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



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| School Name: Oceanway Elementary School #: 270 |  |  |
| Principal Name: Michelle Hinkley  School Website: https://dcps.duvalschools.org/oceanway |  |  |

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

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

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

# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

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

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3010 | $2803.08 | $206.92 |
| **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** | | |
| The majority of remaining funds was in the supply category. Quotes changed and we did not use as many printed supplies as originally allocated. | | |

## 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)** |
| 9 | 8 | **It is accessible. Parents are directed to use the room while waiting in the front office. Parents are informed about the room during events.** |
| 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) | 7 | **Parental survey** |
| Developmental Meeting (End of Year) | 4 | **Parents completed planning worksheet** |
| Math Night | 95 | **Parental survey** |
| Donuts with Dads | 170 | **Parental survey** |
| Muffins with Moms | 163 | **Parental survey** |
| Literacy Night | 30 | **Parental survey** |
| Night of the Arts | 137 | **Group projects** |
| Technology workshop | 1 | **Parental survey** |
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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). |
| Based on feedback, families were pleased with the events hosted throughout the 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. Conflicts with work or extracurricular activities 2. Lack of transportation 3. Lack of family motivation to attend |
| (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) | Schedule conflicts | Will have AM and PM events scheduled on different days of the week. | | 2) | Transportation | Encourage families to carpool and provide bus schedules as needed. | | 3) | Motivation | Provide food, prizes, and take homes to encourage families to attend. | |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| The overarching goals for the current school year are to increase parental involvement at our events. Our goal is for each family to meet with school staff at least once during the year and to have at least half the families participate in an event throughout the year. |

# COMMUNICATION AND ACCESSIBILITY

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| Telephone | Envelope | Email | Laptop | Chat |

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

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| Accessibility |
| **Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?** |
| Oceanway Elementary will schedule events at various times and on alternating days to help avoid schedule conflicts. We will notify families through different avenues (paper flyers, electronic apps, and social media). Childcare and translators will be available as needed. Transportation problems will be addressed through bus schedules and car pool. |
| **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?** |
| Oceanway Elementary will communicate with families through Tuesday folders, social media, Bloomz, newsletters, and the school website. We will have translators and translated documents available at events and meetings. Teachers are able to use translating apps and websites to translate for specific families. |
| **What are the different languages spoken by students, parents and families at your school?** |
| English, Spanish, Amharic, Danish, Filipino, Haitian-Creole, Russian, Vietnamese, Kurdish, Tagalog, Esperanto |

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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) Printed flyers, social media, school website, Bloomz  (2) The school purchased Tuesday folders for all students. |
| 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)Teachers will share information about the curriculum during open house.  (2)Teachers will share data results and how data is obtained during open house and conferences  (3)Charts will be displayed in classrooms and throughout the school to communicate the grade level expectations. Students will track their individual data with the help of their teacher as the school year progresses. Parents will be able to access their child’s data during conferences and open house. |
| (1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making? |
| (1)Parents are invited to attend PTA and SAC meetings. It will be during these meetings that parents can participate in decision-making.  (2)Parents will be informed about these meetings via paper flyers, social media, Bloomz, and the school website. Events are also posted in the parent resource room and in the front office. |
| 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] |
| Parental concerns will be uploaded to the digital system and kept in the title 1 black box. |
| 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).** |
| Oceanway Elementary will post the plan in the parental involvement room and post it on 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 Schoolwide funds are used [ESEA Section 1116(c)(3)]. |
| Parents will receive printed information and reminders through technology about Title 1 meetings. Parents will sign in to document attendance. Administration will present the information and parents will be asked to participate after administration has presented relevant information. |
| **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 – car pool and bus options * Childcare – provided by the school * Home Visits – As needed, counselor, teachers, social worker and/or admin will reach out to parents. |

## 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)] |
| Parent input was gained through parental surveys at the events and the DCPS survey. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Parents needed events at multiple times throughout the day and the week. We scheduled events in the AM and PM throughout the week. Parents prefer electronic communication so we will be using Bloomz and social media. |
| **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. Annual meeting will occur in conjunction with Open house. 2. Communicate the date/time with parents through printed flyers and social media. 3. Encourage students to ask their families to attend by offering a homework pass. 4. Inform parents about upcoming events while they are at the annual meeting. |
| **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.** |
| During the meeting, parents will be informed about the school grade, school data, and how progress is being tracked. Parents will also be informed about annual title 1 funds and how they are being spent. Parents will receive information about our SAC committee. |
| **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)Admin will share a power point detailing AYP by subgroups and share current data.  (2)School choice options will be presented  (3) The power point will detail parental rights. |
| **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?** |
| Oceanway Elementary will send information in Tuesday folders. This information will be printed so parents without technology can access the information. |

