

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



School Name: Frank H. Peterson School #: 280

Principal Name: Jessica Mastromatto
School Website: duvalschools.org/fhp



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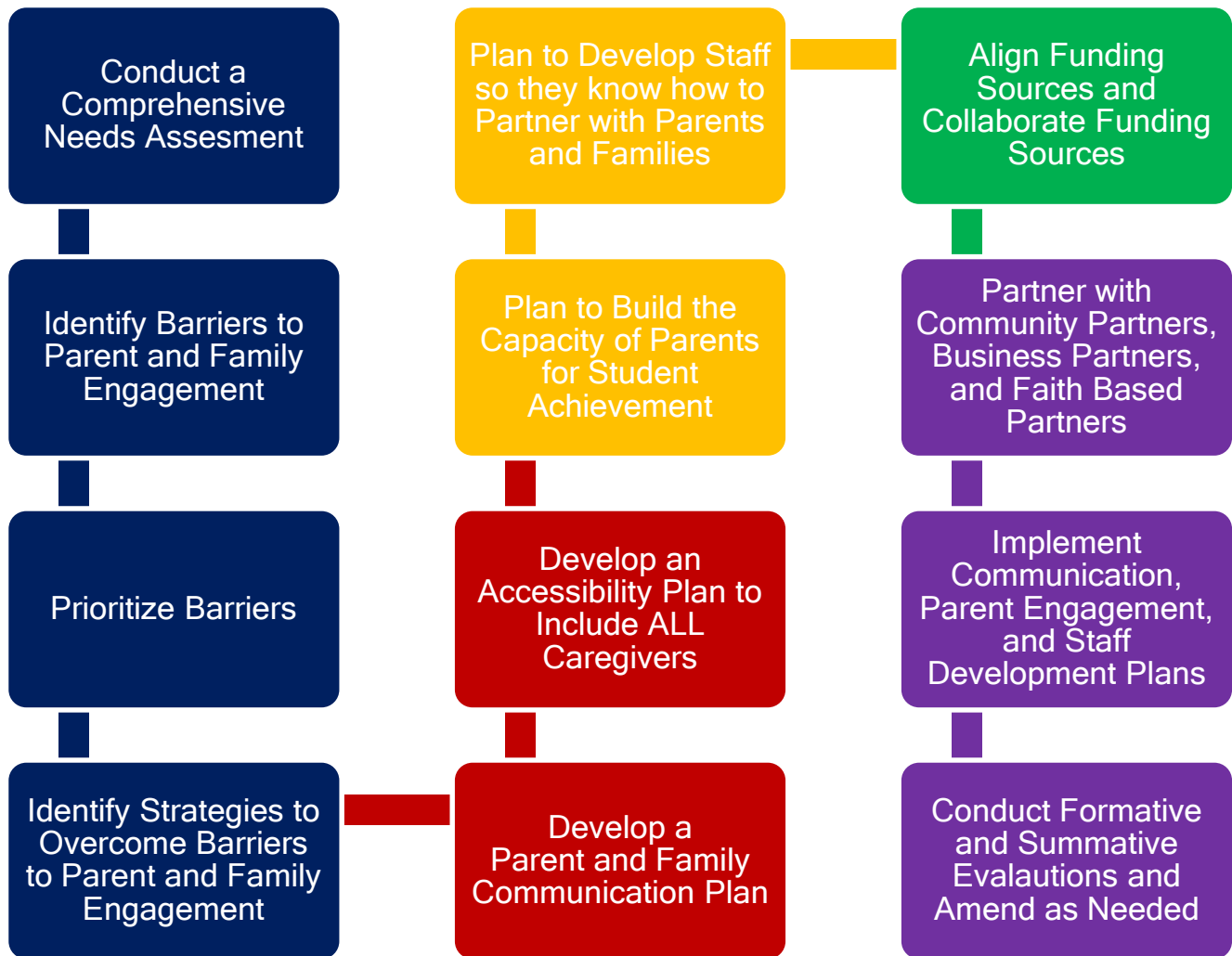
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OVERVIEW

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, Jessica Mastromatto, 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
\$3000	\$2,271.03	\$728.97
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
We did not conduct the Transition to Peterson Welcome Night, due to school closures. Parents were invited to attend the Title 1 Developmental Meeting to discuss how to use funds for 2020-2021 school year.		

