

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



School Name: WAVERLY ACADEMY

School #: 3133

School Administrator: [Faith Dollard](#)

School Website: www.waverlyacademy.org



TABLE OF CONTENTS

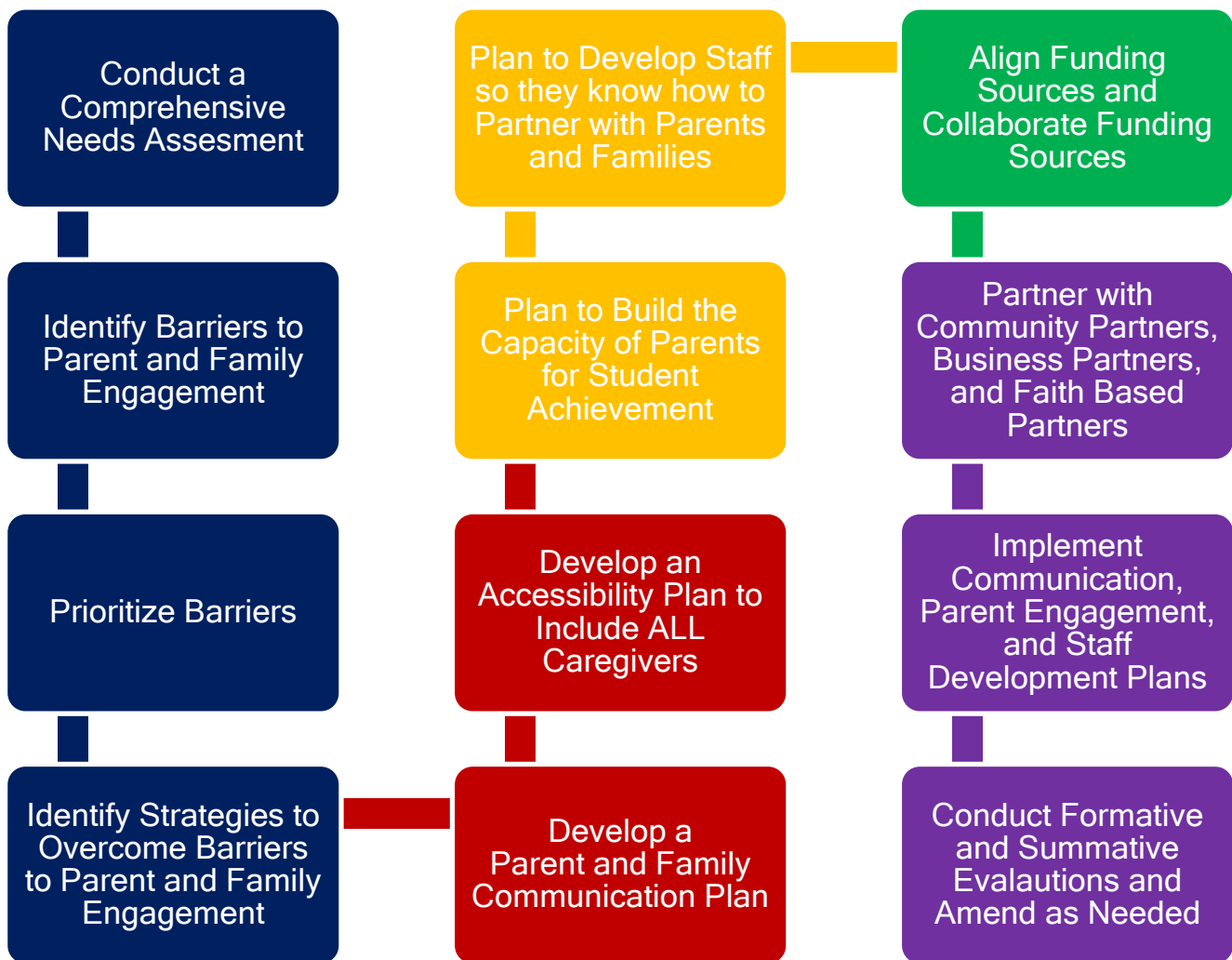
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	6
Overarching Outcomes/Goals for the Current School Year _____	6
COMMUNICATION AND ACCESSIBILITY _____	7
FLEXIBLE PARENT AND FAMILY MEETINGS _____	9
INVOLVEMENT OF PARENTS and FAMILIES _____	9
FLEXIBLE FAMILY MEETINGS _____	9
REQUIRED ANNUAL MEETING _____	10
REQUIRED DEVELOPMENTAL MEETING _____	11
BUILDING CAPACITY _____	12
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	12
PARENT AND FAMILY ENGAGEMENT EVENTS _____	13
PARENT COMPACT _____	15
INSTRUCTIONAL STAFF _____	16
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	17
COLLABORATION OF FUNDS _____	18