## 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. |
| Parents and families will be invited to attend the meeting through a printed flyer and social media. Parents will be encouraged to share ideas for involvement for the following year. Parents will be asked to fill out an evaluation at the conclusion of the meeting. |

# 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? |
| Based on the DCPS survey, parents prefer electronic communication. We will communicate with parents through social media and Bloomz, as well as paper flyers. We will provide families with information on how to access their student’s information on Focus and how to track their data. We will also provide information and take homes on activities families can do to increase their student’s success in school. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| We will host events to help teach families how to assist their students academically. We will also have tips that are non-academic focused. Family involvement typically increases academic success. |
| **(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 resource room will be next to the front office. Front office staff informs parents about the room and we also advertise the room during events.  (2)We will provide parents with an overview of the room during orientation and open house.  (3)Staff is trained on the resource room during preplanning and are asked to advertise it whenever possible. |
| **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?** |
| As teachers have parent conferences and as new students enroll, parents will be toured through the Parent Involvement Room and shown resources available. |

## 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) | Julie Ehrenberg | Parent will be informed on how to become more engaged in their child’s education by being an active participants in schools engagement activities. | 9-5-2019 | Number of participants / parental survey |  |
| Title I Developmental Meeting (required) | Julie Ehrenberg | Parents will have the opportunity to give feedback on previous events and share ideas for increasing parent involvement in the 19- 20 school year. | 5-2019 | Number of participants / parental survey |  |
| Donuts with Grownups | Julie Ehrenberg | Parents will have an opportunity to spend time engaged in academic games with their child. Parents will be presented with information on how to help their child with homework and make learning fun by embedding learning in daily activities | 11-2019 | Number of participants / parental survey | $100 Postage  $50 Store Items (Coffee, juice, napkins etc.)  $300 Donuts |
| Math Night | Julie Ehrenberg, Keith Johnson | Parents will be taught various questioning techniques to use with their student to increase their mathematical reasoning and understanding. Various math materials from the Parent Involvement area will be demonstrated. | 12-2019 | Number of participants / parental survey / FSA scores | $100 Postage |
| Literacy Night | Julie Ehrenberg, Brandi Heath, Amanda Travis | Parents will be presented with information from the public library including what resources are valuable for them to assist their student. Parents will have the opportunity to fill out applications for library cards if they do not have one.In addition, we will provide a plethora of information, tools and resources for helping your child to love reading. | 1-2019 | Number of participants / parental survey / FSA scores | $100 Postage |
| Parent Conference Night | Julie Ehrenberg | Students will host their parents in their class to share their data. | 10-2019 | Number of participants / parental survey | $67.68 Childcare  $50 Store Items (Light Refreshments)  $399.71 Dinner for families attending |
| Night of the Arts | Julie Ehrenberg, Jamie Willwerth, Jackie Gallagher | Parents and families will have the opportunity to see how we incorporate arts into the curriculum. | 2-2019 | Number of participants / parental survey |  |
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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 compact is developed during the developmental meeting with the assistance of parents. Parents will sign the compact during conferences and the teacher will turn the compacts in for documentation. |

# 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. |
| 1. We will send home the district letter to any student who requires this notification. 2. We will send proper notification to families as required.   Both letters will be dated and copies will be filed in the Title 1 box. |

## 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 | Ms. Smith | Improved relationships between teachers and students and families | Aug-Dec 2019 | Sign-in sheet  Completed book review form, teacher discussions, evaluation | | Poverty Simulation with the Title I team | Mr. Black | Improved ability for staff to work with parents and families | Dec 2019 | Sign-in sheets, evaluation sheets, follow up with teachers | | Parent communication (Bloomz) | Jefferson, Raff, Wiltshire | Increasing parent awareness will help parents get involved in activities and learning | Aug 19 | Sign in sheets, evaluation sheets | | Value of Parent Involvement | Hinkley | Increasing parent awareness will help parents get involved in activities and learning | Aug 19 | Sign in sheets, evaluation sheets | | Effective conferencing strategies | Ehrenberg | Increasing parent awareness will help parents get involved in activities and learning | Oct 19 | Sign in sheets, evaluation sheets | |

# 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 | Information is communicated during MRT and RTI meetings. |
|  | **VPK** - Voluntary  Pre-Kindergarten | All events include VPK |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. |  |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. |  |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. |  |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. |  |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*