barrier |  1. Barrier 1 – Increase modes of communication of events are given. Reach out to parents individually to personalize connections. 2. Barrier 3- Parents were not provided adequate time to plan for events. Increase notice from two weeks to three and provide a second notice (post card or call out) closer to the time of the event as a reminder. 3. Barrier 2 – Repeat the same event during more than one time frame and provide a variety of times for parents to participate |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| The overarching goal for the current school year is to increase parental participation in Family Engagement Events by 50% by the end of the school year. |

# 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?** |
| Parents may request specific accommodations prior to an event by contacting the principal or assistant principal. Every effort will be made to provide any reasonable accommodations so that all parents may fully participate in activities, including but not limited to flexible meeting times. Within communications provided to parents (print, electronic, web, flyers) we will include information on how parents can access additional support, such as translation services, transportation, and accommodations for those with physical disabilities. |
| **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 related to programs, meetings, and reports are provided in English and translated into other languages when needed. Information is available on the school's website and in print. Events are also advertised using flyers, monthly calendars, school messenger recordings, the school's marquee, and signage around the campus. |
| **What are the different languages spoken by students, parents and families at your school?** |
| 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. |
| Information will be provided to parents in the following ways: marquee, parent board located outside the main office, school website, school messenger phone calls/text messages/emails, flyers, signage, verbal invitation and social media sites no less than two weeks in advance |
| 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? |
| Information on assessments, curriculum, and achievement level, will be provided to parents at Open House and through the monthly newsletter. In addition, parents will learn about assessment expectations, achievement levels and student progress during literacy and math nights, individual conferences and data chats. |
| (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? |
| Parents are invited to attend and participate in School Advisory Committee meetings and Developmental meetings, as they are advertised on the school's marquee, website, parent board, social media sites and monthly newsletter. In addition to the SAC, parents have the opportunity at each parent engagement event to provide feedback regarding their experience, to include suggestions and next steps. |
| 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] |
| **Parents may submit any concerns, suggestions, or complaints they may have using the Parent Concern Form. A reply is provided within 48 hours or receipt. Copies of Parent Concern Forms and how concerns were addressed will be provided to the district by email.** |
| 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 the Parent and Family Engagement Plan will be available in the main office, the Family Resource Room, and the school website. Individual copies of the plan will be made available upon request and will be translated into other languages if necessary. A printed list of all Parent and Family Engagement Events will be provided to each family during the first weeks of school and will be displayed on the parent boards outside the main office and in the Parent and Family Resource Room. Parents will be notified of ways they may access the PFEP (website, main office, parent resource room) with a flyer that will be placed in the beginning of the year packet.** |

# 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 Title I Developmental Meeting will be held in September and will include an overview of the PFEP plan and budget. Parents will then have the opportunity to provide feedback to the current plan, provide suggestions for other activities and support they would like to have to help them help their children be more successful in school. Parents will also have the opportunity to discuss the current use of funds and provide suggestions for how they think the funds should be used. Parents will participate in a question and answer session and will then provide written feedback using a survey. |
| **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 –Bus passes provided upon request * Childcare –childcare will not be needed as children may attend all events * Home Visits –The parents of students participating in the Head Start Program will be visited at home * Additional Services to remove barriers to encourage event attendance -Resources provided during events will be made available in the Parent and Family Resource room and can be sent home upon request |

## 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)] |
| Climate surveys and school-generated surveys were used to collect information about the times that best meet the needs 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?** |
| School-generated surveys and climate survey reports document parent feedback on meeting times that best suit their needs. |
| **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: 2. Step 2: 3. Step 3: 4. Step 4: 5. Step 5: 6. Step 6: 7. And so, on as needed.... |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.** |
| Information on the above-mentioned topics will be presented to parents using a PowerPoint presentation, using parent-friendly verbiage. At the end of the presentation, parents will understand parental rights, district-wide school choice programs, and how our students are progressing academically. |
| **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. Feel free to use the PowerPoint on the Federal Programs site.** |
| Information on the above-mentioned topics will be presented to parents using a PowerPoint presentation, using parent-friendly verbiage. At the end of the presentation, parents will understand parental rights, district-wide school choice programs, and how our students are progressing academically. |
| **How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?** |
| Parents without access to technology will receive notification of parent events in writing using flyers, a monthly newsletter, and the monthly calendar. Information about student progress will also be sent home at least twice per grading quarter and more frequently when necessary. |

