

2026-27

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



School Name: KIPP Impact Academy School #: 5981

Principal Name: Tiffany Reid

School Website: www.kippjax.org

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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.

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.

Tiffany Reid

3/23/2026

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$ 3600	\$ 3600	\$ 0
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.		
Not applicable.		

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)
15	25	We will increase awareness of the Title I Parent Resource Room through ClassDojo, Deanslist, family newsletters, parent conferences, and school events. Families will be invited to check out books, academic materials, technology resources and other tools that support learning at home.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants	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.)

	listed on sign in sheets in Digital Compliance)	
Annual Meeting (Beginning of Year)	123	Inform parents of their rights ESSA 2015, Title 1 and the school engagement plan
Developmental Meeting (End of Year)	8	Parents participated in a SWOT analysis of the activities, events, and needs of their child's school; they were also given an opportunity to ask questions and hear direct feedback from administrators.
Back To School Night	678	Parents were able to meet with teachers and get an overview of the school wide expectations and goals for the year.
Open House	388	Families have the opportunity to learn about the school and get an overview about the curriculum and schoolwide expectations
ESOL Night	9	Families learned about ESOL services, language-development supports, and resources available to multilingual scholars. Families received resources to assist scholars at-home.
Technology Night	14	Families received hands-on support accessing and navigating ClassDojo, the student grade portal, and other school technology platforms. By the end of the session, participating families were able to log in, locate important academic information, and identify how to communicate with teachers.
Literacy Night	22	Students and parents heard from local authors, learned about ways to increase literacy at home, and provide families with resources for a home library.
Data and Dodge	8	Parents participated in discussions around state and regional data assessments. Parents learned ways to help support their students academic growth and discussed goals around achievement and growth on assessments.
3rd/8th Grade Night	23	Parent Meeting geared towards outlining the promotion requirements for

		3rd/8th grade students, the academic goals aligned with grade level achievement and to inform them about the state testing requirement and alternative assessments available for students who don't pass the state test.
Quarter 1 Conference Day	45	Opportunity for parents to build capacity around their understanding of student achievement and learning about their students' gains and gaps in curriculum. They also can plan action with teachers around ways to improve student outcomes.
Quarter 3 Conference Day	89	Opportunity for parents to build capacity around their understanding of student achievement and learning about their students' gains and gaps in curriculum. They also can plan action with teachers around ways to improve student outcomes.

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.
Parents expressed their gratitude for the opportunity to reflect on the school year with the assurance that expressed feedback would be considered in the plans for the coming year. Specific areas cited were implementing a full year school-based tutoring program, timely communication, increasing the frequency of grade checks, targeted efforts to curve behavior and more athletic activities geared toward elementary students.

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. Time of Day, Most parents named that the time for most activities conflicted with when they worked. Wanted to see more over the phone/virtual options. 2. Transportation 3. Competing Commitments, parents named that they had students at various schools and or worked multiple jobs and limited their availability.		
(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)	Time of Day	Provided varied time for events and offered more all day events that allowed for parents to come at their convenience and virtual and over the phone options.
2)	Transportation	Offer Free Bus Passes
3)	Competing Priorities	Multiple offerings of events across different media platforms and across various days. Allowing for parent input to be sent out and collected at a variety of events.

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?
--

Maintain 80% satisfaction rating on POSSIP survey

PTO meets monthly

90% of families are registered and utilize our school communication platform- ClassDojo

90% of families have access to the school grade portal

Increase parent presence at school partnership events

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 communicate both electronically and via hard copy, host region-wide events, provide one-pagers with information regarding the dates that schools are closed to encourage parents to schedule appointments on the days when students do not have school. Additionally, we are providing virtual options for our programming; are sending newsletters using Class Dojo, communicating via email and text messages with information about resources for students and families.
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?
KIPP Impact Academy will create, publish, and share a monthly calendar of events designed to engage families and equip them with tools to help support their students' educational experience. We are also making updates to our website.
What are the different languages spoken by students, parents and families at your school?
The languages spoken by students, parents, and families at our school include English, Spanish, and Creole.

