

2024-25

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



School Name: School #:

Principal Name:

School Website:



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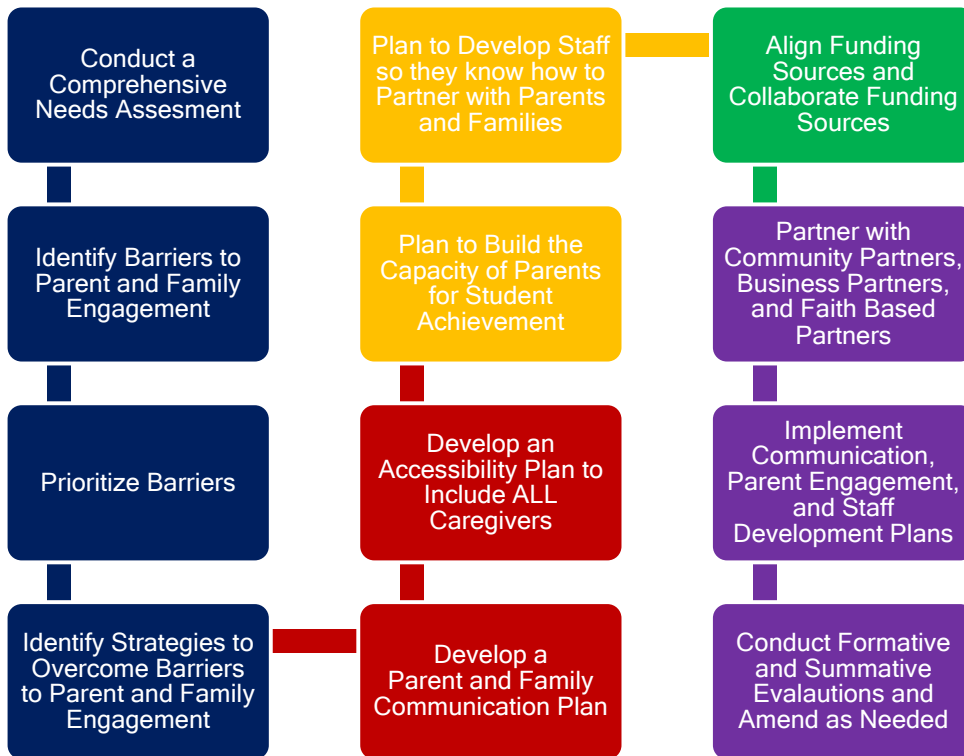


OVERVIEW

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, , 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.

Rachel Maldonado
Signature of Principal/School Administrator

05/06/2024
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
\$4600.00	\$	\$
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
**Get with Denise and Elizabeth and find out if we have any funds rolling to next year. If so, how much and answer		

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)
13	1	
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)	20	Event Minutes of Communication
Developmental Meeting (End of Year)	10	Event Minutes of Communication
	8	Event Minutes of Communication

College and Career Fair (Fall)	15	Event Minutes of Communication
College and Career Fair (Spring)	8	Event Minutes of Communication

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 review of the 2023-2024 Developmental Meeting Feedback, parents would like meetings to be later in the day due to work schedules. Parents would like there to be more resources on how to help their students study for testing and technologies used for testing and learning in the school atmosphere.

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 Work Schedules
2. Barrier 2 Childcare for teen parents and single or working parents.
3. Barrier 3 Lack of parent education/knowledge with helping students with their schoolwork.
4. Barrier 4 Lack of awareness and or communication.
5. Barrier 5 Scheduling of time.

(1) Prioritize the **TOP THREE 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)	Work	Accommodate parents with meeting minutes posted on the website for any meetings missed so that if they miss meetings due to work schedule interference, they can stay informed.
2)	Childcare	Allow parents to bring children to meetings.
3)	Education	Provide information that will aid parents in helping their scholar succeed more efficiently.

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?

Goals and Outcomes:

1. Get parents to be more proactive in their student's attendance by inviting more parents to join social media platforms to stay informed.
2. Increased participation by parents in Title I events and meetings by sending out meeting notices via call blast and email.
3. Increased parent involvement in our governing board meetings through the Parent Liaison position.

