

2022-23

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



School Name: Mt. Herman ESC

School #: 164

Principal Name: [Moses Williams]

School Website: [<https://dcps.duvalschools.org/mhesc>]



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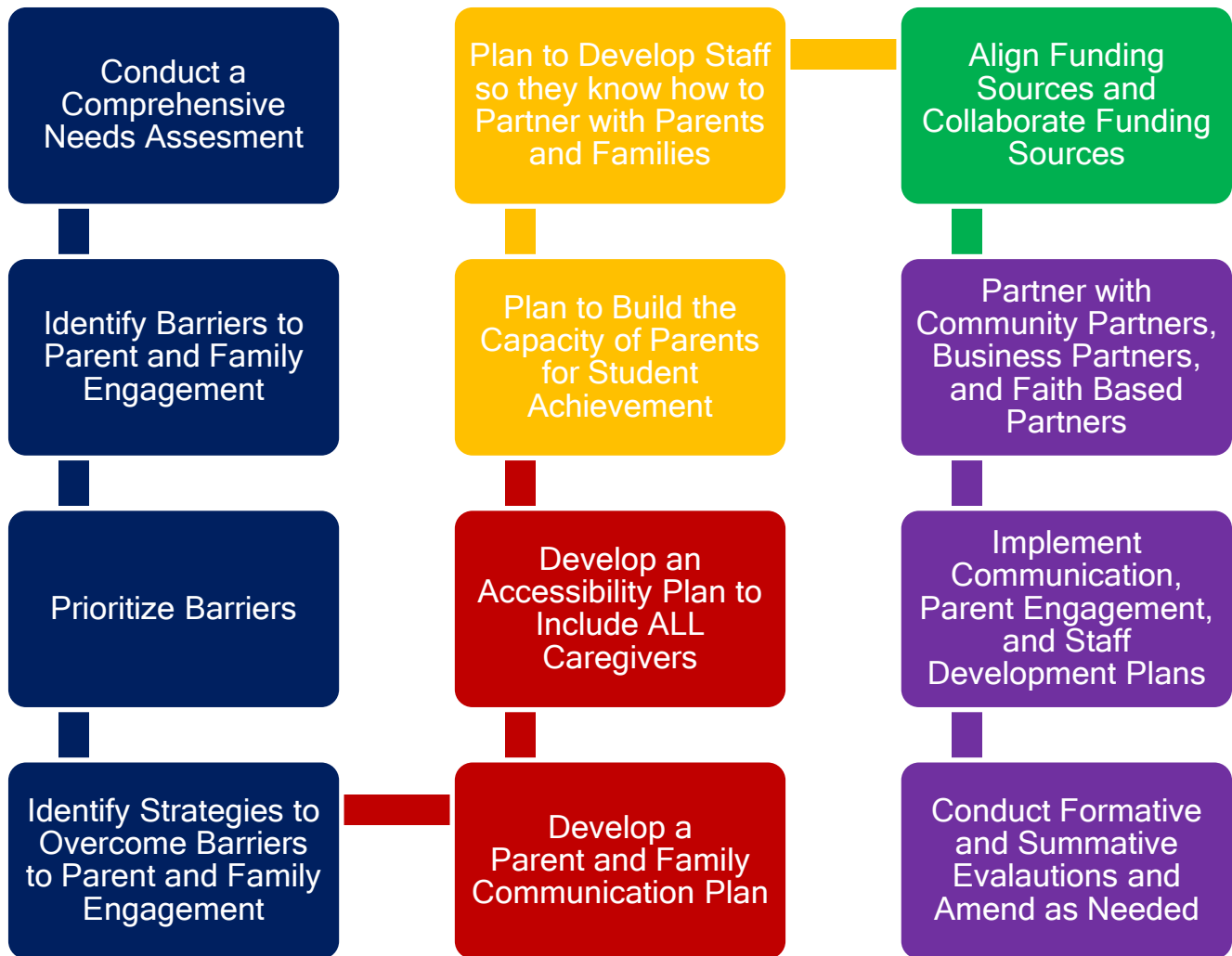
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OVERVIEW

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, Moses Williams, 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.
 Moses Williams 9/13/22

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)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$ 3349.00	\$0	\$ 3349.00
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		
We did not have a bookkeeper or a P-card for the majority of the year. Next year, the aforementioned items will be in place, and we will be able to expend our funds according to the PFEP Plan.		

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)
5	0	We plan to market it more aggressively. Include pictures and services that are available, via the engagement area, on our school website and Facebook platforms.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	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? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	N/A	Virtual (Not Recorded)
Developmental Meeting (End of Year)	10	Evaluations Forms:

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 to support the development of this Parent and Family Engagement Plan.

Overall parents strongly agreed that the workshop goals were clear, workshop expectations were met, many ideas were gained, the presenter was knowledgeable, and the workshop was worthwhile. In addition, parents found it helpful that teachers want to be help and learning about Title I.

