

2025-26

**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, Marcie Murphy, 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.

☒ X

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;

☒ X

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)];

☒ X

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)];

☒ X

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)];

☒ X

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)];

☒ X

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)];

☒ X

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)];

☒ X

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

☒ X

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.

Claudia Shisler

Signature of Principal/School Administrator

6/2/2025

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
\$5,000	\$4,495.45	\$504.55
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 final event is scheduled April 17, 2025.		

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	Increase promotion to parents.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of	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.)

	participants listed on sign-in sheets in Digital Compliance)	
Annual Meeting (Beginning of Year)	Virtual	Parents appreciated the information shared about Title I. This is the first year that Jacksonville Classical Academy received Title I funding.
Developmental Meeting (End of Year)	upcoming	TBR
Literacy Event	8	Parents reported that the event provided great tips and ideas for reading support at home, and the event was engaging.
Math Event	upcoming	TBR
Testing Prep Event	2	A parent reported that the information was explained well and appreciated the tips to help her child with testing.

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.

JXC Fort Caroline parents are interested in receiving more information about being involved in the school's Title 1 program. Parents and guardians have requested information from the school on the following topics during family engagement events:

1. How to access academic and social resources for parents.
2. How to become a school volunteer.
3. How to support their child at home with schoolwork.

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. Parent/guardian schedules 2. Communication 3. School cultural differences 4. Language barriers		
(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)	Parent Schedules	Provide events that occur during parent-preferred times.
2)	Communication	Ensure every classroom has a parent liaison/room parent to attend meetings. Use the Parent Group Facebook page, Jet Gazette, and parent email lists to communicate with parents and families regarding upcoming events.
3)	Cultural Differences	Provide opportunities that include one-on-one and individualized support that foster the parent-teacher partnership.

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 PFEP's overarching goal is to build and establish strong communication with families and foster a school culture where families feel welcomed and supported by the school community.

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 <u>all</u> 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 <u>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.</u> Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?
We will provide various meeting and event times and include some virtual meetings options to ensure that all parents can attend some events.
Bilingual teachers will be available to reach out to our Spanish-speaking families as needed to ensure they are connected with our school community.
We will reach out to every family to schedule at least one individualized parent-teacher conference.
Communication will be provided via ClassDojo, Tuesday folders, our school website and school newsletters.
Teachers and administrators (principal and assistant principal) will be accessible before school, during planning periods, and after school to meet with parents.

We will strive to appoint a parent liaison for every classroom.

This parent will attend SAC/PTA meetings and reach out to all parents in the classroom on a regular basis.

Parents will be invited and welcomed into the school to volunteer and participate in school programs.

Family members will be encouraged to use our parent resource room in order to assist their children.

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?

Communication will be provided via the new district communication application, ClassDojo (calls, texts, and emails), our school website, school newsletters, and Tuesday Folders. Bilingual teachers will be available to reach out to our Spanish-speaking families as needed to ensure they are connected with our school community.

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) We will communicate with families in a timely manner about Title One using email, ClassDojo, the School newsletter, and the school website.
- (2) We will discuss this information during our annual meeting and developmental meeting, etc.
- (3) ClassDojo will provide direct language translation for families in their native language.

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) Open House/Orientation
- (2) Open House/Orientation
- (3) Open House/Orientation
- (4) ClassDojo language translation

(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) Annual Meeting, Jet Parent Group Meetings, Developmental Meeting, public board meetings
- (2) The school will communicate opportunities for parents to participate in decision-making by utilizing the following: the new district communication application, ClassDojo, newsletter, email, school website, and Tuesday Folders.

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 are encouraged to share concerns with the school's administration and parent liaison. They can meet with the school administrators or communicate with them via phone or e-mail. If there are any concerns about the implementation of the Title I school-wide plan, the school administrators and school liaison can contact the Title I office. Parents will also be directed to

the Title I contact information on the district's website in case they would like to reach out directly to them.

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

(1)The school will publish and communicate the Title I, Parent and Family Engagement Plan to parents and families by making a copy accessible for parents in the parent resource room.

(2) There will also be copies available for parents at Open House, the front office, and upon request.

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)].

Jacksonville Classical involves parents and families in multiple school wide events throughout the year. All events are communicated both virtually and hard copy through a weekly newsletter. These events work to improve Title 1 programs.

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 - N/A
- Childcare - N/A
- Home Visits - N/A
- 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)]
Parent survey
What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?
Survey results
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)]

<u>1. Step 1: Communicate the meeting to families</u> <u>2. Step 2: Prepare teachers and staff to run the meeting</u> <u>3. Step 3: Order supplies needed for the meeting</u> <u>4. Step 4: conduct the meeting</u> <u>5. Step 5: Send feedback form to families</u>
Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.
We will use the PowerPoint on the Federal Programs website.
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) JXC Staff will explain how a culmination of test scores and classroom performance is used to ensure the success and academic growth of students. (2) JXC Staff will explain that our school is a school of choice. (3) JXC Staff will explicitly explain what the rights of the parents are as attendees of a Title 1 school
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?