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
<p>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?</p>
<p>MYcroSchool had full enrollment for the 2023-2024 school year, and we are anticipating having another year of full enrollment for the 2024-2025 school year. A large majority of our students come from low-income households. This creates many obstacles for parents and families. To help ensure that all parents and families have the chance to participate, we will make the meetings accessible via Zoom for parents that cannot attend in-person and we will post meeting minutes within 48 hours of the meeting on the school website. We have always allowed parents to bring their children to the meetings. As always, we will have resources available in multiple languages. The social worker contacts parents that the call blasts, emails, and school advisors cannot reach. Every staff member is assigned a group of students for advisory. The social worker has taken over the clothes distribution.</p>
<p>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?</p>
<p>MYcroSchool will continue to utilize School Messenger to send call blasts and emails in multiple languages. Weekly call blasts and emails will be scheduled to update and remind students of all school activities which goes out every Sunday at 6pm. Other call blasts/emails will be scheduled as needed for special events and announcements. Each student will also be placed with an advisor who will be required to communicate with parents on a regular basis. The advisors will be responsible for communicating student progress and concerns, as well as school events and activities. Flyers will be posted on social media (Facebook, Instagram) and the Duval MYcroSchool website. Posters and flyers are also placed around the school in visible, high-traffic areas, as well as sent home with students.</p>
<p>What are the different languages spoken by students, parents and families at your school?</p>
<p>English and Spanish</p>

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 and notices will be posted on social media and the school website at least 2 weeks in advance. Emails and call blasts will go out one week prior to any event. Parents will also receive mailers for the four main meetings/events.
 (2) Call blasts and emails will always be translated in Spanish.
 (3) School Messenger, mailers, social media, school website, and bulletin boards.

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?

We will discuss curriculum and expectations at the Title I Annual Meeting. The Title I Annual Meeting happens in conjunction with Open House. State testing, graduation requirements, and school expectations will be discussed at this time. Spanish Translations will be available if needed. We will have a question-and-answer session at the end of the meeting so that every parent feels connected to MYcroSchool as their child sits on the path to graduation.

(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?

Parents are given representation on the governing board via a Parent Liaison position. Parents are also encouraged to give feedback about curriculum, instruction, and budgeting during the annual developmental meeting during the 4th quarter. We also host a development meeting where parental opinions are the focus of the discussion. During this meeting, parents can let us know what they would like to see happen in upcoming school years, what is currently working and not working, and a chance to vocalize their potential solutions to the issues. We will utilize parent surveys and feedback forms as a platform for parents to have their voices heard.

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]

If any community stakeholders have any concerns, they will be permitted to submit any comments to the Federal Programs Coordinator or the Administrative Assistant at the school. Then he or she will email the form to 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) Title I, Part A and the PFEP will be available for review at any time in our Parent and Family Resource Room. In addition, it will be discussed at each meeting.
- 2) There will be a copy of the plan in Spanish in the Parent Resource Room.

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 given representation on the governing board via a Parent Liaison position. Parents are also encouraged to give feedback about curriculum, instruction, and budgeting during the annual developmental meeting during the 4th quarter. We also host a development meeting where parental opinions are the focus of the discussion. Parents are asked to fill out a feedback form before leaving the meeting. During this meeting, parents can let us know what they would like to see happen in upcoming school years, what is currently working and not working, and a chance to vocalize their potential solutions to the issues. We will utilize parent surveys and feedback forms as a platform for parents to have their voices heard.

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 - one-day bus passes when needed.
- Childcare - children can attend events.
- Home Visits - The School Social Worker will schedule home visits 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)]

Each meeting a community involvement questionnaire or parent feedback form was provided so that we would have the input of our parents.

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

1. Paper Surveys and feedback forms were provided.
2. Communicate through Federal Programs coordinator.

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)]

Step 1: Determine the date and time.

Step 2: Send out mailers and call blasts to the community stakeholders. We will also utilize the advisory panel for communication.

Step 3: Create the agenda, survey form, and newsletter.

Step 4: Host the meeting and collect completed forms and surveys.

Step 5: Review surveys for suggestions and work to incorporate them in future plans.

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.

Duval MYcroSchool will be sharing and explaining how Title I funds are being utilized to give back to their children. The school will also inform parents of upcoming events, calendars, and any information specific to reading and math assessments and interventions.

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) Duval MYcroSchool will explain the process of data collection processes and how we utilize this information.
- (2) The reading and math plan will be described and discussed.
- (3) All students are engaged in School Choice by being enrolled in a charter school. Parents will be notified of how School Choice aligns with dropout recovery and Duval MYcroSchool's partnership with the district.

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?

Duval MYcroSchool will be sending out mailer invitations to any meeting via mail and phone calls. We also have remarkable success with the advisory program where the assigned teacher has well-established communication with the parent. On Sundays, Edmentum sends a progress report to parents, and the principal sends a call blast to inform parents of any important activities, meetings, or school updates.

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: Determine the date and time.

Step 2: Send out mailers and call blasts to the community stakeholders. We will also utilize the advisory panel for communication.

Step 3: Create the agenda, survey form, and newsletter.

Step 4: Host the meeting and collect completed forms and surveys.

