

**2022-23**

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



**School Name: Jean Ribault High School**

**School #: 3096**

Principal Name: Dr. Gregory D. Bostic]

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



# TABLE OF CONTENTS

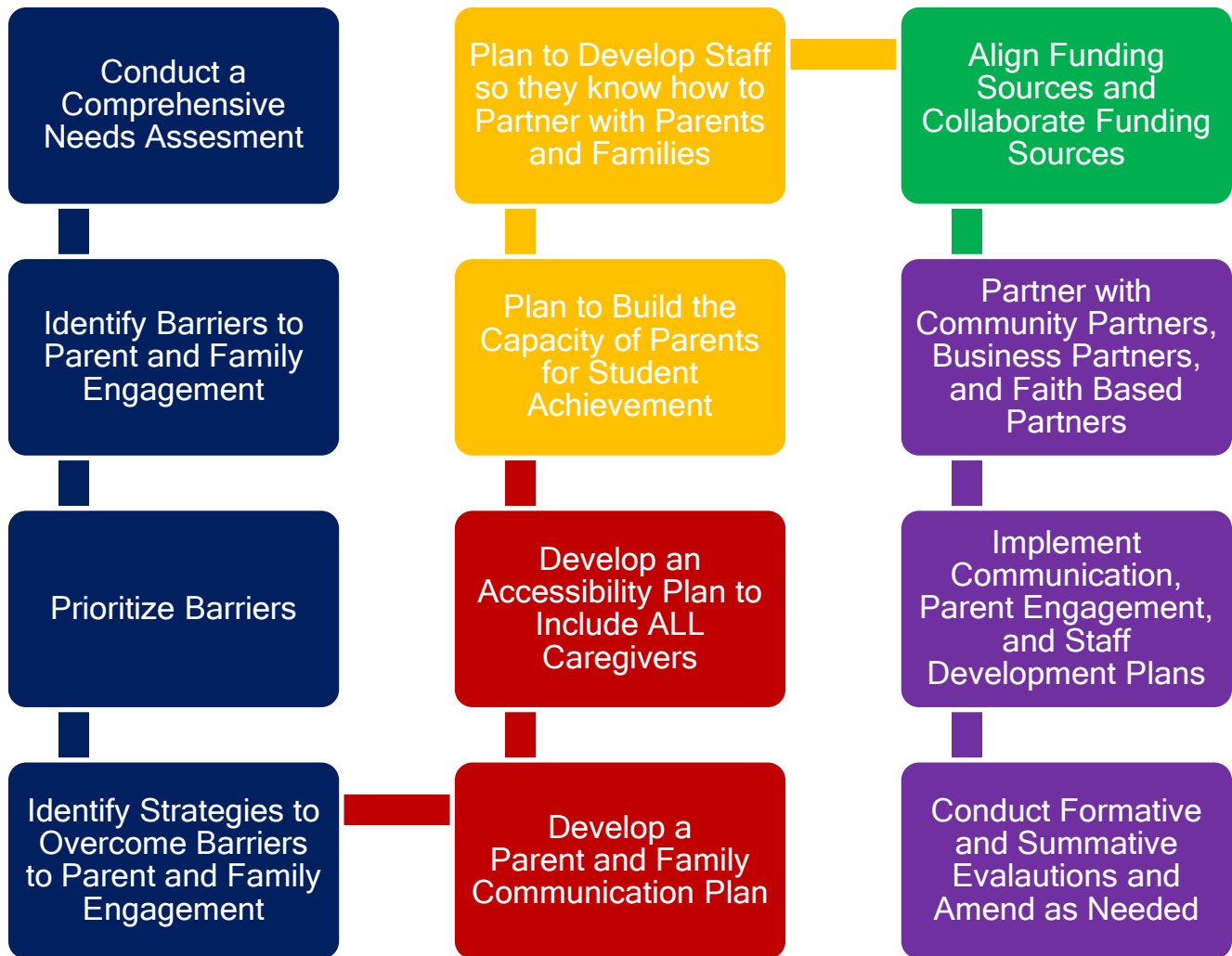
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	7
Overarching Outcomes/Goals for the Current School Year _____	7
COMMUNICATION AND ACCESSIBILITY _____	9
FLEXIBLE PARENT AND FAMILY MEETINGS _____	12
INVOLVEMENT OF PARENTS and FAMILIES _____	12
FLEXIBLE FAMILY MEETINGS _____	13
REQUIRED ANNUAL MEETING _____	13
REQUIRED DEVELOPMENTAL MEETING _____	15
BUILDING CAPACITY _____	16
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	16
PARENT AND FAMILY ENGAGEMENT EVENTS _____	17
PARENT COMPACT _____	20
INSTRUCTIONAL STAFF _____	21
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	22
COLLABORATION OF FUNDS _____	23