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, Faith Dollard, 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 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
\$ 3,000.00	\$ 1,332.87	\$ 1,667.13
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		
The expenditures for the events which occurred prior to the approval of the plan were disallowed. Also, due to COVID-19, all remaining events were cancelled.		

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	0
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)	54	N/A
Developmental Meeting (End of Year)	2	N/A
Lunar Night	9	Parents enjoyed participating in the activities.
Muffins for Moms	25	Parents enjoyed participating in the activities.
Donuts for Dads	20	Parents enjoyed participating in the activities.
8 th Grade Transition Night	20	Parents used the information to plan for student transition to High School.

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.

The parent feedback meetings discussed communication barriers between parents and the staff of Waverly Academy. Parents inquired about zoning in on communication tools and alternative times for parent meetings/conferences. In moving forward for the upcoming school year, parents agreed to commit to attending monthly meetings and completing surveys in a timely matter. Waverly agreed to hold two meeting times (am and pm) to accommodate parent schedules. Teachers will also connect with parents weekly via ClassDojo, phone and or email on the behavior and academic progress of their scholar. Waverly will continue to keep parents updated via newsletters and ClassDojo regarding upcoming events.

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. Communication - need additional ways to communicate with parents.
2. Time of Meetings/Events - meetings scheduled at times parents are unavailable.

(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)	Communication	Parents will complete a survey to determine what form of communication will work best for them.
2)	Meeting/Event Times	Parents will complete a survey with options regarding times that will best fit their schedule and/or sign up for specific 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?

The overarching goals of Waverly Academy for the 2020-2021 school year is to and foster a healthy relationship between the school and parents, by providing proper communication between both parties. The overarching goals of Waverly Academy for the 2020-2021 school year is to and foster a healthy relationship between the school and parents, by providing proper communication between both parties.

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?

In order to ensure that parents are afforded equal opportunity in their child's education, we will create a parent survey of specific needs. We will also offer email and computer training. During our monthly parent meetings, parents will have the opportunity to discuss accomplishments, any barriers that may exist in attending events and aiding their child's education. We will work together to resolve any concerns that parents encounter.

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?

Waverly will send out communications daily or weekly as needed, in the manner that surveyed parents indicate will be most effective. We will also post to the school website, in our SIS portal, we will post information in the parent resource room and main office and continue to use our Class Dojo app.

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

English, Spanish

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) Notice of events will be placed on school calendar via website, eNewsletter, class Dojo app, and other means as determined by the survey as well as face-to-face contact during car pick-up/drop off and other opportunities at the school.

(2) Written notices of events will be made available in Spanish as necessary for those families requiring ELL support.

(3) Parents will also be connected via phone if unable to reach them through other resources.

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) Waverly Academy is continuing to revamp the curriculum guides/pacing guides to make them more accessible and easier for non-educators to see and follow. We are planning a curriculum night early in the year as well as individual subject area events. Monthly meetings will start with an overview of upcoming curriculum topics.

(2) We will be using iReady and will introduce this platform to the families. We will give an overview of academic performance assessments which will be explained during our curriculum night. Each teacher will post and/or send home the rubrics in advance, explaining how performance-based assessments are done for each unit during Q1.