All communication from the school is transmitted virtually and in hard copy form in weekly Tuesday folders.

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: Review the feedback form from the beginning of the year meeting

Step 2: Communicate during the developmental meeting with families

Step 3: Prepare teachers and staff to run a meeting. During the meeting, staff will outline the school's successes and goals for next year based on the academic performance of the school.

Step 4: Order supplies needed for the meeting

Step 5: Conduct the meeting

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: - Assist parents with understanding the challenging state academic standards, how to monitor progress, and work with educators - Host an annual meeting in which parents and students will have opportunities to meet with teachers, review class curriculum map, understand grading policies, discuss any necessary requirements to achieve success in specific subject areas
How will the school implement activities that will build relationships with the community to improve student achievement?
Our school will coordinate and integrate parent engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.
(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

- | |
|---|
| <p>(1) Our school will provide a parent resource center located in the school. The center will have articles, brochures, and other resources for parents to take home to aid their students' instruction.</p> <p>(2) The school will provide notifications and communications in the form of newsletters, the school webpage, Class Dojo, and translation services when needed.</p> <p>(3) During our pre-planning, teachers will receive an overview of the Parent Resource Room and how it will be a resource for our families. The teachers will have opportunities to ask questions and view resources.</p> |
|---|

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided, and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?
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No additional resources are being provided through the Title 1 funds. If parents or families were to need support, our trained staff will provide it.
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PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness – how do you know parents learned what was desired for them to learn?
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child needs 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 2025, February 2026</i>	<i>Sign-in; Evaluation/ Feedback; Parent screenshot 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, Assistant Principal, Parent Liaison	Parents will learn ways to partner with the school to improve student achievement.	October	Sign in sheet, evaluation forms
Title I Developmental Meeting (required)	Principal, Assistant Principal, Parent Liaison	Parents and school representatives will work together to discuss the upcoming Title 1 Parents and Family Engagement Plan, Activities, and budget.	March	Sign-in sheet, feedback form, parent survey.
Literacy Event	Principal, Assistant Principal, Parent Liaison	Provide parents and families with activities and resources that support improving	November	Sign-in sheet, evaluation forms

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?
		reading achievement.		
Math Event	Principal, Assistant Principal, Parent Liaison	Provide parents and families with activities and resources that support improving math achievement.	March	Sign in sheet, evaluation forms
Third Grade Testing Preparation Event	Principal, Assistant Principal, Parent Liaison	Provide parents of third-grade students' achievement information and additional strategies to support preparation for upcoming state and school-based assessments.	April	Sign in sheet, evaluation forms
Parent-Teacher Conference Event(s)	Principal, Assistant Principal, Classroom teachers	Provide parents with student achievement data and academic strategies to support their students at home and school.	October	Sign in sheet, evaluation forms

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)

During our Annual meeting year, we will collaborate with parents to discuss and create a parent compact form for the school. We will develop the plan and submit it to our parents. The form will be distributed, and flyers/newsletters will be used to explain the compact. The parent compact form is sent home. School staff will communicate with families to remind them to review, sign, and return the compact to our school.

Teachers will be given copies of the parent compact so that they can reach out to families and have them sign. Teachers have a parent compact log, and they discuss the parent compact form with parents during parent-teacher conferences. We hold an annual conference day as well as conference days throughout the year so that teachers can share test scores and academic information with families upon request.

Teachers will distribute the compact forms several times each year and communicate with the parents to collect a form from every family.

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?

Parent compacts will need to be returned to the parent liaison at the end of each year. If teachers are struggling to contact parents, then the school principal or school counselor will reach out to the parents via phone or email. The teacher will use a conference day to confer with all the students' parents.

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.

The school will provide a board-approved teacher Out-of-Field List to parents twice a year in October and February during Survey 2 and Survey 3. We will also provide a Right to Know letter.

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 the value of their contributions.**
- 2. How to reach out to, communicate with, and work with parents and families as equal partners.**
- 3. Implementing and coordinating parent and family programs and building ties between parents 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 2025</i>	<i>Sign-in sheets, evaluation sheets, and follow-up with teachers</i>
How to hold a parent-teacher conference using student data.	Principal, Assistant Principal	Strong communication between parents/guardians /families improves student learning growth.		Sign-in sheets, student achievement growth, parent surveys
How to use Class Dojo to improve teacher and parent communication.	Principal, Assistant Principal	Teacher and parent/guardian communication is directly correlated to student achievement.		Sign-in sheets, student achievement growth, parent surveys

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)]
☒ X	IDEA - The Individuals with Disabilities Education Improvement Act	
☐	VPK - Voluntary Pre-Kindergarten	
☒ X	Title I, Part D – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
☒ X	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
☐	SAI - Supplemental Academic Instruction – Super Categorical for supplemental instructional opportunities.	
☒ X	Title II, Part A – Supporting Effective Instruction through professional development for administrators and teachers.	
☐	Title III, Part A – Helping English Language Learners achieve English proficiency	

☒ X	Title IV, Part A – Providing Supplemental Support and Academic Enrichment for students.	
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Schools may add lines as needed.