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



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| School Name: Fort Caroline Middle School #: 238 |  |  |
| Principal Name: Chelvert J. Wellington  School Website: https://dcps.duvalschools.org/fcm |  |  |

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# OVERVIEW

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

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

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

# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

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

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3,010.00 | $2,624.69 | $385.31 |
| **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** | | |
| Our original budget was not approved and therefore the revised edition was submitted later in the year. The unspent funds were a result of unapproved purchases for the initial budget. This year, we will resubmit a request for a digital marquee for the front of our school. We believe that the additional signage will help boost parent and community involvement in our Title I program events. | | |

## 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** | **Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)** |
| 13 | 4 | Computer and printer was most frequently used. All materials returned. |
| Summary of Parent Engagement Events from the Previous Year | | |
| Name of Activity | **Number of Participants** | **Results of Evidence of Effectiveness** |
| Annual | 23 | Lower participation than anticipated |
| Developmental Meeting | 9 | Lower participation than anticipated |
| Slay the FSA | 40 | Successful participation |
| Coffee with Counselors | 11 | Lower participation than expected |
| Open House | 350+ | Successful participation |
| Data and Donuts | 10 | Lower participation than expected |
| High School Transition Night | 250+ | Successful participation |

*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). |
| * Parent Resource room needs updating. * Possible SKYPE options should be available for parents that are unable to meet. * Purchasing food for events was welcomed. * Additional notification of events needed for parents with limited technology (i.e. signage) |

## 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. The times of the events were at times that prevented parents from attending. 2. Parents and families expressed that they were not interested in participating in meetings, only events that involved their child. 3. Despite various methods of communication, many parents still said they were unaware of meetings and events. |
| **(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required\*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).** |
| 1. We will increase communication to parents regarding Title I events who have limited access to technology. 2. Time of events. We will offer multiple opportunities for parents to attend specific meetings. 3. Lack of interest. We will try to offer more incentives such as food/child care/Fort Bucks/prizes etc to interest parents in attending events. |
| **What are the overarching outcomes/goals for the current school year for parent and family engagement?** |
| Fort Caroline Middle School will increase the percentage of parent and family engagement in all Title I, Part A activities by offering events, meetings and activities to participate in 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?** |
| In an effort to encourage the participation of parents, families, and students, notifications such as up to date website calendar of events, social media advertisement, Remind app notifications, flyers, School Messenger, school marquee, and the school’s social media outlets, are utilized to promote upcoming events and activities. School signage will become a priority to target parents with limited technology. Flyers will also be sent home in ELL student’s native languages for events and activities that will also maintain a translator for convenience. Times of activities will be at the convenience of parents, holding meetings at various times to accommodate all parents. Events will be held in an easily accessible location. |
| **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?** |
| We will make a concerted effort to provide an interpreter for parent meetings, events, and activities to ensure parents have a defined understanding of how they can assist their child in academic success. When interpreters are not available, we will utilize the support of faculty and staff of Fort Caroline. Information will be delivered verbally and written in each parent session. Information is sent via School Messenger, FOCUS communications, and school signage/marquee. |
| **What are the different languages spoken by students, parents and families at your school?** |
| The school population of ESOL students is predominantly Spanish speaking. |

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| COMMUNICATION |
| **(1)Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2)Include the tools and resources that will be used for communication.** |
| Information about Title I, Part A programs will be distributed in a variety ways throughout the year including, the school’s website calendar, printed flyers, social media accounts, Remind App, and phone blasts. |
| **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?** |
| Each quarter, parents are invited to participate in parent events that focus on upcoming assessments, transition information, and school wide data. In the weekly communication, parents are guided with various support documents that assist then in measuring their child’s grades and progress on blended learning against grade level standards. Assessments will vary by subject area and include a variety of district, program based, and teacher created assessments. |
| **(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?** |
| Each month, SAC and PTA meetings are held and all parents are notified via the school calendar, social media outlets, newsletter, marquee, and website. In addition to these meetings, there will also be the Title I Developmental Meeting, Title I Annual Meeting, and Development of Compacts for parents to assist in the decision making processes. All parents are encouraged to attend these meetings to have input and decision making opportunities. |
| **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 and family comments will be collected and submitted to the LEA. They can also be given the Title I office contact number for concerns. |
| **How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).** |
| A printed copy of PFEP will be provided in the Parent Resource Room, during SAC and PTA meetings, Title I Parent Engagement meetings, and will be made available through the front office upon request. For ELL parents and families needing translation, there will be a sign made available in the front office to make them aware of translation services available by request. |

