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



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| School Name: School #: |  |  |
| Principal Name: [Principal Name Here]  School Website: [Website Here] |  |  |

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

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

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

# NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

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

|  |  |  |
| --- | --- | --- |
| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3,010 | $3010 | $0 |
| **If funds remained at the end of the year, explain why funds weren’t fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year** | | |
| No funds remained at the end of the year. | | |

## 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)** |
| Undocumented | Undocumented | **Parents will sign out resources books or magazines as needed** |
| 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) | 18 | **Parents completed the evaluation form at the end of the event** |
| Developmental Meeting (End of Year) | 0 | **Parents did not attend this meeting** |

*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). |
| Parents did not attend the Developmental meeting during the previous school year to provide feedback on changes for the upcoming school year. |

## 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. Economically disadvantaged – unable to come to school due to transportation and/or childcare 2. Economically disadvantaged – difficulty receiving phone messages and/or emails due to lack of funds, frequently changing phone number, no internet access |
| (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) |  |  | | 2) |  |  | | 3) |  |  | |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| Jean Ribault Middle Schools goal for 2019-20 school years is to increase parent involvement/participation in school related activities concentrated on academic achievement and extracurricular activities. |

# 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?** |
| Jean Ribault Middle School will provide parents with an opportunity to participate in school activities by providing them with bus passes for those who do not have transportation to and from the school for organized events. Jean Ribault will provide parents with a copy of the PFEP, Budget, and Agenda in their native language for all ELL parent/guardians. |
| **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?** |
| Notifications of meetings and events will be done through the following: School Messenger; flyers; school website; parent conferences (and other school visits); PTA, SAC, Parent Academy meetings; postal mail and email. The school will have a copy of this documents in the native language for foreign speaking families. |
| **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. |
| Notifications of meetings and events will be done through the following: School Messenger; flyers; school website; parent conferences (and other school visits); PTA, SAC, Parent Academy meetings; postal mail and email at least 1 week prior to the event. |
| 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? |
| During scheduled parent engagement events, Jean Ribault Middle will conduct content specific training for parents to discuss the curriculum for each subject area. Parents will receive an overview of the curriculum, the resources available in schools and outside of schools that parent can access to better support students in their home learning. The school will provide a thorough description of the assessments and/or progress monitoring tools the school, district, and state utilizes to determine students’ level of understanding. |
| (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 given an opportunity to become a member of the SAC, PTA committee and Developmental Meeting to collaborate in moving the school academically and cultivating a positive culture and climate conducive to learning.  The school website, robocall, and flyers will be distributed to parents to communicate the various opportunities provided for parents to participate in the decision –making process |
| How will the school submit parents’ and families’ comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116] |
| Parent concerns about the implementation of the school wide plan will be immediately taken into consideration at the school level to make necessary revisions to the plan when appropriate. The school will then forward the parent’s concerns, along with notes from the conference with an administrator to resolve the issue, to the district’s Title I Supervisor. |
| 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).** |
| Copies of the Parent Family Engagement Plan will be provided in the main office, parent resource room, and the school website. |

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school’s participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]

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

## INVOLVEMENT OF PARENTS and FAMILIES

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| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A School wide funds are used [ESEA Section 1116(c)(3)]. |
| Jean Ribault Middle School desires to involve parents in the development, improvement and evaluation of all Title I parental involvement activities. Parents input will begin at the development of the Parent Family Engagement Plan to the conclusion of reviewing the year’s parental involvement activities. Parents will also have input into the development of the budget. Notifications of meetings and events will be done through the following: School Messenger; flyers; school website; parent conferences (and other school visits); PTA, SAC, Parent Academy meetings; postal mail and email. In addition, parents will also receive information and updates in reference to the academic programs; their child’s progress; and learning interventions to close achievement gaps through the same notification methods. |
| **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)]** |
| * During the 2019-20 school year, parents will have an opportunity to participate in morning/evening meeting and quarterly events. * Parents without transportation may request city bus passes. * Childcare assistance may be provided as needed. * In the event that a parent cannot attend the morning or evening meeting, the parent may make an appointment to meet with administrators or the parent engagement liaison to receive information about the training/workshop. |

## 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)] |
| During the Developmental Meeting, parents will offer suggested times for meetings and activities that’s convenient for parents/guardians to increase participation during the scheduled events. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Parents will be given an opportunity to provide feedback after every meeting, training or workshop to assess whether the school has met the needs of the parent in their efforts to participate in the events offered by the school for the benefit of the parent. |
| **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 – Parents will be notified through various means of communication of the date and time of the Annual Meeting. Parents/Guardians will be strongly encouraged to attend. 2. Step 2 – Review the Developmental Meeting notes, budget, and PFEP from 2017-18 to identify opportunities for improvement 3. Step 3 – An agenda for the meeting will be developed in the different languages to include al parents 4. Step 4 - Print copies of the needed materials for meetings, trainings or workshops with parents 5. Step 5 – Have parents sign-in and prior to exiting the meeting, have parents fill out an evaluation form 6. Step 6 – Upload pertain information to the school website for parents to access at their convenience or in their absences from the meeting |
| **Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.** |
| Jean Ribault Middle School will use the district developed Title I PowerPoint to discuss all required components of the Annual Meeting. |
| **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.** |
| * Jean Ribault will review AYP for each subgroup from the 2018-19 school data during the Annual Meeting via a PowerPoint presentation * Parents will be informed of their rights to request and receive timely information regarding the professional qualifications of their child’s teacher. Parents will also be informed of their right to know their child’s level of achievement on State assessments. This information will be shared with parents during the annual meeting along with a printed copy of parents’ rights in a language they can understand. |
| **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?** |
| The information will be sent out by students, via school messenger, flyers will be handed out during morning arrival and dismissal in the car pool loop, the school marquee, school website, and through mail out are tools the school will use to communicate information about scheduled parent events. |