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 Parents are still not comfortable meeting in large groups due to COVID-19.

(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)	COVID - 19	Encourage social distancing during events or hold virtual meetings.
2)		
3)		

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

The goal is to increase the number of parent/guardian participation in the education of our children.

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 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. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

As it relates to communication, we will provide school information in multiple social media outlets. Finally, we will provide school communications in the student's primary language.

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 share information about upcoming events via flyers, Kaymbu, and Blackboard ParentLink. All the aforementioned formats can be translated into the family's home language.

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

English and Spanish

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

- (1) Send notification of scheduled events and follow-up with reminders
- (2) Notifications and reminders will be translated when possible.
- (3) The following tools and resources will be utilized Kaymbu and Blackboard ParentLink.

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? (4) in all applicable languages?

- (1) The curriculum used at the school will be shared during the Annual Title I meeting, open house, a SAC meeting, parent/teacher conferences and during IEP meetings.
- (2) Forms of assessment used to measure student progress will be shared during the Annual Title I meeting, open house, a SAC meeting, parent/teacher conferences and during IEP meetings.
- (3) The achievement levels students are expected to obtain will be shared during the Annual Title I meeting, open house, a SAC meeting, parent/teacher conferences and during IEP meetings.
- (4) Translation to applicable languages will occur when possible.

(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 serve on School Advisory Council (SAC).
- (2) Parents participate in Title I Annual and Developmental meetings, then complete evaluation forms and surveys.

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]

- Comments or concerns will be faxed or emailed to the district's Title I office.
- Provide them with the telephone number to the Title I Office

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

Copies will be available in parent and family resource area; information will be printed in English and Spanish when possible; copies will be provided at Title I Annual Meeting; PFEP will be sent to all parents by Kaymbu with notification that hard copies of the PFEP are available upon request and languages other than English are available upon request. The PFEP will also be posted on the school's website in English and Spanish.

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)].

We have found that more parents are involved in Title I decision-making process when we combine our meetings with popular school activities and events. Therefore, we include our announcements and hold our meetings in tandem with other meetings and events (SAC, School Opening, Special Olympics, etc.).

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)]

Based on the responses from parents during the developmental meeting, there is no need for additional services to address barriers.

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)]

- Forms surveys were sent out via email and paper copies were sent.
- Parent input was also gained during the Developmental Meeting.
- Survey Monkey was set up via the Parent Kiosk Engagement forms

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

Previous years parent surveys, event attendance documentation and feedback provided on evaluation forms from the Annual Meeting and Developmental Meetings were used as documentation.

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
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other: Virtual Meeting will take place if school closures and campus restrictions occurs or to accommodate presenters and parent needs.

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)]

- Step 1: Use Kaymbu and Blackboard ParentLink to send out event notifications/
- Step 2 Share right to know with parents during meeting
- Step 3: Conduct annual meeting PowerPoint presentation
- Step 4: Share school and parent compact
- Step 5: Review family engagement events and activities
- Step 6: Solicit feedback on Title I program and engagement activities
- Step 7: And so, on as needed....

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

- Describe parent resource area,
- Inform parents of curricular and supplemental materials
- Share district activities available through Parent Academy
- Describe how some events and activities will provide information to assist them with understanding their children's disabilities
- Provide access to community resources that would benefit students when they transition into the community.

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) Performance data will be shared in Title I Annual PowerPoint.
- (2) It will be shared that Palm Avenue is a district assigned school and that parents and families have school choice options to address the needs of their students.
- (3) It will be explained to parents and families that they have a right to give feedback and engage in the decision-making process for utilizing Title I funds.

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?

- Send flyers, invites, and RSVP forms home via student backpacks when appropriate or available
- Conduct automated calls through Blackboard ParentLink
- Share information through Kaymbu schoolwide daily communication system

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 steps and 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.

Step 1: Surveys will be sent out to assist in creating an agenda.

Step 2: Notices will be sent out to advertise the meeting

Step 3: A powerpoint will be used to deliver the information

Step 4: Evaluation forms will be completed and analyzed to determine next steps.

Step 5: Results will be shared.

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?

Parental activities, workshops and training sessions will be planned that augment the school/home educational relationship. We have strategically picked dates that do not conflict with dates of other major events. During the Developmental Meeting, parents suggested workshops that they were interested in and we are prepared to offer that service to them.

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

We will partner with vendors and community agencies to sponsor workshops that specialize in our areas of need.