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	Include a reminder that it is available in regular communications with parents once/month. Place the sign advertising the resources available in the car rider loop daily.
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)	46	Parents received calendar of events for the year that they can be involved in; parents

		received a copy of the PFEP and were able to provide input.
Developmental Meeting (End of Year)	14	Parents provided input into event content for 2020-2021 school year and the resources they would like to see us purchase with PFEP funds.
ACT/SAT/FAFSA for Seniors	46	Parents took home materials about each subject
9 th /10 th grade parent night	8	Parents learned to be a coach, cheerleader, counselor for their child; took home materials on how to do each part/role-played at event
Breakfast with Principal	4	Open conversational agenda
Earn Your Wings	75	Parents know meaning of post-secondary readiness and industry certs on their students' lives
FSA/EOC Night	8	Parents left with resources and print materials to support their child in each area of math, biology, ELA, and US History
Transition to High School	0	Cancelled

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 want virtual and face to face options for meetings. Parents want financial literacy information for both themselves and their students. Parents want regular and thorough information about scholarships, college applications, volunteer opportunities, and financial aid.</p>
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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. Relevant Content of Meetings
2. Time
3. Communication

(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)	Relevant Content of Meetings	Surveyed parents to hear what they want; scheduled meetings out with parents; provide access to all meetings both face to face and virtually; have translator available for each meeting
2)	Time	Schedule meetings at various times of the day/evening—breakfasts, afternoons, evenings to have in-person and virtual formats—post virtual recordings on website for all to access
3)	Communications	At open house, parents will receive all meeting dates for the year; weekly emails/phone calls with upcoming dates; texts the day before; and 15 minutes meeting times

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?

Increase attendance to all parent and family events by 25%.

Increase the number of parents and families that utilize the parent resource center by 100%.

Increase communication about the resources we have available for them.

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?

- 1) Provide translators at every meeting
- 2) In communication, provide information about accessibility, ie ramps, elevators, translators
- 3) Face to face and virtual access to meetings
- 4) Meetings at various times (mornings, afternoons, and evenings)
- 5) Posting recordings to the website

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?

Weekly emails and phone calls go out to all families Sunday evenings with information and upcoming events. These will be sent in Spanish and English.

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

Spanish
Russian

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) Weekly email and phone call in Spanish and Russian
- (2) Signs posted at entrances and car loop day of meetings
- (3) Text reminder day of meeting
- (4) Marquee posts two weeks out from meeting
- (5) Calendar of meetings at beginning of the year with all dates, locations, times of meetings

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) FSA/EOC Parent Night provides curriculum, scores needed, strategies, and resources parents can utilize
- (2) ACT/SAT Financial Aid Night includes information about the curriculum used to build skills needed to score on these exams for readiness and college acceptances
- (3) Score reports are mailed directly to parents upon receipt at the school
- (4) Translators are at parent events

(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) SAC meetings are held monthly and the meetings are communicated via phone, email, text, marquee,
 - (2) Annual and Developmental meetings at the beginning and end of the school year
 - 3) PTSA meetings
- All meetings are communicated by phone call/email/text, school marquee, day of signs

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]

Title 1 Liaison at the school will communicate the concerns with the Title 1 liaison for the district.

(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) Website
- (2) Available for parents at Open House
- 3) Available for parents at Annual Meeting

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 invited to the annual and developmental Title 1 meetings to provide input into both the development into the plans and /or adjustments that need to be made to the plans to best serve our families.

Parents are also invited to attend monthly SAC meetings, which provides another decision-making forum.

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 -
- Childcare -
- Home Visits -
- Additional Services to remove barriers to encourage event attendance -

In previous years we included funds for each of these and had no parents utilize the offerings, so we did not allocate Title 1 funds to these purposes. However, if we need to get a parent to the meeting and/or provide childcare, we will through coordination of our faculty and staff.

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)]

Surveys

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 survey results and minutes from the developmental meeting for times of meetings. We do not have documentation for transportation needs, childcare, or home visits.

