

2022-23

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



School Name:

School #:

Principal Name: Andrea Willis

School Website: www.duvalschools.org/mlking



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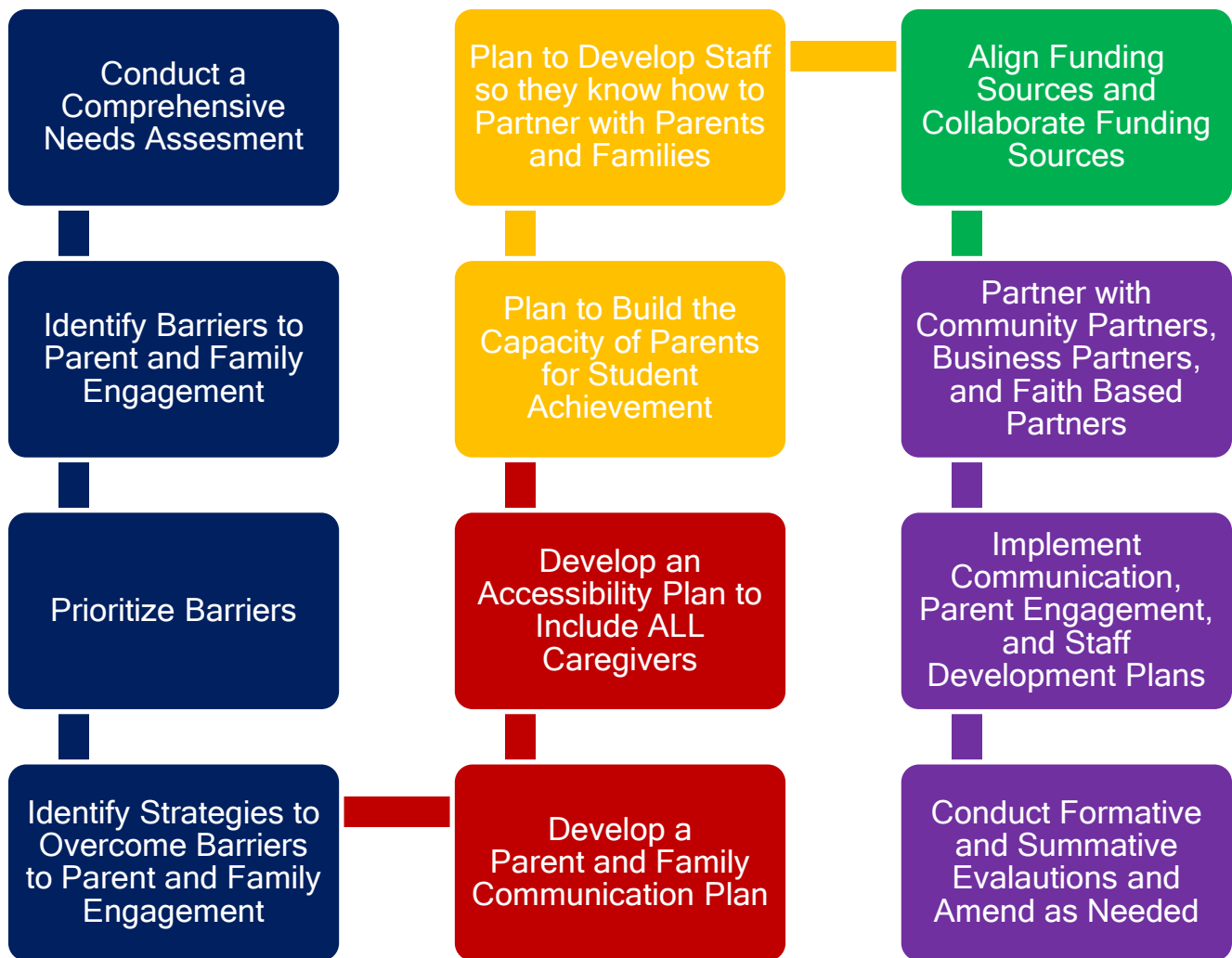
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OVERVIEW

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, Andrea Willis, 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.

Andrea Willis
Signature of Principal/School Administrator

08/12/2022
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
\$3,349.00	\$0.00	\$3,349.00
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		
Funds were not fully expended because planned purchases were no longer available. plan to use funds this year to purchase food items and activities that support continuous growing at home.		

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)
0	0	With the easing of COVID related restrictions, parents may now enter the school building. We plan to replenish our supplies of leaflets and brochures and have also purchased more attractive items for check out, such as physical fitness kits.
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)	3	Annual Meeting was held virtually via TEAMS. Parents commented that the session was informative and stated that having the recording of the meeting available would be helpful.

Developmental Meeting (End of Year)	4	Parents provided feedback about programs that they would like to see and support they would like from the school. For example, one parent made specific requests for materials in the parent resource room to use with her children, such as Bob Books.
Healthy Bodies, Healthy Minds	2	Parents learned the importance of physical and mental well-being and the connection between the two. Information gathered through comments during the session.
FSA Parent Night	37	Parents learned the expectations of FSA testing.
STEM Night	88	Parents were excited to receive resources they could use at home to increase their children's excitement for science through everyday activities, such as kitchen science.
Internet Safety	2	It is not evident that parents understood the learning objectives.