## 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. |
| A developmental meeting will be held in conjunction to an end of the year celebratory activity in order to ensure maximum parent participation. Parents will hear a brief presentation about the activities that occurred during the year to include the objectives and rates of attendance. Families will then be able to provide their input on the plan for the next school year through surveys and feedback forms. Parents will also have the opportunity to ask questions |

# 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? |
| All planned activities will help parents understand the learning process and how to assist their children at home. Activities are prioritized and planned using feedback from parents, as well as School Improvement goals. For example, during Literacy Lunch and Learn activities, parents will learn new strategies modeled by teachers, coaches, and/or interventionists that they can then try at home with their children. Take home materials and resources to continue learning at home will provided at most events. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Planned activities have an academic focus, but also provide the opportunity for fellowship and fun, thus strengthening the home and community connection. For example, during Math Night, parents and teachers will play games along with students in a fun, entertaining atmosphere. Great care is taken to make families feel comfortable and free to ask questions about what their children are learning and how to support them at home |
| **(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. To support Family Engagement, the Title I Parent Resource Room will be used as a meeting space for events to increase traffic and awareness of the room. During events held in the PRR, parents will be given a brief orientation of the resources and tools available for their use and checkout. 2. Information about the PRR is advertised on the school's website, the parent board located outside the main office, through social media sites, and in the school's newsletter. 3. School staff will be trained on how to use the PRR during pre-planning, will be given a tour and will be encouraged to use the space for parent conferences and meetings |
| **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?** |
| Budgeted funds will be used to purchase materials that include at-home literacy activities that families can check out from the resource room. In addition, funds will be used to purchase Scholastic Literacy Spotlight on Reading events for students in fourth and fifth grades. These kits include videos, take-home activities, and guidance for presenters. In addition, books and activity cards are included. After this purchase, materials for students in all grade levels will be available in the parent resource room. Parents will learn about these materials during a parent involvement event |

## 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 | What will parents learn that will have a measurable,  Anticipated impact on student achievement | Month Activity will take Place | Evidence of Effectiveness | Itemized Budget  *(if applicable)* EVERY BUDGET LINE MUST BE ON THE BUDGET |
| *Example: FASFA and Scholarship Night* | *Principal Brad Pitt* | *Parents will learn:*   1. *How to complete the FASFA with their child* 2. *Storytelling techniques so their child will learn how to write a college essay for scholarships* 3. *How to find scholarships for their child* | *October 2019, February 2020* | *Sign-in; Evaluation/ Feedback; Parent involvement increase;*  *Parent screen shot of completed FASFA parent page;*  *Student essay.* | *3 hours of childcare ($9.93), transportation ($50.00);*  *light refreshments ($100.00);*  *10 Scholarship books for parents @ $50;*  *10 ACT books for parent resource room @50;*  *Total: $1179.79* |
| Title I Annual Meeting (required) |  |  | September |  | $80 |
| Title I Developmental Meeting (required) |  |  | May |  | $80 |
| PK and K Lunch and Learn |  |  | September |  | $80 |
| 4th Grade Literacy Lunch and Learn |  |  | September |  | $80 |
| Family Literacy Night |  |  | October |  | $80 |
| Family Math Night |  |  | November |  | $80 |
| 3rd Grade Literacy Lunch and Learn |  |  | December |  | $80 |
| Family Science Night |  |  | January |  | $80 |
| 1st and 2nd Grade Literacy Lunch and Learn |  |  | February |  | $80 |
| 5th Grade Literacy Lunch and Learn |  |  | March |  | $80 |
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*Schools may add or remove rows as needed.*

# PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

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| As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? |
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# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.  
  
If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

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| As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan. |
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## 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… |
| 1. **The assistance of parents and families and in the value of their contributions.** 2. **How to reach out to, communicate with, and with parent and families as equal partners.** 3. **Implementing and coordinating parent and family programs and building ties between parent and families and the school.** |
| **Train teachers on the “Keys to Successful School-Family-Community Partnerships and Epstein’s Six Types of Involvement.” Train office and support staff on how to provide excellent customer service to parents who come into the school to ensure parents feel supported, valued, and leave the experience with the answers and solutions they were seeking.**   1. Teachers and staff will be engaged in professional development during pre-planning and learning will continue throughout the first quarter of the school year. 2. To document staff development the following will be collected: sign in sheets, agendas, and meeting minutes. |

# 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)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act |  |
|  | **VPK** - Voluntary  Pre-Kindergarten | VPK funds will be used for the Literacy Lunch and Learn event |
|  | **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. |  |
|  | **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.*