# 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 and families will be invited to the Developmental Meeting to collaborate with the school on the development of the parent involvement plan. This meeting will focus on generating ideas regarding activities and events to help strengthen their understanding of the Title I program. Parents will also be invited to attend quarterly parent meetings with a focus on academic services that are being offered to their student(s) and to inform them of ways they can support school initiatives. In addition, parents will be invited regularly to attend monthly SAC meetings in order to obtain feedback and to be updated about the implementation of planned activities. All meetings will be held in the evenings. |
| **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 – Provide JTA bus passes for those who cannot make engagement events. Passes will be funded through school general funds upon request of the parent, two weeks prior to an event. * Childcare – A volunteer will be made available for parents needing child care to attend Title I events. * Home Visits – Additional flyers, mailings, and social media coverage of news and events will be provided for those parents and families unable to attend. |

## 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)] |
| Attendance records and parent sign in sheets were collected for the 2018-2019 school year to determine attendance. Parents were also asked for their input as to what times were best suited to their schedule for events and meetings to be held on school campus. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Sign-in sheets, Parent Resource Room log, and meeting minutes. |
| **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)] |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Step | Activity/Task | Person Responsible | Timeline | Evidence of Effectiveness | | 1 | Create flyers, create social media ad plan, and school calendar, School Messenger blast | Wellington/Marion | Sept 2019 | Sign-in sheets, agendas, minutes | | 2 | Develop agenda, documents, and materials for meeting | Wellington/Marion | Sept 2019 | Sign-in sheets, agendas, minutes | | 3 | Advertise/Publicize event | Wellington/Marion | Sept 2019 | Sign-in sheets, agendas, minutes | | 4 | Finalize plan with parent input | Wellington/Marion | Sept. 2019 | School parent compact | | 5 | Maintain documentation | Wellington/Marion | On-going | Sign-in sheets, agendas, minutes | | 6 | Presentation with Q&A | Wellington/Marion | On-going | Sign-in sheets, agendas, minutes | |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.** |
| Fort Caroline will share with parents the information pertaining the purpose of the Title I program and its benefits to the school and students. The benefits of Title I will also be shared, qualifying factors, school-wide monies received, programs and supplemental resources offered at school to support parents and students, assistance to migratory families, the Parents Resource Room, academic goals for the school year, discipline data, parent-school compact, and events that are planned for throughout the year. |
| **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.** |
| During the Annual Meeting, PTA and SAC meetings, parents will be updated on all information pertaining to school choice, AYP, and the rights of parents. In addition, parents will be updated topics such as: historical testing data, transitional information for 6th and 8th grade students, goal setting for accountability areas (Reading, Math, Civics, Alg. 1, Biology, and 8th grade Science), and the notification of teachers that may be out of field. |
| **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?** |
| Fort Caroline will send home letters and flyers to advertise events, updated information, and student progress monitoring. |

## 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 meeting will be scheduled at the parent’s convenience. During the Developmental Meeting, we will review the effectiveness of the Title I events, Parent Resources, budget expenditure and preplan ideas for the following school year’s Title I activities. Parents will provide feedback both verbally and written to document for the upcoming year. |

