

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



School Name: Garden City Elementary

School #: 3059

Principal Name: Mychelle Grover

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



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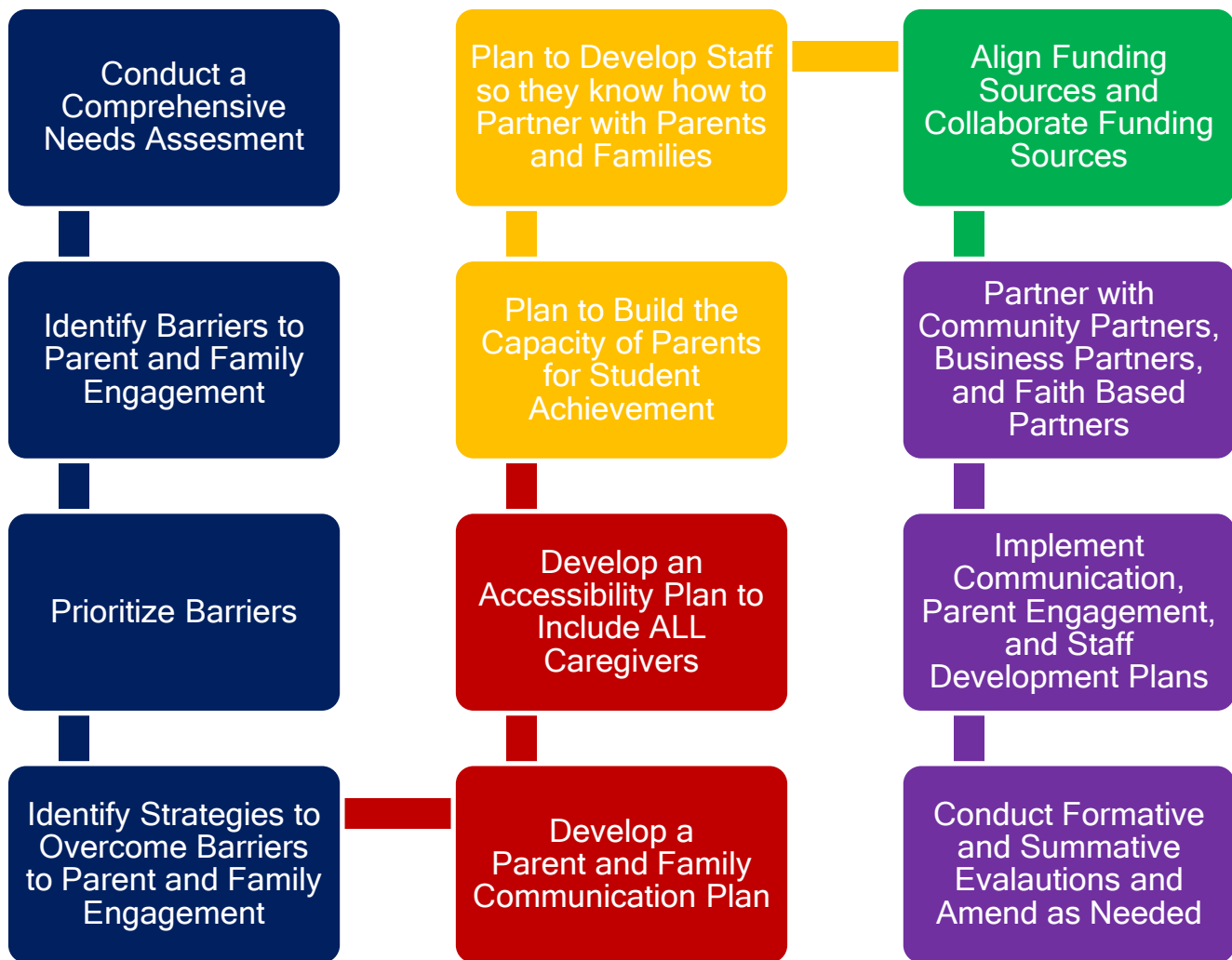
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OVERVIEW

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, Mychelle Grover, 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
\$ 3400.00	\$ 1687.26	\$1712.74
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		
Our plan was not fully submitted and approved in time enough to expend funds for events due to COVID-19 closings of schools. For the upcoming year, we will ensure that the events and activities for the school year will take place and all funds are expended before the deadline. Parents will provide input during the Developmental Meeting.		

