

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



**School Name: Mayport Elementary**

**School #: 227**

Principal Name: Amy Novak

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



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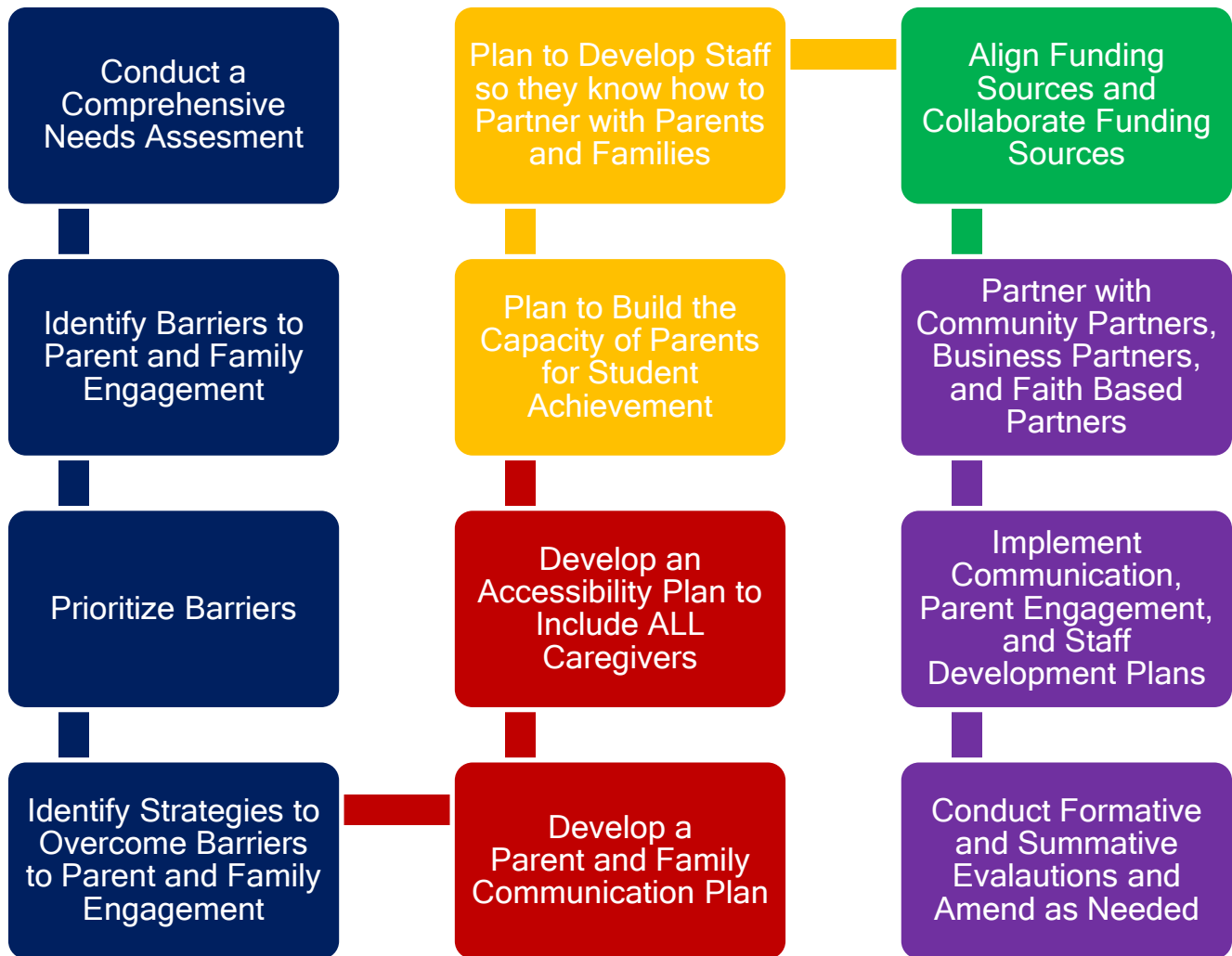
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# OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



*"Treat children like they make a difference and they will."*



# ASSURANCES

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

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

\*click to select each assurance, this page will require an original signature and submission to the District.

