

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



School Name:

School #:

Principal Name: Matthew Peterson

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



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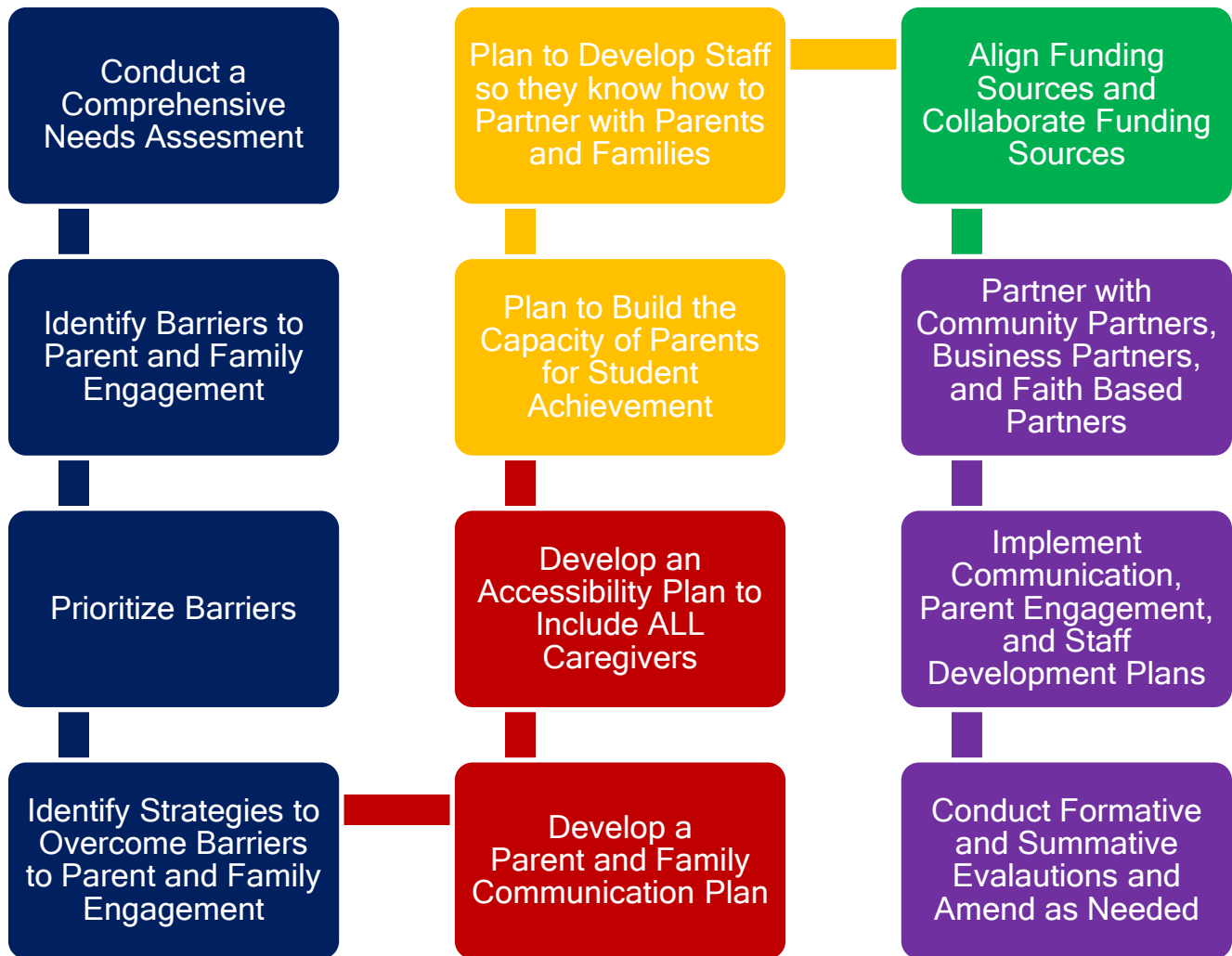
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OVERVIEW

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.



"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.

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)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$	\$	\$
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		

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	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	
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)	14	Feedback provided by all stakeholders regarding events from the previous school year
Developmental Meeting (End of Year)	7	Feedback provided by all stakeholders regarding events during the school year to support increase parent/family involvement.

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

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year (not applicable to new Title I, Part A schools).

Stakeholders appreciated the continuous notifications of events to allow families ample time to make preparations. ESOL families enjoyed having a translators to allow all parties to receive information. Some families stated the benefit of having childcare was beneficial and to have someone already familiar with the students was a plus.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Inadequate notification of school events and activities.
2. Flyers in native languages so other groups knew about the activities.
3. Flexible Meeting times regarding scheduling.

(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)).