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)
10	0	Parents seemed more comfortable with materials they did not have to return. We will conduct parent-teacher conferences in the resource room. We will also use this area as a check-in/check-out area for parents who want to check-in on their children.
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)	227	Parents are aware of the state of the school, individual student data, and state testing requirements.
Developmental Meeting (End of Year)	10	Updated parent data base and a more effective means of communication with parents.
Literacy Night	42	Student reading lexiles increased
Math and Science Night	76	Math and Science proficiency increased
Donuts for Dad	0	School closure due to COVID-19
Muffins for Mom	0	School closure due to COVID-19

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.

In the previous year, parents concerns were met through the information sessions that were held at the school which resulted in an increase of parent participation and a decrease in discipline referrals.

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: Parent Availability
2. Barrier 2: Parent Interest
3. Barrier 3: Language for ESOL Families
4. Barrier 4
5. Barrier 5

(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)	Parent Availability	The majority of the parents prefer to have the events in the evenings due to work schedules.
2)	Parent Interest	Surveys discovered what topics would best serve their needs/interest and present this information based on their requests.
3)	Language of ESOL Families	Provide translators for parents with limited English

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?

Our overarching goal is to increase the parents understanding of academic goals and outcomes for students.

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 continue to provide multiple opportunities for parents to engage in family engagement activities, we will provide surveys that will gauge best times for parents to meet. We will ensure that notices are provided in all languages represented here at the school, transportation is provided and translators present at all school activities, if necessary.

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?

Our primary communication sources will be school messenger. We have also included communication sources such as ClassDojo, Facebook, Instagram, and Twitter. We will ensure that all flyers are sent home in the languages represented in each household and will continue to use face-to-face notification in the car riders and walkers dismissal areas. Event will also be advertised on the school marquee and website.

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

English, 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) Flyers will be sent home with at least two week notice, posted on the school marquee, school web-site and social media platforms.
- (2) Flyers will be sent home in the languages of the homes
- (3) Tools will include flyers, school web-site, ClassDojo, and social media platforms

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) Parents will be made aware of the school wide/district curriculum, assessments, student progress and achievement levels/goals throughout the school year. Parents will be given curriculum overviews during open house, grade/subject specific parent information sessions held throughout the year. Parents will be invited to participate in student data chats.
- (2) Parents will be made aware of district and state assessments and how the data is used during the school year during Open House, SAC Meetings, and state assessment information meetings.
- (3) Parents will be made aware of the achievement level expectations during parent-teacher conferences, state testing assessment information meetings, and specific family engagement activities.
- (4) Parents who speak limited English will be provided an interpreter, if necessary.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

- (1) Parents are invited to participate in the school developmental meetings, PTA and SAC committee meetings.
- (2) Meetings are held monthly and advertised prior to their dates.

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]

All comments submitted to the school will be directly submitted to the Title I office. Parents may also voice concerns during Title I meetings. We hold a Developmental Meeting once a year at the minimum and if necessary, a revision meeting for the PFEP if needed. There is also the Annual meeting held in the beginning of the year.

(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) Through the use of the school messenger, flyers, school web-site, ClassDojo, social media platforms, and face-to face communication.

(2) ClassDojo, social media-platforms have the ability to translate the information for parents.

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)].

During the developmental meeting, parents are invited to review the proposed list of parental involvement activities, and surveys are provided to gauge the interests of the parents. Parent input is taken into consideration prior to finalization of the list.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Transportation - Transportation is on a case by case basis and a one-time JTA pass can be provided with notice.
- Childcare - Childcare will be made available as needed
- Home Visits - On an as need basis determined by the leadership team
- Additional Services to remove barriers to encourage event attendance - Translation as needed

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 participated in a survey that addressed this issue.

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

Parent surveys and the Essential parent survey was used.

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: Provide information on Title I Annual Meeting during Orientation
2. Step 2: Send out information on Title I Annual Meeting during the first week of school and alert parents to look for the annual meeting options survey links
3. Step 3: Send out surveys/survey links requesting best meeting dates/times for parents during the second week
4. Step 4: Inform parents of the top choices, providing alternatives
5. Step 5: Prepare PowerPoint presentation
6. Step 6: Prepare Handouts for Annual Meeting
7. And so, on as needed.... Send out information dates for Title I Annual Meeting share meetings/webcasts for parents not able to attend but want information.

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.

The beginning of the year Annual Title I meeting will discuss the state of the school, school goals, and parental engagement strategies/opportunities that will align with the school improvement plan, and how they will be monitored. We will also provide information about parent compacts.

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) School goals for all subgroups will be discussed. Strategies/plans for student improvement in each student subgroup and how parents can support/monitor meetings of goal, the best use of Title I funds to help the school/students reach goals.

