

2020-21
Title I, Part A duPont Middle
School
Parent and Family
Engagement Plan



School Name:

School #: 3066

Principal Name: Marilyn M. Barnwell

School Website: duvalschools.org/dupont



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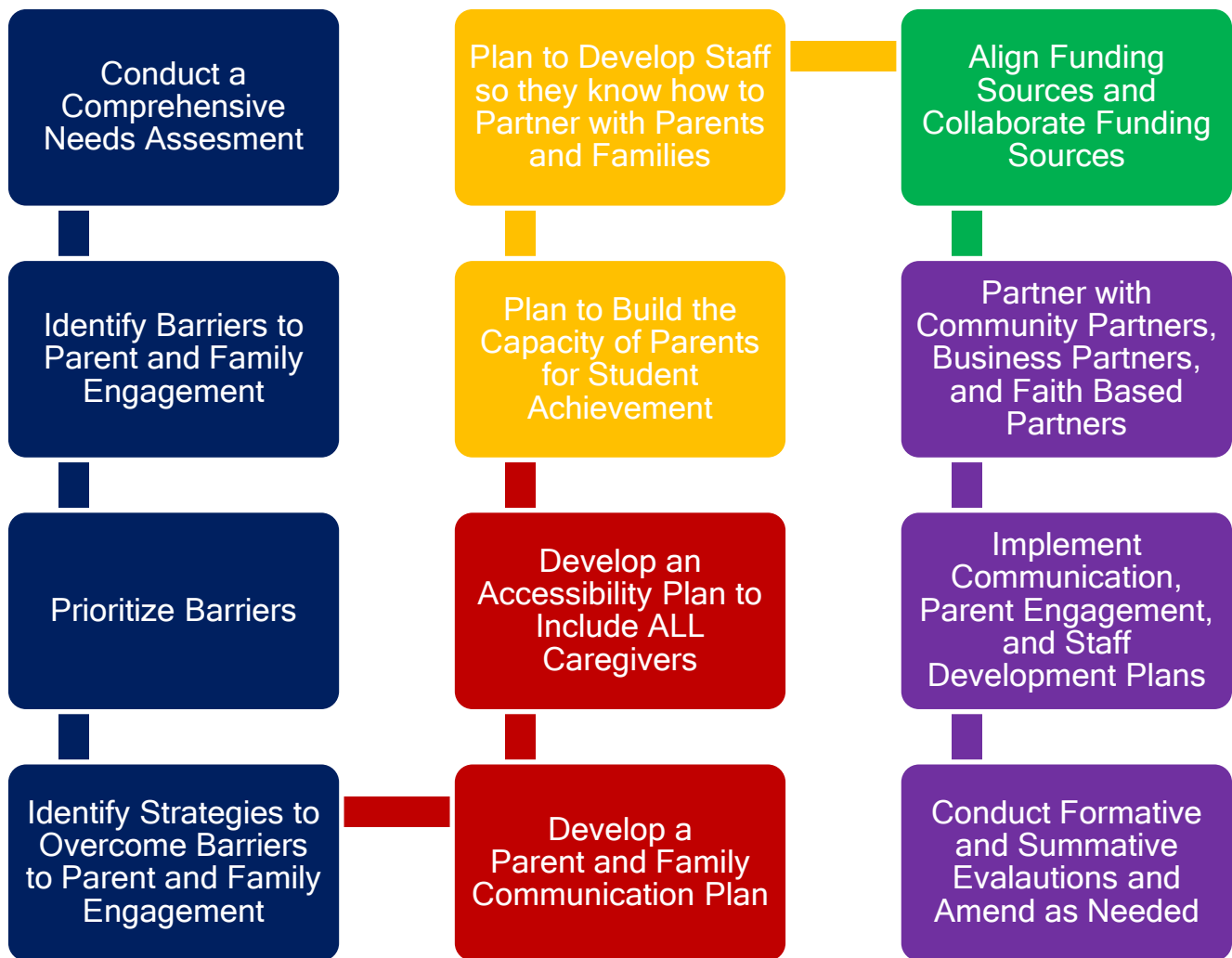
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OVERVIEW

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, Marilyn M. Barnwell, 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.

Marilyn M. Barnwell
Signature of Principal/School Administrator

June 30, 2020
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
\$ 3400.00	\$ 373.00	\$ 3027.00
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		
All funds were not expended due to in-kind donations of time and resources. Guest speakers volunteered their time and some notices to parents were handled by the school thereby, eliminating the need to use the Parent Engagement Funds for printing.		