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

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

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

\_\_\_\_\_  
Signature of Principal/School Administrator

\_\_\_\_\_  
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	\$1,625.35	\$1,723.65
<b>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</b>		
<p>Funds were not fully expended due to not effectively planning for family and parent engagement events. We must thoroughly plan events for the 2022-2023 school year so we can fully expend our budget.</p> <p>During the Developmental Meeting in May of 2022, parents expressed their needs and how best to use funds. From that meeting and a few others prior, we collectively agreed upon the best way to spend the funds that would be beneficial to parents and students.</p>		

### 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)
12	7	Plans are to make the parent resource room more inviting and to have updated equipment. It will have several resources and tools also.
Summary of Parent Engagement Events from the Previous Year		
Taste of Ribault	12	Parents were engaged and really enjoyed learning about how to maintain good mental health. This event was hosted by Wolfson's Children Health.

Annual Meeting (Beginning of Year)	17	The parents completed a survey, and they were very pleased with the information that was presented to them.
Developmental Meeting (End of Year)	8	Attendance was not as large as we anticipated, the stakeholders that were in attendance represented important voices with a long history of partnership with JRHS.
Taste of Ribault (Spring Testing Meeting)	7	This meeting testing strategies were discussed. The lead counselor, Mrs. Harris was the facilitator. More parents understood the purpose of the different tests that the state and the district offer. Parents received a hard copy of the testing calendar for the remainder of the school year, and they even received state testing information that would allow their student to do a practice test at home

*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.*

<b>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.</b>
Parents shared their excitement for the upcoming school year. Many of them agreed they would like to see more parent and family events for the new school year. Parents also suggested more communication from the Administration team would be beneficial when it comes to events. We shared our monthly newsletter

## 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. Work Schedules. Many parents work and have a hard time attending events that are schedules on the weekday/night.
2. Communication. We need to use our newsletter more.; many parents do not use social media and they often miss the emails that were sent out.
3. No Parent involvement. Many parents felt that over the last few years, parents were not involved in the implementing or planning of events.

(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)	Meeting Times	We will offer later starting times for meetings, generally after work
2)	Communication	The school website is being revamped and we will utilize the newsletter more.
3)	Lack of parent involvement	We will recruit more parents for volunteers through afterschool activities, and PTSA.

## 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?

We would like to increase the parent involvement to at minimum of 150 parents. We are promoting student's academics as well as school and sporting 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 21<sup>st</sup> Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Offer Hybrid options for some events (on campus & virtual)  
 Provide Bus vouchers for parents without transportation  
 Offer events that also have dates on Saturday for parents that work during the week

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?

- Principal Weekly Trojan Informational Email
- Social Media
- School's Website
- School's Team pages via Microsoft 360
- Newsletter

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

Spanish  
 Haitian-Creole

## 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) Social Media, School Website, Principal's weekly email, and print flyers.

(2) School counselors will provide translated information to the students and parents.

(3) Social Media. School Website, Principal's weekly email, and print flyers.

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) Utilizing PFEP events, Summer Orientation, Open House, Title 1 Annual meeting etc.

(2) Title 1 Annual meeting in September.

(3) Summer Orientation, Magnet Showcase, PFEP Events.

(4) School counselors will provide translated information to the students and families.