Step 5: Review surveys for suggestions and work to incorporate them in future plans.

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?

MYcroSchool will promote inclusion of all students and families. To help achieve this, we will also ensure that parents feel connected to their students in both academics and activities. Our new food pantry and clothes distribution is one way we hope to engage the parents. We are also planning to have members of the community come in to speak with our students and families about opportunities and assistance available in our area.

Commented [ATH1]: Add the word "are"

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

Duval MYcroSchool will utilize the advisory program to help fortify the relationship between the community stakeholders and the educational staff. The school will also use social media, Canva, and its website to keep stakeholders informed on school improvement and student achievement. All community stakeholders will receive weekly progress reports via email from the Edmentum curriculum system.

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

(1) The Title I Parent Resource Room will provide documents to help assist parents and guardians with problems, questions, and concerns such as homelessness, graduation fees, enrollment fees, natural disaster, military planning, college planning, and other helpful resources.
 (2) Parents will be reminded of the Title I Parent Resource Room during every meeting and event. We will also occasionally send emails and/or call blasts to remind them of the resources available to them.
 (3) All staff will be well informed about what is offered in the Parent Resource Room. The Federal Programs Coordinator will oversee the room and will be available to help parents and community members if the need arises.

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?

Supplemental materials and supplies to support parent and family activities events. Supplies will be purchased from Office Depot and Amazon. Purchasing postage for parent mailouts.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Title I Annual Meeting (required)	Rachel Maldonado, Principal Valerie Shuman-Wylie, Administrative Assistant	Parents will learn: 1. What is Title I? 2. How the school's curriculum is structured-technology training 3. Required testing. 4. Parent resources 5. Advisory program 6. Social media platforms-technology training	August 2024	Sign-in Meeting Evaluation/Feed back, Agenda, Meeting Minutes Notes from meeting questions

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
College Summit/FAFSA ; Parent Workshop	Rachel Maldonado, Principal Valerie Shuman-Wylie, Administrative Assistant	Parents will learn: 1. How to complete the FASFA 2. Scholarships available for their students. 3. Financial Strategies 4. Testing Strategies 5. Testing requirements	October 2024	Sign-in Meeting Evaluation/Feed back, Agenda, Meeting Minutes
College and Career Fair	Rachel Maldonado, Principal Valerie Shuman-Wylie, Administrative Assistant	Parents will learn: 1. It is never too late to restart. 2. How to research college websites admission needs 3. Scholarships available 4. Life skills for students	November 2024	Sign-in Meeting Evaluation/Feed back, Agenda, Meeting Minutes
Pastries for Parents– Developmental Meeting	Rachel Maldonado, Principal Valerie Shuman-Wylie, Administrative Assistant	Parents will learn: 1. Test strategies 2. What to expect from testing. 3. How to help students at home.	February 2025	Sign-in Meeting Evaluation/Feed back, Agenda, Meeting Minutes

Schools may add or remove rows as needed.

PARENT COMPACT

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

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

1. Copy of the compact
2. Sign in sheet from Developmental Meeting
3. Survey feedback from Developmental Meeting

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

1. Sign in sheets
2. MYcroCases case notes/ Orientation notes
3. Copies of signed compacts in the enrollment packet

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 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.

1. School Messenger script and report
2. Out of field letter sent home, posted on website and social media, call blast w/ email.

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
Pre-Planning, Technology Training (Edmentum, various Parent Communication Training)	Rachel Maldonado, Principal Valerie Shuman-Wylie, Administrative Assistant	Improved ability to communicate concerns and praises with parents and families.	August 2024	Sign in sheets Agenda Minutes
Developing Positive Relationship Training and/or Seminar	Rachel Maldonado, Principal Valerie Shuman-Wylie, Administrative Assistant	Improved ability to develop positive relationships with students, parents, community, and other faculty/staff.	March 2025	Sign in sheets Agenda Minutes Feedback

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	We will coordinate with ESSER grants and other federal programs to provide highly effective teachers and to help support instruction for all students
<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.	We will coordinate with ESSER grants and other federal programs to provide highly effective teachers and to help support instruction for all students.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	We will coordinate with ESSER grants and other federal programs to provide highly effective teachers and to help support instruction for all students.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	We will coordinate with ESSER grants and other federal programs to provide highly effective teachers and to help support instruction for all students.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	We will coordinate with ESSER grants and other federal programs to provide highly effective teachers and to help support instruction for all students.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	We will coordinate with ESSER grants and other federal programs to provide highly effective teachers and to help support instruction for all students.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	We will coordinate with ESSER grants and other federal programs to provide highly effective teachers and to help support instruction for all students.

Schools may add lines as needed.