  
Signature of Principal/School Administrator

8/15/19

Date Signed



# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

### Fiscal Overview from the Previous Fiscal Year

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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3010.000	\$2618.70	\$391.30
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 funds were not fully expended because we overbudgeted for supplies for parent engagement events. We will work with parents to plan additional events to spend the additional money in the upcoming school year.		

### Programmatic Overview from the Previous Fiscal Year

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

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
10	6	1) moved parent computer to area 2) connected printer directly to computer 3) create additional signage 4) advertise monthly using social media/flyers
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)	21	survey
Developmental Meeting (End of Year)	13	survey
Math Night	210	survey

Literacy Night	124	survey
FSA Night	43	survey
Art Night	72	survey
Science Night	83	survey

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

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

Parents would like to have more events that include information about state standards and how to assist their students at home. There is also an interest in sessions for parents to learn the content/strategies in the same way that students are instructed (i.e. math). Parents would also like to have more information about the assessments that measure students and are used in promotion (iReady, Achieve, FSA).

## Barriers

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

1. Barrier 1 - At the school level we overbudgeted for supplies needed for Parent Engagement Activities.
2. Barrier 2 - The majority of the large scale Title I funded Parent Engagement Activities were scheduled in the Winter and Spring.
3. Barrier 3 - Communication regarding Parent Engagement Activities was othrough the web based school calendar, e-flyers, weekly phone messages, and paper flyers sent home with students.
4. Barrier 4 - Family events held after school and in the evenings when some parents work.
5. Barrier 5 - Parent input was limited. Few parents attended the planning sessions.

(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)	Budget	Budgets changes will be completed by January deadline	
2)	Event Scheduling	An equal number of activities will be scheduled in the Fall, Winter and Spring	
3)	Event Advertising	Social Media and Classroom Dojo will be used in addition to traditional methods of communication.	

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

The goal for this school year is to create opportunities for parents families to learn about and participate in student learning and to provide parents and families with tools to use with students at home to increase student achievement.

# COMMUNICATION AND ACCESSIBILITY



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

## Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> 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?

Activities, events and meetings will be advertised a minimum of 2 weeks in advance via paper flyers, e-flyers (PeachJar), school marquee, school website, school calendar, phone calls (Blackboard Messenger), schoolwide (ClassroomDojo) and social media (Facebook, Twitter, Instagram). Additionally, activities, events and meetings will be offered throughout the school year on different days of the week and at different times of day to include before, after and during school hours.

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?

Many types of communication used (ie. ClassDojo, Blackboard Messenger, Facebook) are available for translation by the user. All other types communications will be translated upon request.

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

Arabic (1)  
Chamorro (1)  
Twi (1)  
Spanish (30)  
Tagalog (2)  
Chinese - Zhongwen (2)  
Filipino (1)



## 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) Activities, events and programs will be advertised a minimum of two weeks in advance using multiple communication tools and resources.  
 (2) Communication tools and resources will include paper flyers, e-flyers (PeachJar), school marquee, school website, school calendar, phone calls (Blackboard Messenger), ClassDojo and social media (Facebook, Twitter, Instagram).

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) Curriculum - Parents and families will be provided a description and detailed information during the school wide Open House in August/September. Additionally, parents and families may receive student specific information during parent-teacher conferences throughout the school year.  
 (2) Forms of assessment - Parents and families will be provided a description and detailed information during the school wide Open House in August/September. Additionally, parents and families may receive student specific information during parent-teacher conferences throughout the school year.  
 (3) Student achievement levels - Parents and families will be provided a description and detailed information during the school wide Open House in August/September. Additionally, parents and families may receive student specific information during parent-teacher conferences throughout the school 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) School site decision-making opportunities for parents and families include Title I Developmental meetings, monthly SAC meetings and PTA general meetings.  
 (2) Communication tools and resources will include paper flyers, e-flyers (PeachJar), school marquee, school website, school calendar, phone calls (Blackboard Messenger), ClassDojo and social media (Facebook, Twitter, Instagram).

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]

There will be a Title I Suggestion Box located in the Parent & Family Resource Area. Parents and families are requested to submit in writing their concerns with possible solutions. Additionally, contact information for the district Title I office will displayed in the Parent & Family Resource Area and provided to parents and families upon request.