(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) PTSA, SAC, Magnet Academy Advisory Board

(2) We will utilize social media, school website, school calendar, newsletter, Principal's weekly email, and print flyers.

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

We will provide the contact information for the Title 1 office and ask them to submit concerns if the plan is not satisfactory to them.

(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) PFEP events, Community partners, school's website, Title 1 Annual meeting, Open House

(2) School counselors will provide translated information to students and families.

# 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 are asked to participate in monthly meetings for PTSA and SAC, we also have quarterly meetings with our Magnet academies. All these school-related organizations allow parents to plan, review, and improve the Title 1 program here at Jean Ribault High School.

**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 -DCPS approved busing and public transportation passes
- Childcare -Paid childcare onsite for Title 1 events
- Home Visits -Through a combined effort by Administrators, School Leadership Team, School Counselors, SRO, and CIS liaison
- Additional Services to remove barriers to encourage event attendance - Encourage parents to reach out to us directly for additional assistance

## 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 provided this information at the Title 1 developmental meeting and the Monthly SAC meetings.

**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 notes/minutes from the Title 1 developmental meeting, along with the needs assessment. We also have information from our PTSA and SAC meetings and notes from counselors.

**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)]**

1. Step 1: Establish a meeting date and time, use the school's website, flyers and robo call
2. Step 2: Provide and Agenda via social media and an email blast to students and parents
3. Step 3: Provide information about the meeting in advance so parents can have some background about the meeting.
4. Step 4: Facilitate the meeting
5. Step 5: Provide PPT of the meeting to parents who were not able to make it.
6. Step 6: Promote feedback using social media, survey

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

We will discuss:

- Overview of Title 1
- School wide Title 1 programs
- PFEP and School-Parent Compact
- Parent Right to know
- Academic Assessments
- Parent Engagement opportunities

**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) We will provide data from the prior school year, as well as current students. The data will be disaggregated by subgroups and made available in the presentation.

(2) We will provide comparative data between AJHS and other High schools as a lead into parent options for school choice. We will also review the school choice process.

(3) We will review parents' rights during the Annual Meeting, including the right to receive timely information about their student's level of achievement.

**How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?**

We will give at least a two week notice before the Annual Meeting, we will begin to promote the date and time at the summer orientation. We will utilize the parent messenger system (phone calls and emails), as well as print flyers. Throughout the school year, we will also leverage our teachers to provide print information to their students in class to promote the Annual meeting

## 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: SWOT analysis /activity about PFEP (prev Year)

Step 2: Discuss necessary components of PFEP

· How will Title 1 events integrate with other programs on campus?

· What are the best ways to host Title 1 activities/events?

· What activities/events are parents interested in having this year?

· What areas would parents like to see teachers/staff improve on?

· How will we best communicate this year?

· What are some barriers to parent engagement?

· What are workable solutions to overcome barriers?

Step 3: School-Parent Compact revision/update

Step 4: Finalize PFEP budget allocation

Step 5: Evaluate PFEP (EOY)

# 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?**

Ensure that we leverage all communication avenues in advance, to increase parent awareness. These avenues include social media, school's website, printed flyers, at school announcements, parent phone calls and emails.

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

Utilizing our business partners to provide additional volunteers, tutors, and mentors on campus as well as student opportunities. We can also begin fostering relationships with more faith-based partners, college and career organizations, and other non-profit organizations to provide additional opportunities for our students.

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

(1) The Parent resource room will be reintroduced during our summer orientation.

(2) The Parent resource room is advertised at the entrance of the school. We will also update our social media platforms with pictures and information about our Parent resource room.

(3) The school staff and teachers are trained during the opening of schools, on how to utilize the Parent resource room.



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?

Additional ways resources are provided for parents through Title 1, is the use of our ACT/SAT resources for parents to check out and use with their student. This year we will schedule several parent informational meetings pertaining to the new curriculum for ACT/SAT where the parents can adequately prepare students to use the materials at home with their student.

The posters that will strategically placed throughout to school will include graduation/promotion requirements, subject area guidelines and tips, and study tips.