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 __We also have some meetings scheduled in the afternoons_____

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: call-out when date is established
2. Step 2: send postcard when date is established
3. Step 3: put flyer with date with schedules for pick up at orientation
4. Step 4: make copy of the PFEP to distribute at the meeting
5. Step 5: create agenda
6. Step 6: create sign-in sheet
7. Step 7: designate person to take minutes
8. Step 8: create and make copies of parent survey to solicit feedback
9. Step 9: hold meeting
10. Step 10: assess results from survey and take appropriate action

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.

Will be a meeting to inform parents of all dates through the year, data, goals for the 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.

(1) Data will be presented in a PowerPoint that displays this year's data to previous year by subgroup

(2) School choice policy and parent options will be shared in PowerPoint

(3) Parents' rights will be presented in PowerPoint

(4) Each of these will also be provided in handout form

We use the PowerPoint on the Federal Programs site to inform our presentation.

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?

Flyers sent home, postcards sent home, phone calls home, school marquee

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.

- Flyers will be sent home a week in advance and meeting dates and times will be posted on the marquee at least one week in advance. Signs leading to car rider loop will be posted the day prior and the day of meetings. Permanent signs in high traffic area of hallways will have a place where meeting dates and times can be posted. School regulated Social Media will share dates and times of meetings. Dates and times of meetings throughout the year will be shared at Open House. Phone calls and texts will be made regarding meetings 2 weeks prior, 1 night prior, and the night prior to the meeting
- The meeting will be conducted in person and available to attend virtually as well

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

<p>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?</p>
<ul style="list-style-type: none"> • Meetings will focus on areas for which the parents express the most need • These are: State Assessment Resources and Strategies to enhance prep at home ACT/SAT prep financial aid & scholarship assistance career opportunities available for their children
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p>
<ul style="list-style-type: none"> • Continue to have 4 Advisory Board meetings/year for each academy, which includes stake holders from each area • These meetings address academic and career successes and barriers and work to address them in these meetings. <p>The meetings are scheduled using feedback from stakeholders, provide refreshments, and solicit input for everything</p>
<p>(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.</p>
<ol style="list-style-type: none"> (1) The Parent Center has a computer, printer, SAT/ACT prep books, financial aid, bi-lingual dictionaries and scholarship information available (2) The center location will be mentioned at every meeting, location will be posted in every office, and printed on every meeting notice (3) Teachers are informed at the opening of school and reminded at every PD and faculty meeting of ways to use the room with parents
<p>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?</p>
<p>Describe items all resources listed on budget and explain how they address the question above</p> <p>Senior/Junior College Readiness Parent Night—in person and virtual methods of delivery; parents will be provided FL college acceptance criteria handout, college readiness score handout, AP course articulation handout, available DE coursework available at FHP, scholarship information provided to students and parents and how to access this information, all Title 1 parent engagement and decision-making events for the year publication=\$630 printing costs pamphlets and 37.94 for water, cookies, and chips.</p> <p>College Red Parent Night—contract with vendor to provide training for 9th and 10th grade parents and how to be a coach, cheerleader, counselor for their child=\$440.00</p> <p>College Red Parent Night—contract with vendor to provide role-play workshop on conversational tactics to use with 11th and 12th grade students to move them toward the option of college, along</p>

with create to-do list for parents and students through summer of senior year to ensure the plan is being fulfilled=\$440.00

9th and 10th grade College Readiness—Parents will receive all requirements for graduation and for getting into most Florida colleges, parents will develop their to-do plan to support child through high school, accessing Focus, reading a teacher’s gradebook to support their child, how to email teachers and request parent conference, how to explore colleges online, study resources will be provided=\$37.94 for cookies, water and chips

Career Exploration—FSCJ and Career Source will talk with parents about employment in Jax in relation to Peterson’s academies and share resources for students and parents to both research and apply to careers \$37.94=cookies, chips, water

Scholarship Workshop—work with parents and students to complete scholarship applications—this needs to be face to face, but if must will model scholarship application through virtual meeting.