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 PFEP will be posted on the school website and a copy will be available for review in the Parent & Family Resource Area. A parent will be provided a paper copy of the PFEP upon request. Additionally, parents and families will be notified of the availability of the PFEP via the following forms of communication: paper flyers, e-flyers (PeachJar), school marquee, school website, school calendar, phone calls (School Messenger), ClassroomDojo and social media (Facebook, Twitter, Instagram).

# FLEXIBLE PARENT AND FAMILY MEETINGS

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



## INVOLVEMENT OF PARENTS and FAMILIES

**Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].**

Parents and families will be notified via Blackboard Messenger and the school website that the PFEP is in the process of being created and that their input is needed to complete the plan. A copy of the proposed PFEP and budget will be available for view and review in the Main Office and the Family Engagement Room. A suggestion box will be available for parents and families to make suggestions for the plan. The finalized PFEP and budget will be presented at the monthly PTA board meeting, the monthly SAC meeting and at the quarterly PTA General Meeting.

**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 - PFEP Budget will include funding for bus passes.
- Childcare - PFEP Budget will include funding for childcare during events that are specifically for parent education.
- Home Visits - Head Start teachers conduct required home visits 3x yearly
- Additional Services to remove barriers to encourage event attendance - Translators will be included in the PFEP Budget and provided during Parent & Family Engagement activities and events.

## FLEXIBLE FAMILY MEETINGS

**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)]**

Surveys were provided after each event that include the question:

- What day of the week would you like to have this event in the future?
- What time of day you like to have this event in the future?
- How satisfied/dissatisfied are you with the event/program?
- How would you like to be notified of upcoming events?
- What compliments/complaints/suggestions do you have about the event/program?

**What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?**

Survey data

**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

**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. Develop flyer, agenda, handouts, surveys and presentation materials
2. Advertise the event a minimum of two weeks prior to the date using multiple forms of communication
3. Prepare presentation materials, purchase light refreshments and secure child care, transportation, translators, etc. as needed
4. Conduct presentation allowing for parents and families to actively participate and provide feedback
5. Maintain documentation including sign-in sheets, agenda, meeting minutes, and surveys
6. Analyze the survey data
7. Make adjustments to future events based on the survey data

**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.**

Information that will be shared with parents, families and community members during the Annual Title I meeting will include an overview of the Title I program, the school allocation of Title I Part A funds, the school Parent & Family Engagement Plan (PFEP) and budget, the Parent & Family Engagement Activities planned for school year, and the resources available in the Parent & Family Resource Area. Parents and families will also have the opportunity to provide feedback in regards

to barriers to family involvement and on ideas for additional programs and resources parents need to support their students.

**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) AYP - review the previous year's state assessment data
- (2) School Choice - review the district school choice program
- (3) Rights of Parents - review the rights of parent document and provide letter

**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?**

Communication tools and resources will include paper flyers, e-flyers (PeachJar), school marquee, school website, school calendar, phone calls (Blackboard Messenger), ClassDojo and social media (Facebook, Twitter, Instagram).

## Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

**Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.**

1. Develop flyer, agenda, handouts, surveys and presentation materials
2. Advertise the event a minimum of two weeks prior to the date using multiple forms of communication
3. Prepare presentation materials, purchase light refreshments and secure child care, transportation, translators, etc. as needed
4. Conduct presentation allowing for parents and families to actively participate and provide feedback
5. Maintain documentation including sign-in sheets, agenda, meeting minutes, and surveys
6. Analyze the survey data
7. Make adjustments to the school Title I plans and budgets

# 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

**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?**

Using the feedback from parent and family surveys, S.A.C. meeting minutes, the Title I Suggestion Box, school wide academic data and the School Improvement Plan, the leadership team will develop a strategic plan of activities for families to participate. Activities and events will include opportunities for families to learn about academic assistance and provide time for family communication/bonding.

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

The school will facilitate family nights for reading, math, arts and science. Activities at these events will be data driven and support families in increasing their students' academic achievement. Resources/make-n-take/education materials will be provided for all participating students and their families.

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

(1) The Parent & Family Resource Area is located in the Main Office and includes a computer, printer, resources for checkout, and other educational resources for parents and families.  
 (2) The Parent & Family Resource Area is marked with directional signage. The space and available resources are also annually advertised in multiple forms of communication.  
 (3) Professional Development is provided to faculty and staff during pre-planning at the start of the school year.