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)
N/A	N/A	PTSA used the room for some of the executive board meetings and planning sessions.
Summary of Parent Engagement Events from the Previous Year		
Name of Act	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)	10	Parents were in responsive and agreed with the activities and the proposed budget. Parents provided input and support on how they will be provide the school community with access to the Title I activities such as Literacy and Math and Science night-communication with parents would be expanded by updating the website, using Facebook as well as Twitter by our teach lead teacher .Teachers will be using Remind to both solicit and invite parent participation in all Title I activities. Survey results were positive with ratings of 3 and 4.
Developmental Meeting (End of Year)	12	Parents accepted the proposes activities and budget including plans for Literacy, Math and Science night. Parents also shared the idea of having a book fair following one of these activities to promote the schools focus on literacy. Survey results were positive with ratings of 3 and 4.
Literacy Night	14	Parents were able to hear about the importance of literacy and what role it plays in ensuring equitable opportunity to diverse school population including ELL's presented by guest author. Students also shared poems about their learning journey and their hopes for the future. Survey results were positive with ratings of 3 and 4.
Math and Science Night	11	Parents were provided the opportunity to see first had the science and math standards in action through rotations and learning experiences .Students and parents participated in lessons conducted by each grade level .Information regarding the 8 th grade science assessment as well as Biology were also shared. Survey results were positive with ratings of 3 and 4.
Progress Monitoring Night	23	Parents were provided with individual student data and access to student performance data for their students by accessing the Performance Matters website. Parents were also provided with fact sheets on FSA and standards- based instruction by visiting various content area classrooms and engaging with online programs that students use to practice new skills - Achieve 3000, Penda, i-Ready , Accaletics, Math 180 and Algebra Nation.

		Survey results were positive with ratings of 3 and 4.

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.

<p>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.</p> <p>Parents were given a copy of the prior year's plan and asked for feedback in developing the new plan, They were also given a copy of the School Parent Compact and asked for feedback.</p>

Barriers

<p>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.</p>
<p>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.</p>
<p>(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)).</p>

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Work Schedules	Implement more flexible meeting times and provide virtual meeting opportunities for parents and other stakeholders.
2)	Student Activity Schedules (i.e. sports, extra-curricular activities)	Review sports and after school activity schedule and host at least 2 meetings prior to the start of the school day.
3)	Meeting times	Create opportunities for parents to meet before and after the regular school hours, incorporate virtual meetings, provide translation services to bilingual parents.

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 create more parent engagement opportunities including but not limited to Literacy Night, Annual Title I Night, Parent Technology Workshop, Fall Festival, Math/Science Night, Progress Monitoring Night, Multicultural Fair, and Fine Arts Festival.

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?

Communication will be sent via flyers and the School Messenger platform. Information will also be placed on our school's website and placed on the front counter in the Guidance and Main Office areas. The Parent and Family Engagement Plan will be made available to parents at Orientation and Open House and made available at the Main Office and Guidance Office. We will also provide transportation and translation services to parents as requested/needed.

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?

Communication will be sent via flyers and the School Messenger platform. Information will also be placed on our school's website and placed on the front counter in the guidance and main office.

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

There are multiple languages spoken at our school. Spanish, Burmese, Karin, Chen, French/Creole, Arabic

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) Flyers/Mail-outs
- (2) Website
- (3) Automated Messenger System

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 requirements will be shared with parents through our Open House forum, Parent University Night, and Progress Monitoring Night in January.
2. The assessment platforms will be explained to parents during the aforementioned forums and updated at the Mid-year Stakeholders meeting and Progress Monitoring Night.
3. Parents will have a workshop at our January Progress Monitoring Night to explain the achievement levels and how their students will need to perform to realize learning gains.
4. Translators and translated materials will be offered to stakeholders.

(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 may participate on our PTSA and School Advisory Council.
- 2) PTSA and SAC meetings will be advertised on our website, School Messenger, flyers, and marquee.

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]

Any parent complaints or concerns will be sent to the Title I Office via e-mail during the developmental and amendment period.

(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?

The Parent and Family Engagement Plan will be made available to parents at Orientation and Open House and made available at the Main Office and Guidance Office.

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 School wide funds are used [ESEA Section 1116(c)(3)].

Our school hosts an Annual Title I meeting and parents are given the opportunity to discuss school-wide programming including new initiatives and they may contribute new ideas aimed at continuous Improvement.

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 - Transportation can be arranged for special parent events such as the Annual Title I meeting, Literacy Night, and Math & Science Night.
- Childcare - Child care can be provided upon request.
- Home Visits - Can be provided upon request.

- Additional Services to remove barriers to encourage event attendance -

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)]

Parents shared their concerns regarding the timing of the monthly SAC/PTSA meetings and we moved our meetings from 5:30pm and 6:00pm respectively every 2nd Tuesday of the month. Parents complete a survey at the developmental meeting.

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

We have parent surveys and minutes from the monthly PTSA/SAC developmental meetings.

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 _____

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)]

All regulations with regard to Title I programming will be shared with parents via PowerPoint and handouts. This will include information about School Choice and their right to know about all school-wide programming and staffing.

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

All regulations with regard to Title I programming will be shared with parents via PowerPoint and handouts. This will include information about School Choice and their right to know about all school-wide programming and staffing.

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.

All regulations with regard to Title I programming will be shared with parents via PowerPoint and handouts. This will include information about School Choice and their right to know about all school-wide programming and staffing.

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?

Parents will receive flyers sent home by students and they may pick up information from the Main Office and Guidance Office.

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.

We will hold an End of the Year Meeting in May 2021 to evaluate our school-wide programs and conduct a needs assessment in preparation for the new year.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School wide 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?