1. Unfamiliarity with technology platforms - Technology Step by Step flyer, Technology night on how to use the platforms, support from Title 1 parent liaison in the parent resource room
2. Notification of events - Flyer goes home two weeks in advance, Parent phone blast, Announce on School marquee
3. Lack of transportation/schedule: Send out notification regarding transportation being provided.

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

The overarching outcomes/goals for the current school year for parent and family engagement will be to increase our parent/family engagement by addressing the barriers.

COMMUNICATION AND ACCESSIBILITY



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

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 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?

A minimum of two weeks in advance via school flyer, parent phone, school marquee, morning news, and PTA Facebook page. All forms of communication will state "ALL PARENTS AND FAMILIES ARE WELCOME!" and allow flexible times to engage more parents and families.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

Step 1: Flyer to go home a minimum of two weeks in advance (Spanish, English, French)

Step 2: Send out a parent phone blast in Spanish, English, French

Step 3: Make announcement of event via morning news, PTA Facebook page, and school marquee

Step 4: Send out survey of what may be needed to increase parent and family engagement

Step 5: Send a reminder flyer, phone blast a week prior to event

Step 6: Reminder a day prior to the event.

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

Spanish, Creole-French, Burmese, Arabic, French

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.

Step 1: Flyer to go home a minimum of two weeks in advance (Spanish, English, French)
 Step 2: Send out a parent phone blast in Spanish, English, French, Burmese
 Step 3: Make announcement of event via morning news, weekly parent newsletter, PTA Facebook page, and school marquee
 Step 4: Send out survey of what may be needed to increase parent and family engagement
 Step 5: Send a reminder flyer, phone blast a week prior to event
 Step 6: Reminder a day prior to the event.
 Step 7: School Website

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) District Wide Curriculum: Duval Reads and Duval Math
 (2) Summative, Formative, Exit Tickets, Teacher created, i-Ready, Achieve3000
 (3) Varies per grade level for I-Ready and Achieve3000, Level 3 for ELA, Math, and Science

For all three components, Holiday Hill will create a snapshot of the expectations for each grade level and explain the academic expectations for leaders here at Holiday Hill.

(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) PTA and SAC opportunities where parents have a voice to express their concerns and provide suggestions
 (2) Facebook, Phone Blast, Flyers
 (3) Qualtrics survey via website
 (4) Parent Suggestion box for input

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 and families will be able to utilize the parent suggestion box in the Parent Involvement room. Title One designee will ensure concerns are forwarded to the Title One office.

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**).

Easy read format in a newsletter format or brochure

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)].

- (1) PTA and SAC opportunities where parents have a voice to express their concerns and provide suggestions
- (2) Facebook, Phone Blast, Flyers

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 - Purchase and provide JTA bus cards to families
- Childcare - Utilize extended day staff to monitor childre

FLEXIBLE FAMILY MEETINGS

<p>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)]</p> <p>During the initial PTA meeting at the beginning of the year, parents expressed concern for events to start around 6 pm to allow them to get off work.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>Flyer, Peach Jar</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> AM & PM Sessions (Same content to appeal to more parents)</p> <p><input type="checkbox"/> Other _____</p>

REQUIRED ANNUAL MEETING

<p>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)]</p> <ol style="list-style-type: none"> 1. <u>Step 1 Communication via flyer, phone blast</u> 2. <u>Step 2 Communication in multiple language</u> 3. <u>Step 3 Multiple scheduling times-AM and PM sessions</u> 4. <u>Step 4 - Handouts of yearly events</u> 5. <u>Step 5 - Remind in weekly parent newsletters</u>
<p>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.</p> <ol style="list-style-type: none"> 1) What is Title 1? How does this affect your child and your child's school? 2) How the events will align to the academic vision of the school. 3) How Title 1 funds are used to support the school 4) School Improvement Plan

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.
This will be conducted using a Powerpoint, easy-to-read format for the parents to understand the breakdown of the school's dynamic. We will describe what school choice is and how if a school is not performing to the expectation of the district's vision families have the opportunity to take their students to a high performing 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?
Information will also be sent out to parents via weekly parent newsletters, flyers, parent phone blast, and placed on the marquee.

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.
<p>Step 1: Flyer to go home a minimum of two weeks in advance (Spanish, English, French)</p> <p>Step 2: Send out a parent phone blast in Spanish, English, French</p> <p>Step 3: Make announcement of event via morning news, PTA Facebook page, and school marquee</p> <p>Step 4: State focus of meeting on the announcement</p> <p>Step 5: Send a reminder flyer, phone blast a week prior to event</p> <p>Step 6: Reminder a day prior to the event.</p> <p>Step 7: School Website</p> <p>Step 8: Handouts in easy to read format regarding the Parent and Family Engagement plan</p> <p>Step 9: Allow evaluation of the events and process regarding communication</p>

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 School wide 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?

