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



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| School Name: Annie R. Morgan Elementary School #:21 |  |  |
| Principal Name: [Laquitrice Johnson]  School Website: [https://dcps.Duvalschools.org/ARM] |  |  |

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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, Laquitrice Johnson, 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.  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_Laquitrice Johnson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ August 14, 2019\_\_\_\_  
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 |
| $ 3311.00 | $ 2,339.46 | $971.54 |
| **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** | | |
| We are a new principal and new assistant principal. We will work hard this school year to ensure that all available funds are expended during the current plan 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)** |
| Unknown | Unknown | **Previous data not transferred.**  **Our plan is to utilize our Parent Resource Room as a safe area that our Parent Liaison can meet with parents to conduct family needs assessment, provide needed support and resources.** |
| 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)**  **Data Unknown** |
| Annual Meeting (Beginning of Year) | Data unknown | Data unknown |
| Developmental Meeting (End of Year) | Data unknown | Data unknown |
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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). |
| Data unknown |

## 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. Lack of timely notice of meetings/events. 2. Working parents have limited days/time to participate in school events. 3. Parents unaware of how they can help. |
| (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) |  | Convene a quarterly meeting, at a convenient time, to inform parents of the school’s participation in and requirements of Title I and the parents’ right to be involved. | | 2) |  | Offer a flexible number of meetings (morning, evening, weekend, etc.). | | 3) |  | Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs,  including the planning, review, and improvement of the school parent and family engagement plan and the joint  development of the schoolwide program. | |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| To provide all children a significant opportunity to receive  a fair, equitable, and high quality education, and to close educational achievement gaps, by educating and helping to meet the needs of the family, enabling parents/family members to meet the needs of the child, via academic and behavioral support. |

# 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?** |
| Parent notifications and reports will be provided in the parent’s native language. Transact and FDOE resources will be used to provide these translated notifications. Parents with transportation needs will be provided bus passes. Parents who speak English as a 2nd language will be paired with a teacher who speaks fluent Spanish, or the school reach out to district ESOL department for support. |
| **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?** |
| . As often as possible, information/flyers are sent home in English and Spanish.  This information will be shared at:   * Back to School Extravaganza * Orientation * Monthly SAC meetings * Mid-year stakeholder meetings. |
| **What are the different languages spoken by students, parents and families at your school?** |
| English  Spanish |

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| COMMUNICATION |
| (1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication. |
| (1)The school will timely communicate information verbally, in written form, and in electronic format.  (2)The school will consistently use Class DOJO; School Messenger, School Website, School Marquee as the tools/resources to communicate. |
| 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) School will: provide program information and assistance, as appropriate, to parents on academic standards, assessments, and achievement levels by grade level;  (2) • Provide information on State/District standards and the district approved curriculum used at school, • Conduct regular assessments and reporting results for subgroups, school and district;  (3) Describe proficiency levels students are expected to meet to make adequate growth throughout the year. |
| (1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making? |
| (1)Parents were provided information on and invited to join School Advisory Committee (SAC) during both Meet and Greet sessions with administration; Back to School Extravaganza, and whole group session of Orientation.  (2) Parents are/were communicated with via school messenger (email, text, mobile App, voice message), Class Dojo, School Marquee. |
| 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] |
| If there are concerns, parent and family comments will be reviewed prior to uploading documents. All school-based concerns will be addressed immediately by administrators. All other parent/family comments will be submitted via email or telephone to the LEA or Title 1 Office. A box will be provided for parent to share their concerns regarding Title 1. |
| 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).** |
| The school will take the following actions to ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format that is readable and in a language that parents can understand: flyers, school messenger (mass communication tool: email, voice message, text, mobile App all at once), school marquee, school website, newsletters. |

# 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)]. |
| At the beginning of the year the school administration provided in-service to educate parents in the value of their contributions; and how to communicate and work with teachers as equal partners, and build ties between parents, the child and the school. Results from parent and faculty surveys served as a guide for this in-service. |
| **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 – Not a barrier. * Childcare - * Home Visits – Home visits will be conducted on an as needed basis. * Additional Services to remove barriers to encourage event attendance - |