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?

n/a

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness	Itemized Budget (if applicable) <b>EVERY BUDGET LINE MUST BE ON THE BUDGET</b>
<i>Example: FASFA and Scholarship Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <li><i>How to complete the FASFA with their child</i></li> <li><i>Storytelling techniques so their child will learn how to write a college essay for scholarships</i></li> <li><i>How to find scholarships for their child</i></li> </ol>	<i>October 2019, February 2020</i>	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase; Parent screen shot of completed FASFA parent page; Student essay.</i>	<i>3 hours of childcare (\$9.93), transportation (\$50.00); light refreshments (\$100.00); 10 Scholarship books for parents @ \$50; 10 ACT books for parent resource room @50; Total: \$1179.79</i>
Title I Annual Meeting (required)	Title I Designee	Parents will learn: <ol style="list-style-type: none"> <li>about the Title I program components</li> <li>about the impact that the Title I program had during the</li> </ol>	September 2018	Parent Survey & Participation	n/a

		previous school year			
Title I Developmental Meeting (required)	Title I Designee	Parents will: <ol style="list-style-type: none"> <li>1. learn about the schoolwide Title I plan for the upcoming school year</li> <li>2. have the opportunity to suggest ideas for program and additional parent resources</li> </ol>	May 2019	Parent Survey & Participation	n/a
Arts Night	Resource Team	Parents will learn: <ol style="list-style-type: none"> <li>1. art activities to increase opportunities to have conversation with parents</li> <li>2. how to use the artwork in picture books and comic books to encourage student literacy</li> </ol>	December 2018	Parent Survey & Participation	light refreshments (\$200) paper/postage (\$99.49) Supplies (\$413.45)
Math Night	Math Team	Parents will learn: <ol style="list-style-type: none"> <li>1. math games and activities to use at home to assist students with learning math</li> </ol>	October 2018	Parent Survey & Participation	light refreshments (\$200) flyers paper/postage (\$99.49)
Literacy Night	Literacy Team	Parents will: <ol style="list-style-type: none"> <li>1. learn literacy games and activities to use at home to assist students with improving literacy</li> <li>2. get to pick FREE books to read at home with their children</li> </ol>	January 2018	Parent Survey & Participation	light refreshments (\$200) paper/postage (\$99.49)

Science Night	Science Team	Parents will learn: 1. science games and activities to use at home to assist students with learning science concepts	March 2018	Parent Survey & Participation	light refreshments (\$200) paper/postage (\$99.49) Supplies (\$170.92)
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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.

**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?**

Student Parent Communication Folders/Planners used by each teacher  
Teachers currently use one or more of the following forms of communication with parents/families including school website, Blackboard Messenger, ClassDojo, paper handouts/flyers  
Monthly PBIS Meetings/Trainings with a focus on communication with parents and families  
Parent Conference notes recorded by teachers  
Copies of signed compacts on file in teacher classrooms

# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

**As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.**

A Out of Field Parent Notification Letter will be provided to parents in the Fall and Spring of the school year

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Items in red are examples

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
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
Book Study on Students with Behavior Challenges	Administration	Improved relationships between teachers and students and families	Sept 2019-April 2020	Sign-in sheet Completed book review form, teacher discussions, evaluation
Book Study on Building Relationships with Students & Families	Administration	Improved relationships between teachers and students and families	Sept 2019-April 2020	Sign-in sheet Completed book review form, teacher discussions, evaluation



# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	<b>IDEA</b> - The Individuals with Disabilities Education Improvement Act	IDEA will be used to provide ongoing support for families with students. These events will include workshops and individual meetings, and will be coordinated by the CSS Site Coordinator and School Counselor.
<input checked="" type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	VPK and Head Start teachers encourage family volunteers in the classroom, provide activities to families to complete at home and facilitate events throughout the school year to highlight and share student learning to families.
<input type="checkbox"/>	<b>Title I, Part D</b> - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input checked="" type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	SAI funding is used to provide tutoring during the day to students in 2nd and 3rd grades who are performing below grade level in reading and math.
<input type="checkbox"/>	<b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	<b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency	

*Schools may add lines as needed.*