(3) Parents and scholars will receive a detailed report. Scholars will set their own RIT growth goals which they will share at the student led conferences in Q1/Q2 and parents will have the opportunity to ask questions of the teacher if/when needed.

(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 can attend and have an opportunity to make suggestions and vote on decisions during monthly parent meetings and via parent surveys.

(2) Parents will be advised of monthly parent/family meetings.

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]

Parents will be provided a parent comment form and box. These items will be housed in the parent involvement room. Any concerns will be placed in a sealed envelope and sent through the courier to the District Title 1 Office for review.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

(1) A copy of the plan will be made accessible to parents in the parent resource room and on the website. Parents will also have this information accessible via email and mail upon request.

(2) Copies will be translated into Spanish for all ELL families requiring language support.

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 and families will have access to Waverly Academy's Board Meetings minutes. Monthly parent meetings will be held. Minutes from the parent meetings are made accessible in the Parent Resource Room and at the parent's request via email. Parents will also complete event evaluations following each event for updated parent feedback.

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 - Implement parent sign-up for Parent Carpooling to events/meetings.
- Childcare - Waverly will make childcare available during meetings at parental request.
- Home Visits - Dean of Students conducts home visit on as needed basis.
- Additional Services to remove barriers to encourage event attendance - N/A

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)]

A parent survey will be sent out in early fall of 2020.

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

Copies of survey results will be made available.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other Virtual meetings.

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:** Create a school calendar for parents, which will include events and other important school information.
2. **Step 2:** Create and have parents take a poll on their time of availability during our back-to-school orientation and/or via email/ClassDojo.
3. **Step 3:** Create a parent carpool sign-up sheet
4. **Step 4:** Create a flyer and send out an eNewsletter with dates and times based on survey
5. **Step 5:** Send out reminders (1 week) prior to Annual Meeting
- Step 6:** Send reminders 24hr prior to meetings via ClassDojo

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.

Parents will gain the knowledge and understanding of the definition of title one. Parent involvement coordinator will explain the goals of the title I program and how this program helps the entire educational experience for all scholars. Parents will gain knowledge on why it is important to be and stay involved. Parents will also gain knowledge of their rights as a parent parents will also receive education and training resources.

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) Test results will be shared at the meeting.
- (2) The Duval county school choice policy will be distributed.
- (3) A parental rights flyer is distributed at the meeting.

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?

Parent notification will be sent home via Student or email for parents who do not have access to technology. parents will also receive notification during pick up and drop off transitions. Parents will also be notified by phone if available.

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: Our parents will have the opportunity to come together in a forum to discuss what work this school year and what didn't work. Parents will also have the opportunity to discuss pros and cons of the entire school year which will be recorded.

Step 2: Parents will also have the opportunity to help brainstorm ways of making our school better in any areas of concerns.

Step 3: Parents will also offer ideas for the upcoming school year and help create a plan of action to be voted on by parents and staff members.

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?

Our activities for title I will be student centered as this is vital to building strong parent and family engagement and relationships. Students will have the opportunity to show parents and guardians what they are learning through hands on activities from their classroom during student led conferences, curriculum night and special events such as the science fair.

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

Develop an outreach strategy to inform families businesses in the community about our school and family involvement opportunities, policies, and all programs. For example, we will host a building a partnership day which would include both families, educational, and local community businesses. This will be geared toward showing our community partners why we need their support in education. Intern, families would gain powerful knowledge regarding additional resources and supporting vendors in their community.

(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) Provide current updates and resources for parents to use with their scholars and family household. Parents will have the opportunity to receive computer training and educational program training to support their child's educational needs.
- (2) The parent resource room is labeled in station at the front entrance of the school building. Parents will also learn about our resource room during back to school orientation, monthly parent meetings. We would also offer training and resources via ClassDojo and flyers.
- (3) Teachers and office staff are trained during teacher academy professional development and resources available in the parent resource room. They are trained on how to request the parent resource room and given the hours of availability for parent meetings or to assist with family needs.

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?