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 sent home with students and published online (2) Create, publish, and share monthly calendar of events (3) Class dojo messages, email, and website
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) Parent nights are held through the year to provide parents with an opportunity to learn about current curriculum and the best ways to support learning with the curriculum at home with the aid of instructional tech (2) Parent conferences and data nights will update parents on the current assessments provided to students, how to read the data from the assessments, and learn specific information on their students' data trends and goals. (3) Our Family and Parent handbook outlines student achievement levels and promotion criteria to inform families about the expected learning goals for our students. We also have conferences consistently to problem solve for students who may be struggling academically and at risk for being retained. (4) We have a staff member who is available to translate for our Spanish speaking families and offer materials in English and Spanish.
(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) Our PTO is our decision -making organization for parents at the school site. (2) Communication about parents opportunities to participate are sent out through Dojo, Possip, and sending home flyers for meetings (3) Parents are able to participate in decision-making at the annual meeting, developmental meeting, and SAC meeting (4) Parents also can communicate concerns and wants through the Parent Liaison
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]

The Chief Schools Officer (or their designee) will submit all parent and family comments to the district Title I office should there be parent concerns about implementation of the Title I school plan that are not satisfactory.

(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) Parent rooms, front office, newsletters, class dojo, website and with business partners.
- (2) Materials will be available in both English and Spanish

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)].

We will create a calendar of monthly parent meetings to get input on how we utilize funds and engage our families. This calendar will be distributed via Class Dojo, teacher office hours, home visits, and shared on our website.

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 - offer bus passes
- Childcare - all children are welcome to come
- Home Visits -our social worker and parent liaisons will support in this area
- Additional Services to remove barriers to encourage event attendance - early communication of dates, creating and sharing carpool lists, hosting a food pantry in conjunction with events to address larger food insecurity issues, offer virtual options for meetings, and offering additional free resources.

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Parents provided input using POSSIP bi-weekly , select home visits, quarterly parent conference days and we disseminated our annual KIPP Jax 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?
We collected this feedback in our annual KIPP Jax parent survey and through POSSIP surveys.
How flexible meetings will be offered to accommodate parents? Check all that apply.
☐ AM Sessions based on documented parent feedback ☐ PM Sessions based on documented parent feedback ☒ Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening) ☐ AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening) ☐ Other _____

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]
1. Step 1: Create invitation in multiple formats 2. Step 2: Send via phone call, email, text, hard copy,school communication platform 3. Step 3: Social Media blasts directing families to check school communication
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.
Annual Meeting Agenda Welcome and Introductions Every Student Succeeds Act (ESSA) 2015 All about Title 1 Parental and Family Engagement Curriculum/ Assessment Classroom Visits
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.
All areas were included in our annual meeting through the Powerpoint presentation, handouts, and additional resources that were provided. The Principal provided parents with an explanation of parent rights, school choice, and ESSA of 2015.

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?

Weekly, parents are provided paper copies of flyers and newsletters about events at the school as well as messaging on Classdojo. The front office posts school events for parents and information will also be available in our parent rooms.

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.

Parents will be invited to attend the developmental meeting and provide feedback through flyers, newsletters, Classdojo reminders, and re enrollment notices via phone, email, paper, and Zoom option. We will also evaluate parent/family satisfaction using our family survey and POSSIP data.

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?
When reflecting on what was successful in the execution of our family events. We saw an increase of participation when events aligned with major student events. Based on the feedback we will work to stagger the timing of events to provide a variety of options days/week/time/hybrid during the day when hosting family events.
How will the school implement activities that will build relationships with the community to improve student achievement?
Our counselors, student support team, and External Affairs team have worked to compile a list of community resources and partnerships with a variety of organizations and provide that information to parents. We share general information about resources , but also information about events hosted in the community. These resources are also available in our parent resource room.
(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) Sign in sheet, also available upon request with the parent Liaison (2) Highlighted in our newsletter, and on dojo, used during parent nights, computers and printers are available to provide resources such as voter registration, tax completion support, and additional flyers about upcoming school/community events. (3) Teachers are provided with information about what is housed in the parent resource room to encourage parents to borrow the materials they need.
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 training are provided to adequately prepare parents to use the resources and materials at home with their children?

Additional information and resources are available for parents in the Parent Resource room. We will provide parents with support and training on some of the available resources on data night and on parent conference days. Additionally our Parent Liaison will be available at the parents request to provide support with the resources available.

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: FAFSA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <i>How to complete the parent portions of FAFSA</i> <i>How to research college websites for what their child need for admission</i> <i>How to use OneDrive and Focus to keep up on graduation indicators</i> <i>About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2026, February 2027</i>	<i>Sign-in; Evaluation/ Feedback;</i> <i>Parent screen shot of completed FAFSA parent page;</i> <i>Evidence of one completed scholarship application after 3 weeks;</i> <i>Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	<i>Principal</i>	<i>Outline the legal rights of parents</i> <i>Provide parents with federal guidelines of funding and requirements of funding</i>	August 2026	<i>Sign-in; Evaluation/ Feedback;</i>
Title I Developmental Meeting (required)	<i>Principal</i>	<i>Evaluate the schools family engagement plan</i>	March 2027	<i>Sign-in; Evaluation/ Feedback;</i>