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.
<p>Drive through events were most successful, as parents were willing to come to the school to pick up resources they could use at home, as opposed to attending the online events, which seemed to indicate a lack of time available to attend events. Parents would like to continue with the typical content-focused events in the upcoming year, such as math and reading nights and sessions to help them understand expectations for testing.</p>

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 were unable to come into the school to attend events due to pandemic-related restrictions.
2. Barrier 2 - Lack of technology resources and knowledge prevented many parents from attending online events
3. Barrier 3 - Connect to parents with scheduling

(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)	Pandemic-related restrictions	Hold events targeted for specific groups of students which will reduce the number of participants thereby making it safer to socially distance.
2)	Lack of technology resources and knowledge	Hold more in person events at multiple times
3)	Connect to parents with scheduling	Hold a mixture of AM & PM events and ensure parents receive notice at least two weeks prior via school marquee, flyers, Class Dojo, student agendas, school messenger, etc.

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?

Goal #1: Increase participation by focusing on specific groups of students (i.e. grade level specific events) thereby allowing parents to attend in person events

Goal #2: Offer more in person events

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?

To provide full opportunities, enlist the assistance of teachers to personally invite parents to events, offer events at different times (i.e. mornings, during the school day, evenings, and on line for those who are able to attend) and offer additional drive through or outdoor 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?

Information will be shared with parents through multiple formats (i.e. newsletters, parent link calls, emails, written, posts to social media, and posts to the school's website)

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

English is the only language spoken by parents at Martin Luther King.

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) Post the calendar for all parent involvement events to the school's website at the beginning of the year, send home in writing, by email and add to the school's calendar on the website
- (2) Use QR codes printed on paper and posted in common areas around the school so that parents can easily access digital resources from their smartphones without having to remember or type in cumbersome urls
- (3) Send frequent reminders through text messaging and posts to social media pages

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) Curriculum will be described and explained during orientation, open house, parent conferences, and the school's website. Also, short articles will be included in the school's newsletter which will be posted to the website and emailed to parents. Additional copies will be made available in the school's main office
- (2) Assessments used to measure student progress will be shared with parents through letters sent home, handouts at parent nights, open house and orientation, as well as parent conferences
- (3) As we near a testing administration, expectations for student achievement levels will be shared in writing, through emails, and parent nights, and newsletters
- (4) All communication will be provided in English and in easily understandable formats, omitting educational jargon.

(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) Annual and developmental meetings
- (2) SAC participation
- (3) PTA participation
- (4) parent surveys using platforms such as Microsoft Forms and Qualtrics

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

Parent concerns will be submitted to the Title I office in writing using email. Parent concern forms will be readily available in the main 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?

- (1) A shortened version of the plan including the goals of the plans, resources available and the learning opportunities for parents will be communicated in writing and will be posted to the school's website. Parents will also receive the plan through email.
- (2) Documents will be translated into appropriate languages if ESOL enrollment changes.

FLEXIBLE PARENT AND FAMILY MEETINGS

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



INVOLVEMENT OF PARENTS and FAMILIES

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

Parents will be invited to an annual meeting and the developmental meeting in the spring. Parents will be invited to participate in the SAC meeting and to attend SAC meetings. Parent suggestions, comments, and concerns will be solicited through parent surveys at least twice per year. Parent feedback will be solicited during family engagement activities and feedback forms will be readily available in the office.

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 -Bus passes provided upon request
- Childcare -childcare will not be needed as children may attend all events
- Home Visits -The parents of students participating in the Head Start Program will be visited at home
- Additional Services to remove barriers to encourage event attendance -Resources provided during events will be made available in the Parent and Family Resource room and can be sent home upon request

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 will be asked which times work best for them during the annual meeting in the form of a survey. Event times will be scheduled at the times that are most convenient.

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

School-generated surveys and climate survey reports document parent feedback on meeting times that best suit their needs.

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 as needed

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Step 1: - Decide a date and time to hold the Annual Meeting (Parents will be provided several dates as well as flexible meeting times to increase parent involvement)
2. Step 2 - Create a flyer for parents to include the date, time and location of Annual Meeting
3. Step 3 - Meet as a Leadership Team to analyze school data using various data points
4. Step 4 - Prepare presentation for parents and stakeholders to show and discuss at the Annual Meeting
5. Step 5 - Prepare handouts and resources to be distributed to parents at Annual Meeting
6. Step 6 - Advertise Annual Meeting through school marquee, flyers, Class Dojo, student agendas, School Messenger, etc.
7. Step 7 - Hold Annual Meeting
8. Step 8 - Follow-up Surveys will be utilized and data will be collected

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

Information on the above-mentioned topics will be presented to parents using a PowerPoint presentation, using parent-friendly verbiage. At the end of the presentation, parents will understand parental rights, district-wide school choice programs, and how our students are progressing academically. Parents will also be made aware of the state of the school through current data and trends, as well as the goals for this academic year

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

Information on the above-mentioned topics will be presented to parents using a PowerPoint presentation, using parent-friendly verbiage. At the end of the presentation, parents will understand parental rights, district-wide school choice programs, and how our students are progressing academically.