All parents have opportunities to receive training on site and Waverly is currently working on making its portal and website more parent friendly.

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)	Parent Liaison Academic Director	<ol style="list-style-type: none"> 1) How meeting the goals of the school parent compact will raise student achievement. 2) The strategic academic goals for the 2020-2021 school year and what parents can do to help. 	August 2020	Sign-in: Evaluation/ Feedback
Title I Developmental Meeting (required)	Parent Liaison Academic Director	<ol style="list-style-type: none"> 1). How to get involved in developing the Parent and Family Engagement Plan. 2). How to schedule meetings with administrators and teachers. 	March 2021	Sign-in: Evaluation/ feedback
Muffins for Moms (Math)	Parent Liaison Math Department	<ol style="list-style-type: none"> 1). How to login and check their scholar grades in SIS. 2) How to sign up for ClassDojo to get the latest announcements from the school and their scholar teachers. 3) How to sign up for class dojo to see their scholar behavior logs. 4) How to access Google classroom and Pearson to view upcoming and missing assignments for math and language arts. 	Sept. 2020	Sign-in: Evaluation/ feedback
Donuts for Dad (Reading)	Parent Liaison ELA Department	<ol style="list-style-type: none"> 1) How to encourage their students to read for pleasure at home. 2) How to play fun word games that improve spelling, vocabulary and reading comprehension. 	Oct. 2020	Sign-in: Evaluation/ feedback
Lunar Night	P. Liaison Science Department	<ol style="list-style-type: none"> 1) How to recognize the Sun and stars as objects in space. 2) Standards scholars will be assessed on for 8th grade science. 	Nov. 2020	Sign-in: Evaluation/ feedback

8th Grade Transition Night	Parent Liaison Academic Director	<ol style="list-style-type: none"> 1) How to find the right high school for your scholar (charter, neighborhood school, and magnet school. 2) The prerequisite requirements of magnet schools in the application process. 3) Confirming and assisting parents with signing up for One View accounts. 	Jan. 2021	Sign-in: Evaluation/ feedback
STEM Showcase	Parent Liaison STEM Department	<ol style="list-style-type: none"> 1). Explore all parts of the STEM program. 2) View their scholar achievements on STEM created projects. 3) Receive tools to assist independent practice and engagement at home. 	Feb. 2021	Sign-in: Evaluation/ feedback
FSA Family Pep Rally	Parent Liaison Admin department	<ol style="list-style-type: none"> 1). About FSA Achievement levels and progress assessments. 2). iReady scores and growth goals. 	March 2021	Sign-in: Evaluation/ feedback

Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

Waverly Academy will provide a copy of the school parent student compact, describing the schools responsibility to provide high-quality curriculum and instruction in a supportive in effective learning environment, the parents obligation is to support their scholars learning and the importance of effective, ongoing communication between teachers and parents will be provided. The compact will be review individually with each parent at the start of the school year, and evidence, in the form of a compact signed by all parties, will be provided.

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

The Parent Compact will be explained to ALL parents individually at our Meet the Dean one-on-one meeting, during our Orientation, Open House, and making the Parent Compact apart of the student registration packet. The conferences will also be set based on the parent/family needs.

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.

If applicable, evidence, in the form of a four-week notice letter will be provided to parents informing them that their child has been assigned to or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorse. This notice will include a list of any teachers who were out of feel, ineffective, or inexperience according to the statewide definitions described in Florida is 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"> 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>
Preplanning	Academic Director	Presentation of parental involvement strategies	Aug/Sep 2020	Sign-in sheets Follow up with teachers
Diversity Training	Outside Agency	Increasing our ability to reach a diversified school population	Dec 2020	Sign-in sheets Follow up with teachers
Communication Strategies	Admin Team	Increasing positive interactions through ClassDojo and Renweb, increasing the quality of communication	Fall 2020	Sign-in sheets Follow up with teachers
Developments	Admin Team w/teacher and parent input	Developing family outreach activities in conjunction with parents and teachers	Fall 2020 (quarterly as needed)	Activities Calendar

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.