The computer and printer will be in the Parent Involvement Room to be used by parents and students with parents that do not have access to the technology at home. They are able to use literacy programs, print documents, research documents, etc.

The purchase of the subscription for the snosites.com is to keep families informed on what's going on in the school and how parents can assist their student(s). We also eliminate some printing cost by offering an electronic option.

The supplies are needed to make sure everything the parents need while and when the leave the Parent Involvement Room.

Oftentimes, parents are leaving work to attend events. We provide snacks/grab and go food to accommodate them.

**Handouts are needed to have a hard copy of reminders and upcoming events.**

## 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)	Dr. Bostic	Parental involvement, ·  Magnet program development ·  College and Career readiness · How parents can support students ·  Introduction of Title 1	September 2022	Parent sign in, feedback form
Title I Developmental Meeting (required)	Dr. Bostic	SWOT analysis/activity about PFEP, identify barriers, prioritize barriers to eliminate, Allow parents to provide potential solutions to eliminate barriers for next school yea	March 2023	Parent sign in, feedback form

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?
Taste of Ribault	Quen Sams	FAST and EOC testing information, strategies, tutoring, student supports	March 2023	Parent sign in, feedback form
Taste of Ribault	Quen Sams Wolfson's	Parents and student stress management techniques · Healthy Habits information	December 2022/January 2023	Parent sign in, feedback form
Taste of Ribault Promotion Graduation Meeting	Quen Sams/ School Counselors	Graduation readiness, post-secondary acceptance, FASFA, and promotion information	October/November 2022	Parent sign in, feedback form
Taste of Ribault	Quen Sams/ Math and Reading Coaches	Parents will rotate between the Math and Reading coaches to gain knowledge on how to support their student to improve their reading and math scores.	February 2023	Parent sign in/Feedback form

*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)**

A copy of the parent Compact will be developed and uploaded with this document. The Parent Compact was developed and adopted at the Title 1 Developmental Meeting held in May 2022.

**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?**

The principal will leverage technology, school messenger and flyers to engage parents in conferences concerning the Parent Compact. We will also follow up with School Counselors to ensure that the Parent Compact is being used with each Parent Teacher Conference.

# 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.**

Notification concerning out-of-field teachers will be sent home two times during the school year corresponding with FTE Survey 2 and 3.  
 · Parents will be provided with information on teachers who were ineffective, outOf-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

## 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...				
<ol style="list-style-type: none"> <li>1. The assistance of parents and families and in the value of their contributions.</li> <li>2. How to reach out to, communicate with, and with parent and families as equal partners.</li> <li>3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.</li> </ol>				
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>
<b>Assisting Parents to support students with the new ELA Curriculum</b>	Leadership Team	Should ensure that parents are able to assist their students with the district's expectations	August 2022	Sign in Sheets, Teacher 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"/>	<b>IDEA - The Individuals with Disabilities Education Improvement Act</b>	Some funds will be used to ensure that all children with disabilities have available free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for college and career readiness
<input type="checkbox"/>	<b>VPK - Voluntary Pre-Kindergarten</b>	
<input checked="" type="checkbox"/>	<b>Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.</b>	School and mental health counselors are committed to the emotional, behavioral, and overall mental wellness of our students.
<input checked="" type="checkbox"/>	<b>Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.</b>	Activities Director, Mrs. Sams have items to donate to our homeless student population. She is supported by our CIS liaison Mrs. Orsborne and by our Full Service.
<input checked="" type="checkbox"/>	<b>SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.</b>	SAI funds will be utilized to provide supplemental materials in the Parent Resource Center. They will also be utilized to provide tutoring to our students that need additional support.
<input checked="" type="checkbox"/>	<b>Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.</b>	Professional Development will be administered through PLC's and Early Release Training.
<input checked="" type="checkbox"/>	<b>Title III, Part A - Helping English Language Learners achieve English proficiency</b>	Funds will be utilized to provide targeted PD for teachers supporting ELLS
<input checked="" type="checkbox"/>	<b>Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.</b>	Funds will be utilized to purchase supplemental materials for Academic Enrichment for students

*Schools may add lines as needed.*