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 without access to technology will receive notification of parent events in writing using flyers, a monthly newsletter, and the monthly calendar. Information about student progress will also be sent home at least twice per grading quarter and more frequently when necessary.

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.

A developmental meeting will be held in conjunction to an end of the year celebratory activity in order to ensure maximum parent participation. Parents will hear a brief presentation about the activities that occurred during the year to include the objectives and rates of attendance. Families will then be able to provide their input on the plan for the next school year through surveys and feedback forms. Parents will also have the opportunity to ask questions

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?

All planned activities will help parents understand the learning process and how to assist their children at home. Activities are prioritized and planned using feedback from parents, as well as School Improvement goals. For example, during Literacy Lunch and Learn activities, parents will learn new strategies modeled by teachers, coaches, and/or interventionists that they can then try at home with their children. Take home materials and resources to continue learning at home will be provided at most events.

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

Planned activities have an academic focus, but also provide the opportunity for fellowship and fun, thus strengthening the home and community connection. For example, during Math Night, parents and teachers will play games along with students in a fun, entertaining atmosphere. Great care is taken to make families feel comfortable and free to ask questions about what their children are learning and how to support them at home

(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. To support Family Engagement, the Title I Parent Resource Room will be used as a meeting space for events to increase traffic and awareness of the room. During events held in the PRR, parents will be given a brief orientation of the resources and tools available for their use and checkout.
2. Information about the PRR is advertised on the school's website, the parent board located outside the main office, through social media sites, and in the school's newsletter.
3. School staff will be trained on how to use the PRR during pre-planning, will be given a tour and will be encouraged to use the space for parent conferences and meeting.

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?

Budgeted funds were used to purchase materials that include at-home activities that families can check out from the resource room. Materials for students in all grade levels are available in the parent resource room. Parents will learn about these materials during parent involvement events and the school's website.

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>
Title I Annual Meeting (required)	Willis Williams-Scott	Parents will learn: 1. Parents will learn information about the state of the school 2. School data 3. How to support at home Info for families in need	Sep / Oct 22	Sign-in; Evaluation/ Feedback; PowerPoint

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 Developmental Meeting (required)	Willis Williams-Scott	Parents will learn: 1. The information in the Title I plan 1. The budget allocations in the plan	Feb /Mar 23	Sign-in; Evaluation/ Feedback; PowerPoint
Healthy Family Night	Willis Williams-Scott Coaches Teachers	Parents will learn: 1. Healthy eating habits 2. Physical activities to do with students at home	Nov 22	Sign-in; Evaluation/ Feedback; PowerPoint
Literacy Night	Willis Williams-Scott Coaches Teachers	Parents will learn: 1. Activities to build students literacy skills at home. 2. Comprehension strategies in intermedia 3. Decoding strategies in primary	Oct 22	Sign-in; Evaluation/ Feedback; PowerPoint
Mid-Year Stakeholders' Meeting	Willis Williams-Scott	Parents will learn: 1. The current state of the school	Dec 22 / Jan 23	Sign-in; Evaluation/ Feedback; PowerPoint
Data Night	Willis Williams-Scott Coaches Teachers	Parents will learn: 1. Data about their students in all core subject areas	Jan / Feb 23	Sign-in; Evaluation/ Feedback; PowerPoint
FAST Night	Willis Williams-Scott Coaches Teachers	Parents will learn: 1. Expectations for FAST testing 2. Sample testing 3. How to ensure success on FAST.	Feb / Mar 23	Sign-in; Evaluation/ Feedback; PowerPoint

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 school will provide parents with last year's School-Parent compact. Parents will be asked to provide feedback, which will be used to revise the compact. Once final draft is approved, parents will be notified and provided a copy. In addition, teachers will review the compact with parents during parent-teacher conferences.

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?

Teachers will track their conferences and provide documentation to the principal.

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.

At the beginning of the school year, the ineffective or out of field (OOF) report is supplied by district. If we have a teacher out of field or ineffective, a letter is sent home with students who are in a class that meet this criterion. The 4-week notice will also be sent out to any teacher who is not currently certified,

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>
Building Strong Relationships through book study	Admin	Improved ability for staff to work with parents and families	Dec 2022	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	VE teachers meet with guidance and gen ed teachers to ensure that all student accommodations are being met
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	VPK Funds will be used for Transition to Kindergarten Activities
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Guidance and Full service referrals are completed immediately fi a parent reports hardship or if we as a school suspect.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	A Families in Transition Liaison will be identified and will work with the district representative to identify students in transitional situations and ensure they receive needed resources.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	Funds will be used to provide afterschool and during school tutoring for at risk students.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Teachers will participate in district provided professional development for reading, the implementation of new standards, standards-based instruction, reading interventions, and social emotional learning programs
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Teachers will participate in district provided professional development if they are assigned to teach English Language Learners
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	We have purchased several supplemental programs in math and reading to be used at home as well as in the afterschool program.

Schools may add lines as needed.