Parents would have access to laptops to sit side by side with child to complete scholarships with counselors and teachers available to assist. 37.94=cookies, water and chips

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
Title I Annual Meeting (required)	Principal Je Jessica Mastromatto	Parents will learn: 1) What the Title 1 Parent Engagement plan is and how they can provide input 2) Dates, Times, topics of parent engagement events happening throughout the year	September	Sign-in, evaluation, feedback form,
Title I Developmental Meeting (required)	Jessica Mastromatto	They will learn how PFEP funds can be spent and have input in those decisions; they will have input into the compact and help with verbiage; they will help shape conversation about the school goals for the coming year.	May	Sign-in, evaluation, PFEP plan
Senior Junior College Readiness	Deborah Thompson	Parents will learn: 1) Concordant scores to meet graduation requirements and college readiness scores	September	Sign-in, pictures of parents completing form with information, survey/evaluation from parents

		<ul style="list-style-type: none"> 2) College application process 3) Scholarship opportunities 		
College Red Parent Night	Christine Bicksler	<p>Parents will learn:</p> <ul style="list-style-type: none"> 1) The coach, cheerleader, and counselor roles of parents 	October	Sign-in, pictures of parents role-playing, pictures of parents complete ways they can play these roles, evaluation of the meeting
9 th and 10 th grade college readiness	Vera Bussey and Karen Dixon	<p>Parents will learn:</p> <ul style="list-style-type: none"> 1) Requirements for graduation 2) Requirements for DE 3) requirements for AP courses 4) How to complete a college application (sample) 5) Sample scholarship application 6) How students can earn their industry certification 	November	Sign-in, one of the parents sample college apps, one of the parents sample scholarship apps, and evaluation
Career Exploration	FSCJ and Jax Career Source	<p>Parents will learn:</p> <ul style="list-style-type: none"> 1) Career opportunities at FSCJ 2) Articulated credits at FSCJ for industry certifications 3) Career resources in Jax and FL 	December	Sign-in, hand-outs for parents, evaluation
College Red for Parents of Juniors and Seniors	College Red Reps	<p>Parents will learn:</p> <p>Steps to take and how to converse with child about planning for future</p>	January	Sign-in, pictures of step by step plan for parents and students
Scholarship Workshop	Various Teachers	<p>Parents will learn:</p> <ul style="list-style-type: none"> 1) How to complete a scholarship application 2) Where to hunt for scholarships for their child 	February	Sign-in, pics of parents completing scholarship application with students, pictures of parents resource list of places to go to find scholarships with their child.

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?

Minutes from the developmental meeting in the spring
Sample compacts

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

Calendar of parent conferences; copies of signed compacts

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.

Send home letters to all parents with a list of the teachers who are out of field, ineffective the first month of school or within a month of hiring a teacher.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Understanding Microaggressions	Mrs. Boos	Faculty and stand staff will be aware of ways their words can impact perceptions	August 2020	Sign-in sheets, evaluations,

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	All parent events are designed with our students with disabilities in mind. Strategies, resources and materials are used to help support families with students with disabilities. We have 6 ESE and 2 ESE paraprofessionals funded
<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.	All parent events are designed with our students who may be neglected, delinquent, or at risk in mind. Strategies, resources, and materials are used to help support families with such students so they can be successful. Administrators, faculty and staff work with Communities in Schools Site Coordinator to ensure our students have what they need to be successful; we also work with school counselors to use social workers and truancy officers when needed.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	All parent events are designed with our students who may be homeless in mind. Strategies, resources, and materials are used to help support families with such students so they can be successful. Administrators, faculty and staff work with Communities in Schools Site Coordinator to ensure our students have what they need to be successful; we also work with school counselors to use social workers and truancy officers when needed.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Teachers provide extra time and instruction to students in specific academic areas before and after school hours to help accommodate all students. These teachers work with students to develop study skills that will be useful in helping them achieve success. We share the same strategies and study skills to the parents, so they know how to help their student in specific content areas. Transportation is provided every evening to all areas of the city for these students. Teachers recommend students to attend tutoring sessions for specific skills.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	PD is planned for pre-planning week, weekly in PLCs, monthly in instructional capacity for increasing learning among a diverse population of students, especially those at risk. We have a reading position funded here.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	All teachers stay current in ESOL PD; 1 ESOL paraprofessional attends all PD offered for ESOL, and teachers utilize the strategies they learn with students to maximize both their acquisition of English and of the content of the course.

Schools may add lines as needed.