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| 2019-20 Title I:  Love Grove Parent and Family Engagement Plan |



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| School Name: Love Grove Elementary School School Number: 3082 |  |  |
| Principal: Tiffany Emanuel-Wright |  |  |

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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, Tiffany Emanuel-Wright, 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 |
| $3010.00 | $3010.00 | $0.00 |
| **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** | | |
| N/A | | |

## 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)** |
| 41 | 11 | **All inventory was returned. Title I parent liaison will set up a welcome table at school events to promote the parent resource room. Teachers will be reminded to promote the resource room during parent conferences.** |
| 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) | 47 | **Parent Survey/Evaluation Form** |
| Developmental Meeting (End of Year) | 13 | **Parent Survey/Evaluation Form** |
| Family Academic and Wellness Night | 49 | **Parent Survey/Evaluation Form** |
| FSA/FSAA Parent Night | 26 | **Parent Survey/Evaluation Form** |
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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). |
| FSA/FSAA night was helpful. Parents would like more information about state testing. |

## 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. Barrier 1- Work schedules of parent prevented attendance 2. Barrier 2- Lack of communication 3. Barrier 3- Language differences between staff and parents 4. Barrier 4- Need more engaging activities |
| (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) | Barrier 1 | Offer a variety of meeting times so more parents have the opportunity to attend | | 2) | Barrier 2 | Increase the amount of communication: Currently use flyers, school messenger calls, Twitter, Facebook. | | 3) | Barrier 3 | Use translators and make sure parents are aware of that availability | |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| Increase family engagement and participation by at least 40% through increased effectiveness with communication and flexible event scheduling. |

# 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?** |
| Through multiple means of communication, the school will notify all parents of opportunities to participate in school-wide activities in a timely manner. We will also translate this communication in multiple languages to accommodate our families as well. Looking at feedback from last year, our parents also need flexible meeting times due to work schedules and translation services available at our events for families who are not proficient in English. These barriers will be removed this upcoming year by providing more flexible meeting times and having translators available at these events. |
| **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?** |
| Through multiple means of communication, the school will notify all parents of opportunities to participate in school-wide activities in a timely manner. We will also translate this communication in multiple languages to accommodate our families as well. |
| **What are the different languages spoken by students, parents and families at your school?** |
| English; Spanish |

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| COMMUNICATION |
| (1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication. |
| (1) Communication will be provided to our families through flyers, robocalls, the school website, a monthly newsletter, Twitter, Facebook, the school marquis and posters hung at the front door and main office. Each of these modes of communication will be available to parents at least 3 weeks in advance.  (2) We will use technology to post notification on our website, twitter, and Facebook. The school webmaster will be responsible for adding events to our website and the Principal will add events to Twitter and Facebook. Flyers and posters will be created and posted by the Assistant Principal using in-house printers and resources. The school marquis will be updated by office staff. |
| 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. At Open House, teacher-parent conferences and other school events, teachers and staff will show parents examples of the curriculum and the work students are expected to do in the classroom. 2. Parents will also be given the opportunity to examine their students’ assessments that are used to measure progress. 3. Progress reports will also be given in the middle of each nine week grading period and during the FSA/FSAA Parent Night, families will be shown required achievement levels needed for their student to be proficient in his/her current grade level standards. |
| (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 will have the opportunity to participate in the following decision making opportunities: a Developmental Meeting to review the previous year’s PFEP and plan for the 2019-20 school year and monthly SAC Meetings.  (2) The Developmental Meeting and Monthly SAC meetings are advertised through Robocalls, the school marquis, monthly newsletters and the school website that give parents the opportunity to formulate suggestions and participate in decisions relating to the education of their children. |
| 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] |
| We will notify the LEA through email and/or by phone call. |
| 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).** |
| Our Parent and Family Engagement Plan will be available for review by our parents and families in the Parent Resource Room. We will communicate this through a notification on our school website, visible signs in our front office and the monthly newsletter. |

# 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)]. |
| The school advertises all family events on the marquee and our school website. Robocalls are also made to provide details of the event as well as flyers that go home with students. Copies of the flyers are also distributed to visitors in the front office and hung at the front door as parents enter the building. Each of these methods of communication will be provided to families for our PFEP meeting where parents will be given the opportunity to help make decisions on how Title 1 funds will be used for the 2019-20 school year. |
| **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)]** |
| Additional Services to remove barriers to encourage event attendance - We will arrange for interpreters to be present in our two most common languages, Spanish and Arabic. We have in-house staff who speak both languages. |

## 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)] |
| A parent survey was completed during the PFEP Development Meeting last school year. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| A parent survey was completed during the PFEP Development Meeting last school year. |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  AM & PM Sessions (Same content to appeal to more parents)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## REQUIRED ANNUAL MEETING

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| 1. Step 1- Produce flyers to inform parents of the meeting 2. Step 2- Provide Spanish version of flyers 3. Step 3- School messenger robocalls to inform parents 4. Step 4- Post meeting information on social media 5. Step 5- Have bilingual staff members present to assist parents |
| **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.** |
| We will provide parents with a formal meeting at the beginning of the school year to share with parents the school’s Title I Program through the district provided PowerPoint making it specific to our school. During the meeting, parents will be informed of the school’s current data and goals for the current school year. Parents will also be given an opportunity to ask questions. The Compact will be discussed and parents will be asked for input. |
| **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. The school will cover adequate yearly progress by sharing with stakeholders the school’s current state assessment data and showing a comparison to previous year’s data and current goals for the following areas: Overall proficiency (reading, math, science), learning gains in ELA, Math and Bottom Quartile, as well as FSAA data. 2. Orient parents to the School Choice programs offered by the District to include procedures and options available for students. The meeting will also disseminate information on our School Choice Theme and academic focus. 3. Parents will be informed of the following rights: the right to request and receive timely notification of professional qualifications of teachers and paraprofessionals, to be informed if students are taught for four weeks or more by a teacher not highly qualified, to be provided opportunities for input on how Title 1 dollars are spent and to be provided information regarding their students' results from state assessments. |
| **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?** |
| We will provide multiple means of communication throughout the 2019-20 school year other than those based solely on technology. These will include flyers that will go home with students, flyers posted at the front entrance and in the office, a monthly newsletter that includes a list of upcoming events, and notifications provided on the school marquee that is updated monthly. |