## 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 review of the feedback provided from previous trainings will be discussed during the Developmental Meeting. Parents will have an opportunity to make suggestions for next year’s trainings or workshops the school should facilitate to better collaborate with parents. |

# 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

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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? |
| The school will implement activities that will build capacity based on parent and students’ needs based on the following data: feedback from parents, students’ data on state and district assessments, and faculty and staff feedback. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| The school will facilitate activities on instructional strategies used across curriculum with parents. Facilitators will review essential information from each content area on the curriculum, text, resources and district and state assessments administered to determine students level of understanding. The activities will promote dialogue between parents and faculty/staff and between parents using collaborative strategies for the assigned activities in the workshop. |
| **(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.** |
| (1) The parent resource room will be used for parents to monitor student’s progress via login into Focus to check grades regularly, print documents if they do not have access to a printer, and use the internet to conduct research if needed  (2) A whiteboard/sign is strategically placed in front of the school to direct parents to the Parent Engagement Resource Room  (3) Faculty and Staff will be trained on professionalism to greet and assist all individuals requiring assistance while on campus. Faculty and staff will be trained on the supplemental educational services offered at Ribault Middle to ensure they can accurately communicate these services to parents in need. |
| **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?** |
| Parents will be allowed to check out resources such as an educational game or book through a sign-in and sign-out process. |

## 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) | Administrative Team | Assist parents in understanding state and district exams; grade level expectations; and impact on student academic track as a result of their performance on the exam | August | Increase in student utilization of supplemental educational services provided | 250 |
| Title I Developmental Meeting (required) | Administrative Team | Collaborate with parents to create a sense of community between parents and the school | May | Parent feedback from the developmental meeting | 250 |
| Open House | All Faculty and Staff | Building positive relationships yields better academic results | August | Monitor Student academic performance in all classes | 250 |
| Literacy Night | ELA/Reading Department and Coaches | Promoting literacy outside of normal school hours | September | Increase student academic performance on Achieve 3000 based on reading lexile | 250 |
| Math Night | Math Dept., Coach, Interventionist | Improving parents math skills to better assist students at home with their homework | October | Increase student academic performance on monthly iReady diagnostics | 250 |
| 8th Grade Parent Night | Guidance Counselors | Increased promotion rates in 8th grade and an increase in college awareness | September | Increase the number of participants in the GEAR UP program | 250 |
| SS Family Night | Social Studies Department | Increased student academic performance in Social Studies | February | Increase student academic performance on the Civics EOC | 125 |
| Science Night | Science Department | Increased student engagement in project-based learning | February | Increase in student participation in the Science Fair on both the school and district-level | 125 |
| Data and Dine | All Faculty and staff | Increased parent and student participation and knowledge of their individual data and academic goal settting | November and March | Sign in sheet, evaluation forms | 500 |

*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? |
| Signed copies of the School Compact form reviewed during parent teacher conferences. |

# 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. |
| Parents will receive a Four Week Notice and Principal Attestation letter outlining teachers who are out-of-field, ineffective, and/or if students are taught by teachers who are not licensed or endorsed in a specific field. |

## 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.** |
| The school will provide professional development on research based findings concerning parent involvement and the correlation on increased student overall academic performance. Faculty and staff will have a better understanding on the significance of including parents in the learning process for students.  Faculty and staff will receive training on how to effectively conduct parent-teacher conferences to build positive relationships. Teachers will be encouraged to make positive phone calls, write positive notes, provided academic progress reports every 3 weeks to maintain frequent communication with parents and guardians.  Faculty and staff will receive training on effective documentation of interventions and communication in Focus. Communication with parents may include but are not limited to the following: student academic performance, behavior, or participation in extracurricular activities to foster a supportive relationship between the school and parents.  Faculty and staff will be engaged in professional development centered on parent and family engagement monthly during pre-planning, common planning and early release professional development.  Teachers will be required to sign –in for all meetings as documentation professional development was provided by the school. |

# 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)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act | Parent involvement programs will advise parents of their rights concerning their child’s education with achievement in terms of grades, student attitudes and behaviors. Parents will be encouraged to be more involved in planning, problem solving, decision-making and IEP input during parent-teacher conferences and family connections nights. |
|  | **VPK** - Voluntary  Pre-Kindergarten |  |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | Parent Involvement events such as open-house, Literacy Night, Math Night, Social Studies Night, Science Night and 8th Grade Night will educate parents on the curriculum, assessments, activities and resources available to assist parents with better supporting students academically. |
|  | **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. | Provide all educators with professional development that helps them grow professionally to improve on best teaching practices in content specific trainings, culturally competent trainings to increase student engagement and dialogue. Also, the training will aid educators in developing rigorous lessons at the level of cognitive complexity of the standard for student success on assigned learning task and assessments. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*