(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) Identify designated area assigned as parent resource room, place information at front desk advertising Parent and Family Engagement room, have office assistant available to answer questions related to Parent and Family Engagement room have user guide available for resources
- (2) Share the existence of the Parent and Family Engagement room during the Title I Annual meeting, a SAC meeting, and on the school's website
- 3) Teachers and office staff will be trained on the usage of the Parent and Family Engagement room during a scheduled training session so that they will be able to inform and refer parents to resources
- 4) Assistive technology will be available for families to check out to aid the parents in continuing to reinforce communication, emotional and behavioral, and life skills at home

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?

- Materials will be purchased to enable parents to make Adapt-a-Books for their students after attending the Adapt-a-Book workshop.
- Assistive technology will be purchased for parent check out to work with their students on communication and making academic and person choices at home to reinforce what learned and practiced at school. The Speech and Language Pathologist will work with parents of choosing the appropriate assistive technology and using it.

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 - how do you know parents learned what was desired for them to learn?
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn: 1. How to complete the parent portions of FASFA 2. How to research college websites for what their child need for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2022, February 2023</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>

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 - how do you know parents learned what was desired for them to learn?
Title I Annual Meeting (required)	Assistant Principal Delores Johnson	Parents will learn: <ul style="list-style-type: none"> • What Title I is and how they can become involved. • Title I requirements • Parental involvement • Parental Rights 	October 2022	Sign In, Evaluation/ Feedback, Increased traffic in the PFEP area
Title I Developmental Meeting (required)	Assistant Principal Delores Johnson	Parents will learn: <ul style="list-style-type: none"> • Title I Funds • PFEP • Parent-Compact • SIP & Title I 	March 2023	Sign In, Evaluation/ Feedback, Return Compacts
Storybook Walk	Elaine Angelo	Parents will learn: <ul style="list-style-type: none"> • Sensory Responses • Interactive Book Readings 	October 2022	Sign In, Evaluation/ Feedback, Increased traffic to the PFEP area
Adapt-A-Book	Elaine Angelo	Parents will learn: <ul style="list-style-type: none"> • Make interactive books at home • Strategies to augment student test responses 	January or February 2023	Sign In, Evaluation/ Feedback, Books checked out at PFEP area
Resource Fair	Dr. Yvonne Todd	Parents will learn: <ul style="list-style-type: none"> • Agencies that assist families • Individuals that assist families • Trusts/Wills 	March 2023	Sign In, Evaluation/ Feedback
Open House/ Community Supporters	Principal Moses Williams/Dr. Yvonne Todd	Parents will learn: <ul style="list-style-type: none"> • Agencies that assist families • The curriculum and assessments used, modes 	September 2022	Sign In, Evaluation/ Feedback

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 - how do you know parents learned what was desired for them to learn?
		of communication, bus company contacts, and the class expectations		
Guardianship/Legal Rights Workshop	Assistant Principal Delores Johnson	Parents will learn: <ul style="list-style-type: none"> • How guardianship/legal rights impacts students with disabilities, types of guardianship, and community resources related to guardianship and legal rights. 	November 2022	Sign In, Evaluation/ Feedback
Social Security Workshop	Assistant Principal Delores Johnson	Parents will learn: <ul style="list-style-type: none"> • How social security can affect students with disabilities and what are some of the available benefits and services social security offers. 	January 2023	Sign In, Evaluation/ Feedback
Art Festival	Jane Harris	Parents will learn: <ul style="list-style-type: none"> • Art techniques to create art at home 	April 2023	Sign In, Evaluation/ Feedback
JT Townsend Foundation	Elaine Angelo	Parents will learn: <ul style="list-style-type: none"> • About an agency that assists families and how to apply for assistance 	February 2023	Sign In, Evaluation/ Feedback

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 - how do you know parents learned what was desired for them to learn?

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? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

The evidence to show that the school-parent compacts were developed jointly will be documentation from the Developmental meeting with parent feedback. Mt. Herman is a school that serves students from Pre-K through Post-Secondary; therefore, instead of holding parent conferences communications will be sent to parents explaining what the school-parent compact is and giving directions to sign and return the compact.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

Mt. Herman is a school that serves students from Pre-K through Post-Secondary; therefore, instead of holding parent conferences communications will be sent to parents explaining what the school-parent compact is and giving directions to sign and return the compact.

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.

The evidence that will be provided will be a copy of the Four Week Notice and Parent Right to Know. We send out notifications (on school letterhead) to parents informing them of the status of their child's teacher.

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.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2022</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Training on resources to increase communication between the school and families	Administratio n or Leadership Team member	Increase involvement and communication, value and engage parents in the school	Novem ber 2022	Sign In, Evaluation/Feedback

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"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) 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 IDEA at home to be successful in the classroom and give families strategies and opportunities to fully engage in students' academic experiences and home life. IDEA provides additional funding for staff such as CSS site coaches and paraprofessionals to support students and parents in meeting academic, social and behavioral, life and job skills. Title I provides additional opportunities for staff to engage and educate parents and families.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	

<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	
<input type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	

Schools may add lines as needed.