(2) Orient parents to the School Choice Program offered by the District to include procedures and options available for students. The meeting will also disseminate information on our School Choice Theme and academic focus.

(3) Parents will be informed of the following rights: Right to request and receive timely notification of professional qualifications of teachers and paraprofessionals, informed of students being taught by a teacher who is not considered Highly Qualified by state statute, provide opportunities for input on how Title I dollars are spent and results of student achievement levels.

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 notes and flyers sent home. The information will be displayed on the school marquee and event signs will be placed in the front and back of the school.

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: Notification of the Developmental Meeting will be sent home, posted on social media platforms, school marquee and school website.

Step 2: Prepare agenda, PowerPoint Presentations, and surveys needed for the Developmental Meeting.

Step 3: Celebrate parents for their participation in school wide decision making.

Step 4: Discuss what parent think worked well what should continue and phase out

Step 5: Discuss school goals and expectations

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?

We will look to engage the whole family. We will provide opportunities for students to showcase their talents, and we will constantly seek out feedback from parents on programs implemented. We will strive to engage parents in progress monitoring that is student driven, engaging students in their progress as well.

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

Activities held at the school will be those that highlight not only academic but social success as well. We will continue to solicit our community for mentors and tutors. We will also continue to work with our neighborhood middle and high schools to engage our students in activities that they can look forward to as they matriculate through school.

(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) We will conduct parent-teacher conferences in the resource area. We will also use this as the designated area as a check-in/check-out area for parents who want to check-in on their children.
 (2) We will continue to advertise our Family Engagement Room during school activities and on our school website and social media platforms.
 (3) Training will be provided to our staff during pre-planning on the use of the Family Engagement Room and how to refer parents.

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?

N/A

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
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</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)	Principal Grover	Parents will be provided with information about Title I, the School Compact, their rights, Parent and Family Engagement, how it impacts families, students and the school.	October 2020	Sign-In Sheets and parent surveys

Title I Developmental Meeting (required)	Asst. Principal Corey	Develop Parent and Family Engagement plan for the next school year	April 2021	Sign-In Sheets Parent Surveys
Literacy Breakfast	Mychelle Grover Stephanie Brock	Training provided to parents, disseminate materials to support home learning.	January 2021	Sign-In Sheets Parent Surveys
Math/Science Night	Vikki Corey Aricka Mitchell Leslie Wilkinson	Grade level training provided to parents, disseminate materials to support home learning.	February 2021	Sign-In Sheets Parent Surveys
Mid-Year State of the School	Mychelle Grover Vikki Corey	Presentation to parents, teachers, and community stakeholders about current assessment and achievement data for math, reading, writing, and science.	January 2021	Sign-In Sheets Parent Surveys
State Testing Meeting	Mychelle Grover Vikki Corey	Training provided to parents to discuss the new state assessments. Parent will be provided with state/grade level expectations for state assessments.	March 2021	Sign-In Sheets Parent Surveys
Donuts for Dads	Administration	Share reading and math strategies with dads/father figures on how to reinforce strategies and skills at home with their child.	November 2020	Sign-In Sheets Parent Surveys
Muffins for Moms	Administration	Share reading and math strategies with moms/mother figures on how to reinforce strategies and skills at home with their child.	December 2020	Sign-In Sheets Parent Surveys

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?

During the developmental meeting, we discussed the various components that would ensure academic and social success of all students. We then created a compact that reflected those areas assigned the role of the teacher, parent, and student during this process.

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

To ensure that ALL parents will receive the information about Parent Compacts and schedule conferences. The teachers will keep a log of their conferences and have the parents sign the necessary paperwork as evidence.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

Parents will be informed of the following rights: Right to request and receive timely notification of professional qualifications of the teacher and paraprofessionals, to be informed if students are taught for four weeks or more by a teacher not highly qualified, to provide opportunities for input on how Title I dollars are spent and to be provided information regarding their students' results from state assessments.

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>
Train the staff on Effective Parent Communication Tools	Administration	Provide teachers with talking points/agenda of what to cover during parent conferences including the Parent Compact	September 2020	Sign-In Sheets Evaluations Follow-Up with Teachers
Training on diversity and reaching parents	Administration	Training on diversity and reaching parents of diverse backgrounds	January 2021	Evaluations
Constantly providing activities that encourage strong relationships between, teachers, and students.	Administration All Staff	Invite parents to participate in class-sponsored events to engage them in being actively involved with their child's learning experiences.	October PFE Activity	Sign-In Sheet 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 type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.