# 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? |
| Activities at Fort Caroline Middle will surround school events. These events are held where parents are the center of the activity. We deliver parent information that is specific to students, and how parents can help students in meeting school goals. Parents will receive instructions on topics that can assist in helping their students outside of the school. Communicating the goals to parents each week will be key to the students’ success. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| Community and business partners will be invited to attend all Title I events and meetings. If the event consists of activities to expose local businesses to the school, they will be asked to showcase their business and volunteer to assist in running the event. Additionally, the marquee will advertise art events that will be open to the public. |
| **(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.** |
| Fort Caroline will outfit the Parent Resource Room with technology, resources, event calendars and up to date information for parents to utilize. The Parent Resource Room is clearly labeled in the front office of the school and is easily accessible to parents during hours of operation. Teachers and office staff will be trained on how to use the Parent Resource Room with parents during the preplanning training. |
| **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?** |
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## 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 | Measurable  Anticipated Impact on Student Achievement | Month Activity will take Place | Evidence of Effectiveness | Budget  *(if applicable)* |
| Title I Annual Meeting (required) | Wellington/ Marion | Increase the number of active parents and students that utilize services within the school | Sept 2019 | Sign-in sheets, Parent Compacts, and parent survey | 100.00 |
| Title I Developmental Meeting (required) | Wellington/ Marion | To increase the participation of parents and families in Title I activities and events and to plan the utilization of Title I funds and resources. | August 2019 | Sign-in sheets, parent survey, agenda, and minutes | 0.00 |
| Focused on FOCUS | Marion/Swift/Lawrence | To engage parents in how to set up parent FOCUS accounts and how to navigate student grades and progress. | Sept. 2019 | Sign-in sheets, parent survey, agenda, and minutes | 100.00 |
| High School Transition Night | Swift  /Lawrence | Parents will receive information to assist in making and preparing for the transition to the next grade or high school. | December 2019 | Sign-in sheets, parent survey, agenda, and minutes | 150.00 |
| Dine & Data | Marion  /Harvey | Parents will attend a session to learn about their students’ reading and math proficiency levels and what to do to help their students with accountability tests. | January 2020 | Sign-in sheets, parent survey, agenda, and minutes | 250.00 |
| Parent Resource Center | McGunigale | Increase the accessibility of resources and information to assist parents. | Ongoing | Sign-in sheets | 0.00 |
| Mid Year Stakeholders Meeting | Wellington/Marion  /Harvey | Parents and community members will learn about and discuss current student data and expected progress. | Feb. 2020 | Sign-in sheets, parent survey, agenda, and minutes | 100.00 |
| Tuned into Testing-FSA | Math/RDG Coaches | To engage parents in learning instructional and studying strategies for their students to help with assessment proficiency. | March 2019 | Sign-in sheets, parent survey, agenda, and minutes | 100.00 |
| High School Promotion Ceremony | Leadership team | To engage parents in their student’s high school promotion ceremony | May 2020 | Photos, parent survey, agenda, minutes | 0.00 |

*Schools may add or remove rows as needed.*

## 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… |
| **…the assistance of parents and families and in the value of their contributions.** |
| Ethics and Cultural Awareness Training will be provided to all teachers, faculty and staff to enhance empathy and positive communication between staff and parents/guardians/families. Ongoing training will be provided during early release trainings and will be documented through sign in sheets. |
| **…how to reach out to, communicate with, and work with parents and families as equal partners.** |
| The teachers, faculty, and staff will be trained on Effective Communication Through Open Lines to increase student achievement through the increase of parent involvement and participation. Teachers will view the parent compact and discuss its purpose. This training will be documented through sign in sheets. |
| **…implementing and coordinating parent and family programs and building ties between parents and families and the school.** |
| Teachers, faculty and staff will be provided training on how to build partnerships within the community, how to be an effective PTA/SAC member, how to recruit community and faith based partners. These trainings will take place during early release trainings via role-playing, presentations, and discussion. |
| **(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?** |
| School staff will be offered professional development during early release trainings as well as “lunch and learn” training sessions. Sign in sheets will be used to document professional development. |

# 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)] |
|  | **IDEIA** - The Individuals with Disabilities Education Improvement Act | Parents will be provided with procedural safe guards to ensure that their child is in the least restrictive environment. Parents will learn about supplemental instructional support during the development of the students IEP. |
|  | **AVID**- Advancement Via Individual Determination | Parents will be encouraged to attend AVID activities and events as a means to obtain knowledge about career and college readiness, in order to begin preparing their middle school students for their next level of education. |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment. |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | Information from the McKinney-Vento Homeless Assistance Act will be readily available in the Parent Resource Room. School counselors will be partnered with parents to provide resources to students and families needed. |
|  | **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. | Teachers, faculty and staff will receive ongoing training throughout the year to help train them on Title I compliance and providing the proper support for students, parents, and families. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency | English Language Learning parents and families will be provided event information as well as instructional training and resources in their native language so that they will be prepared to support their students’ progress in and out of the school. |

*Schools may add lines as needed.*