The school will continue to offer flexible timing for meetings and increase opportunities for parent involvement including but not limited to; Math, Science, and Literacy Night events as well as progress monitoring night.

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

The school will continue to offer flexible timing for meetings and increase opportunities for parent involvement including but not limited; Math, Science, and Literacy Night events as well as progress monitoring night. The school will continue to advertise events via School Messenger, Website, Marquee, and parent notices will be sent home with students. The school will also offer virtual meeting opportunities.

(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) Parents will be encouraged to utilize the Parent Resource room to hold parent conferences and to get information on how to help students adjust to middle school.
- (2) The parents are advised about the Parent Resource room at Orientation and Open House and there is a sign in the Main Office regarding directions to the room.
- (3) Teachers are advised that the Parent Resource Room is available for parent conferences. Teachers are given this information during pre-planning.

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 provided at our monthly parent meetings including SAC and PTSA

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 School wide 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
Title I Annual Meeting (required)	Principal Barnwell, AP Bilgili, AP Moore, AP Smith	Parents will be provided with expectations for parent-school involvement, and with information on how the school will implement specific parental involvement activities, and incorporate them into the wide Title I school improvement plan Parents will review the suggested activities and budget and provide recommendation for the PFEP.	October 2020	Sign-in; Evaluation/ Feedback. Increased parental awareness and involvement will lead to increased performance on the 2021 FSA.
Title I Developmental Meeting (required)	Principal Barnwell, AP Bilgili, AP Moore, AP Smith	Parents will review the suggested activities and budget and provide recommendation for the PFEP.	August 2020	Sign-in; Evaluation/ Feedback.
Literacy Night	Principal Barnwell, AP Bilgili, AP Moore, AP Smith	Parents are provided a snapshot of the reading curriculum presented in the classrooms and reading expectations for the year leading to increased academic performance across content areas.	September 2020	Sign-in; Evaluation/ Feedback.
Parent Technology Workshop	Principal Barnwell, AP Bilgili, AP Moore, AP Smith, Carolyn Sowell	Parents will attend sessions on how to access and utilize the technology resources that are provided to their students in Social Studies, Science, Math,	October 2020	Sign-in; Evaluation/ Feedback.

		and English Language Arts.		
Fall Festival	Principal Barnwell, AP Bilgili, AP Moore, AP Smith	Parents will attend “Parent University” break-out sessions which will provide strategies for them to help their students.	November 2020	Sign-in; Evaluation/ Feedback.
Math & Science Night	Principal Barnwell, AP Bilgili, AP Moore, AP Smith	Parents are provided an overview of the Math & Science curriculums, and then presented the opportunity to visit a cluster different classroom to participate in conducting science experiments and Math drills with their student and the teachers.	December 2020	Sign-in; Evaluation/ Feedback.
Progress Monitoring Night	Principal Barnwell, AP Bilgili, AP Moore, AP Smith	Parents are given a midyear check up on their student’s assessment data and classroom progress, thereby, leading to increased student performance,	January 2021	Sign-in; Evaluation/ Feedback.
Multicultural Fair	Principal Barnwell, AP Bilgili, AP Moore, AP Smith	Parents will learn more about our multicultural programming including our World Language offerings including French, Spanish, and Chinese.	February 2021	Sign-in; Evaluation/ Feedback.
Fine Arts Festival	Principal Barnwell, AP Bilgili, AP Moore, AP Smith, Brian Eisenhauer, Melvin Smith, Paula Merritt	Parents are provided an overview of the Fine Arts Department and will have an opportunity to participate in showcases of the music, vocal, and visual arts programs.	March 2021	Sign-in; Evaluation/ Feedback.

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?

We will provide meeting agendas and minutes from the monthly SAC/PTSA meetings and the Annual Title I meeting. Annual Title I surveys will also be provided.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

Teachers and School Counselors will provide anecdotal records/minutes from conferences upon requests.

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.

Parents will be mailed the Four Week Notice/Out of Field letter advising them that their child has been assigned a teacher(s) who are listed as Out of Field.

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 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Through the work of professional learning communities, faculty meetings, and early dismissal workshops, teachers will receive professional development on cultural sensitivity and how to create a positive behavior system to include families and community stakeholders.	Administration (Barnwell, Bilgili, Moore, Smith)	Improved ability for staff to work with parents and families	October 2020	Sign-in sheets, evaluation sheets, follow up with teachers

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 for providing a safe environment
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready, Title I also seeks to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, <u>graduate on time, and become college and career ready.</u>
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Through the work of professional learning communities, faculty meetings, and early dismissal workshops, teachers will receive professional development on cultural sensitivity and how to create a positive behavior system to include families and community stakeholders.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Alfred I. duPont Middle School has a parent resource center that offers handouts and book lists for parenting and academic tips. We also offer TEAM UP which includes remediation, enrichment, and grade recovery for students, as well as a Before School Enrichment program. School Counselors are responsible for assisting parents and in the Guidance Office. We also offer tutoring through SAI funding for students in all content areas.

Schools may add lines as needed.