## 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. |
| First, we will make sure all parents and families are invited to the meeting through multiple means of communication. Meeting components will include… • reviewing previous year’s PFEP, Parent Compact and Budget-parent feedback on elements of PFEP • discussing flexible parent meetings and the type of activities offered • discussing desired staff development • parent feedback on the types of communication that would work best in the future • discussing barriers to parent and family engagement and brainstorming on possible solutions |

# 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? |
| We will ask all teachers and staff to have frequent conversations with parents and families to promote family engagement including teacher call-outs to families before an event encouraging participation, as well as office staff discussing opportunities with visitors. Our parent liaison will also set up a welcome table at various times during the school year in the mornings to encourage parents and families to become more involved and take advantage of our parent resource room. We will also receive feedback from parents during/after parent events. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| We will invite all of our faith-based partners to family events and encourage each to provide resources to the parents that will help improve student achievement. For example, we have a monthly ‘All Pro Dads’ breakfast led by a faith-based partner to discuss topics that will help our students succeed. |
| **(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.** |
| (1) The Parent Resource Room is located in the Main Office and is visible and easily accessible to parents and families. All of our office staff, including our Parent Liaison, is well trained on how to communicate availability of resources and how to check out materials. Several times throughout the school year, our parent Liaison will set up a table during student arrival to provide information to parents and families about available resources they can check-out to help their students at home with academic requirements.  (2) Continual reminders to front office visitors, school website, Facebook, Twitter and monthly newsletters to parents.  (3) All office staff, including our Parent Liaison, is required to familiarize themselves with all resources available in the Parent Resource Room. At the beginning of each year, a training will take place that will instruct staff on how to greet parents and introduce the Parent Resource Room, as well as the procedures on how to checkout materials. |
| **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?** |
| Resources are primarily provided to parents through our Parent Resource Room. |

## 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 |
|  |  |  |  |  |  |
| Title I Annual Meeting (required) |  | Parents will understand the purpose of Title 1 designations and funding and how it positively impacts student achievement | September 2019 | Conversations with parents Feedback form Progress monitoring data. FSA/FSAA results | 140.00 |
| Title I Developmental Meeting (required) |  | Parents will get the opportunity to provide input on activities offered at school and input on the Title 1 budget and how money will be spent that directly affects student achievement. | March 2020 | Conversations with parents Feedback form | 105.00 |
| Family Academic and Wellness Night |  | Student achievement will be positively affected as parents will learn and takeaway academic games in Reading, Math and Science that can be played at home to help their students achieve in these subjects. | November 2019 | Conversations with students. Progress monitoring data. Parent requests for additional resources. | 340.00 |
| FSA/FSAA Parent Night |  | FSA and FSAA scores will be positively affected as parents will learn strategies to help their students succeed on state tests. | February 2020 | Conversations with students and parents. Progress monitoring data. FSA/FSAA results. | 340.00 |
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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? |
| **Parent compacts were placed in the faculty handbooks to begin the school year. They were reviewed with the faculty during pre-planning meetings. Parents and teachers will discuss the compact during parent-teacher meetings during the school year. A copy of the compact will be provided.** |

# 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. |
| A letter from the school is generated and sent home to parents of the affected students. |

## 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.**   We will conduct a teacher training that specifically addresses strategies to better engage parents in their students’ education and volunteering. We will discuss the Title 1 website and the different resources available (Title 1-Parent and Family Engagement: PFEP) to educate teachers and staff on ways to better engage parents and family. We will also tour the Parent Involvement room so teachers and staff will be familiar with the many resources available for check-out.   1. **How to reach out to, communicate with, and with parent and families as equal partners.**   During a teacher training and/or Collaborative Planning session, we will facilitate a roll play activity on how to have an effective conversation with parents during a teacher conference, as well as a roll play activity on how to have an effective conversation with parents to discuss academic/behavioral progress of students. We will also provide customer service training for all office staff.   1. **Implementing and coordinating parent and family programs and building ties between parent and families and the school.**   We will conduct a teacher training that specifically addresses how to build rapport with all stakeholders. Training will consist of…. • Educating staff on how to build relationships with parents and outside stakeholders through conversations that include positive aspects of the school, volunteering in the community, attending student events outside of the school, etc. • How to encourage parents and stakeholders to attend SAC and PTA and what it looks like to be an effective member |

# COLLABORATION OF FUNDS

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| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.  [ESEA Section (a)(2)(C)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act | The Individuals with Disabilities Education Improvement Act (IDEIA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEIA at home to be successful in the classroom and give families strategies for providing a safe environment. |
|  | **VPK** - Voluntary  Pre-Kindergarten |  |
|  | **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. | Teacher and Parent recommendation and feedback is utilized to determine a sub-group of students who would benefit from supplemental instruction in Reading and Math after school. Instruction typically begins in December and concludes in late March. |
|  | **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.*