- 1) Obtain school wide data from all grade level and content areas
- 2) Find trends that would be most beneficial and meaningful to engage parents and families
- 3) Pick focus of the activities
- 4) Prepare materials, sign in sheet, make and take
- 5) Set date, time, and location of the event (logistics)
- 6) Announce the event: flyer, newsletter, phone blast, PTA Facebook page, Morning Show at least 2 weeks in advance.

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

- 1) We must analyze the data to determine trends among each grade level, standard, and demographics of students (ESE, Low-performing, ELL, and so on) and determine which will be our focus.
- 2) Contact potential businesses and state the vision and mission of the school and how they can support our students.
- 3) Invite businesses to school activities and functions and see how their businesses align to any Florida standards
- 4) Create a wish list and provide it to the business to see if they can donate
- 5) Provide school calendar of events
- 6) Thank the community and businesses for their support and contribution to increasing student achievement.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

The parent resource room will be implemented to support parents/families through technology and resources on how to support their child or children at home. 2) In the weekly newsletter, there is a blurb to remind parents to check out our parent resource room to address different items regarding their child. 3) Staff is trained to be familiar with the materials and different resources parents/families may need to support their child.

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?

Content Family Nights: We have parents' night, which support the parents by modeling and allowing parents to become the instructional strategies used in the classroom to help their child at home.

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	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
<i>Example: FASFA and Scholarship Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>How to complete the FASFA with their child</i> <i>Storytelling techniques so their child will learn how to write a college essay for scholarships</i> <i>How to find scholarships for their child</i> 	<i>October 2019, February 2020</i>	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase; Parent screen shot of completed FASFA parent page; Student essay.</i>	<i>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</i>
Title I Annual Meeting (required)				Sign-in; Evaluation/ Feedback; Parent involvement increase	\$0
Title I Developmental Meeting (required)				Sign-in; Evaluation/ Feedback; Parent involvement increase	\$0

Duval Night	Teachers	Parents will obtain handouts to show different reading strategies to improve comprehensions, phonics, decoding of words, mathematics, and science. Teachers will model how instruction is taught and best way for students to learn the materials.	September 2019	Sign-in; Evaluation/ Feedback; Parent involvement increase	Childcare - \$8.46 Translator- \$10 Transportation- \$60 Food (Orders placed) - \$250
Technology Night	Mrs. Hernandez	How to log in to Focus, how to monitor and check students grades. Learn the importance of OneView, i-Ready, and Achieve3000	October 2019	Sign-in; Evaluation/ Feedback; Parent involvement increase	Childcare - \$8.46 Translator- \$10 Transportation- \$60 Food (light refreshments) - \$100
Safety Matters	Mrs. Desjarlais	Parents will learn how to notice signs of abuse, as well as, the importance of attendance and how to emotionally support their child who may be bullied.	November 2019	Sign-in; Evaluation/ Feedback; Parent involvement increase	Childcare - \$8.46 Translator- \$10 Transportation- \$45 Food (light refreshments) - \$100
Middle School Transition Night	Ms. Carlene Stalnecker-Jones	Parents will be able to support their children with the transition from Elementary to Middle school	January 2020	Sign-in; Evaluation/ Feedback; Parent involvement increase	Childcare - \$8.46 Translator- \$10 Transportation- \$60 Food (Orders placed) - \$250
FSA Night	Ms. O'Neal Teachers	Parents learn the goals and objective of FSA expectations. Parents will take practice FSA assessments. Parents will learn how to support their child reading through scaffolded questioning to increase comprehension using fiction and non-fiction text	February 2020	Sign-in; Evaluation/ Feedback; Parent involvement increase	Childcare - \$8.46 Translator- \$10 Transportation- \$45 Food (light refreshments) - \$100

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.

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.

During the School Advisory Council and Parent Teacher Association meetings, we will provide a copy of the previous year school compacts and allow stakeholders to review and provide feedback on what needs to be revised.

Once in agreement and changes have been made, the expectation will be for teachers to hold parent-teacher conferences and have the compact signed as well as review the compact with the parent/family and student.

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.

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.

1) Every 4 weeks, students/families receive a progress report or report card to show families academic/behavior progress throughout the school year.

2) Parent letters of Out-of-Field teachers are sent home within 24 hours of receiving the official list from the Certification department via the Duval County School Board.

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...

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.

Items in red are examples

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Thinking Maps	Mrs. Fleming Mrs. Hernandez	Support critical thinking skills in students throughout all content areas.	Aug 2019 - April 2020	Sign-in sheet, teacher discussions, evaluation
MindUp program	MindUp specialists	Supports classroom management. Gives children the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion.	Aug 2019 - April 2020	Sign-in sheets, evaluation sheets, follow up with teachers

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 type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<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 type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.