## 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 meet and greet, back to school event and orientation, parents were asked to complete a general survey, in order to obtain feedback. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Parent responses to survey questions were obtained. |
| **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: Family input is solicited for school improvement efforts. 2. Step 2: Advertise meeting on marquee, school’s website, and school messenger. Post flyers in main office 3. Step 3: Develop agenda, handouts and PowerPoint presentations with modifications. 4. Step 4: Retrieve & print documents (sign-in sheet and evaluation form) from DCPS website. 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.** |
| The school supports active parent-led organizations such as PTA/PTO, parent support groups.  Community volunteers are invited to help with supervision and support during the school day in classrooms, library, cafeteria, playground, crosswalks, etc.  Families are given information on school policies, procedures and planning. |
| **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.** |
| (1)During the annual meeting, the Leadership team will present the PowerPoint presentation with the school’s data and goals in ELA, Math and Science. This data was also presented during whole group of Orientation. During annual meeting, leadership will discuss AYP and the various subgroups associated with AYP.  (2) Parents will be provided information regarding school choice.  (3) Parents will be provided with the Right to Know information and explained sufficiently. |
| **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 a computer can access information in various other ways: flyers, marquee, newsletter, school messenger. |

## 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. |
| The school will provide communication regarding the end of ear developmental meeting in order to evaluate parent/family engagement and to prepare for the upcoming ear y advertising the event through school messenger, website, marquee, and newsletter. The school will provide refreshments to all participants. The facilitator will review and facilitate discussion regarding activities held during the school year, recommended activities for the upcoming year and present information on the budget. All parents/guardians will have an opportunity to provide feedback/recommendations. |

# 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? |
| The following activities are designed for meaningful parent and family engagement:   * Blended Learning Programs (Achieve 3000, iReady, Penda) * FOCUS/One View * FSA Parent Nights |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| The following events/resources are designed to foster relationship with the community to improve student achievement:   * Back to school event (free school supplies give-away, free haircuts, free clothing give away, etc.) * Annual Title 1/Open House * Parent Liaison * Awards Ceremonies * Parent-teacher conferences * Mid-year stakeholders’ meeting |
| **(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.** |
| Strategies and details will be worked out once I receive a parent liaison. The liaison will head up tours, provide available resources. |
| **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?** |
| Strategies and details will be worked out once I receive a parent liaison. The liaison will head up tours, provide available resources. |

## 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 |
| *FSA Night* | *Principal Johnson and A.P. Mobley* | *Parents will learn:*   1. *How to complete the FSA with their child* 2. *Storytelling techniques so their child will learn how to write a college essay for scholarships* 3. *How to help your child use strategies for independent work.* | *February 2020* | *Sign-in; Evaluation/ Feedback; Parent involvement increase;*  *Parent screen shot of completed*  *Student essay.* | *3 hours of childcare ($9.93), 2 workers (59.58), transportation ($50.00);*  *light refreshments ($100.00);*  *Total: $628.74* |
| Title I Annual Meeting (required) |  |  |  |  |  |
| Title I Developmental Meeting (required) |  |  |  |  |  |
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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? |
| The school will develop a school-parent compact (Compact). The Compact, which will be jointly developed with parents, will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This compact is in beginning stages with individual parent and student conferences, and documented in a log. |

# 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/guardians will be provided with district letters, informing parent of any teacher who is teaching out of field and/or not deemed Highly Qualified. |

## 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.** |
| **Items in red are examples**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness | | Book Study on Poverty | Admin. | Improved relationships between teachers and students and families | Sept.-Oct., 2019 | Sign-in sheet  Completed book review form, teacher discussions, evaluation | | Poverty Simulation with the Title I team | Leadership Team | Improved ability for staff to work with parents and families | Oct. 2019 | Sign-in sheets, evaluation sheets, follow up with teachers | | Book study on building up others and helping other achieve their goals- Greater Than Yourself | Mrs. Johnson | Broadening of mindsets; encouragement for staff to take on a GTY project. | Nov.-Dec 2019 | Mentor/mentee Match-up Check in logs  Decrease in discipline referrals (compared to 2018-2019) | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

# 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 | The school abides by the law regarding the education of students with disabilities. |
|  | **VPK** - Voluntary  Pre-Kindergarten | NA |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | Principal called parents of students with 2 or more at-risk components attached to them, and scheduled meetings with parent and student to discuss data and set individual goals. |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | The school abides by the law as it relates to not denying parents of students who are classified as homeless, an opportunity to register. |
|  | **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.*