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?
		2. Strategize for ways to improve and create a plan for next year.		
Quarter 1 Conference Day/Titan Parent Academy		Parents will learn school procedures and policies. Receive school COMPACT and tech contract	October 2026	Sign-in; Evaluation/ Feedback;
Literacy Night	Simon/Literacy Coach/ GLC	Parents learn the importance of early literacy and working on reading at home.	January 2027	Sign-in; Evaluation/ Feedback;
3rd and 8th Grade Transition Night	GLC	Parents receive information on promotion requirements for 3rd and 8th grade	December 2026	Sign-in; Evaluation/ Feedback;
Data and Dinner Night	Simon	Admin and staff will discuss good test practices to prepare for the upcoming state testing.	February 2027	Sign-in; Evaluation/ Feedback;
Back to School Night	Sinar Simon	- About Parent resources at the school level. - Parents will be able to view and visit the parent room. - How to use apps and technology such as dojo, illuminate, focus, and schoolmint	August 2026	Sign-in; Evaluation/ Feedback; Parent will successfully sign into class dojo, illuminate, focus and schoolmint.
Open House	Sinar Simon	- Parents will learn the vision and mission of the school for 24-25 school year. - Parents learn about the curriculum used	September 2026	Sign-in; Evaluation/ Feedback; Parent will signed copy of

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>school wide and about the academic supports offered.</i> 3. Parents and students will review and sign the commitment to excellence that explains the schoolwide 4. expectations		<i>the commitment to excellence</i>
ESOL Night	Simon/ESOL Lead	Parents will learn the importance of learning English to help assist students at home	November 2026	<i>Sign-in; Evaluation/ Feedback;</i>
Pastries with Parents		Financial Literacy/Parent Advocacy/ Educational Advancement (Resume Writing, GED Options)	March 2027	
Parent Testing Bootcamp 101		Parents will learn what students are learning to prepare for state testing. Parents will have access to practice testing.	April 2027	

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)

Parent compacts are an inclusive element in the recruitment and enrollment process. We will continue to include and discuss the parent compact during conference days. We will collect and compile copies of the signed compacts.

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

Principals (or their designee) will follow up with their grade level chairs to ensure that required conferences are implemented with parent compacts as an agenda item to be discussed.

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.

We will provide the Right to Know letters to all parents and the parents with students affected will receive an out of field notification letter. Letters will also be posted on dojo to impact classrooms and grade levels.

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 parents 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 2026</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Effective Family Communication	Mrs. Reid	Strengthen communication between home and school to better support their scholar's attendance, behavior and academic progress	July 2026	Sign-in sheets, Family contact trackers/logs, Evaluation Survey, Possip Survey Data
Building and Maintaining Positive Stakeholder Relationships	Mrs. Reid	Building trusting partnerships among all stakeholders (staff, families and community) to increase family participation and support student achievement.	July 2026 August 2026	Sign-In sheets, Documented family outreach, Increased Family participation at events, Possip Survey Data
ESOL Support, Documentation and Strategies	Mrs. Reid	Equip teachers and staff with strategies and documentation procedures to support ESOL scholars (and their families) development and help them achieve grade-level instruction success.	August 2026	Sign-in sheets, Increase in documented accommodations, lesson plan evidence, follow-up coaching observations
SWD Support, Documentation and Strategies	Mrs. Reid	Strengthens teacher and staff members ability to implement accommodations, modifications,		Sign-in sheets, Increase in documented accommodations, lesson plan evidence, follow-up coaching

		monitor and document progress, and provide instruction for scholars with disabilities.		observations, progress monitoring data
Feedback and Forward: Student-led Parent Conferences	Mrs. Reid, APs and Teachers	Scholars will reflect on the academic performance by communicating their Strengths and Growth areas. The student, family and teacher work together to establish goals and next steps.	January 2027/February 2027	Student Reflection Forms, Family Surveys, Follow-Up PM Data

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	We coordinate IDEA services through IEP meetings, parent conferences, family training and consistent communication about student's progress. We also provide resources and strategies they can use to support learning at home,
☐	VPK - Voluntary Pre-Kindergarten	N/A
X	Title I, Part D – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	All staff are trained in YMHFA. Our Social worker and Counselors work with outside community partners to connect families with appropriate support and resources.
X	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Our Social Worker and Counselors work closely with families experiencing homelessness to help remove barriers by connecting families with transportation, food, clothing, school supplies and housing support through community resources.
☐	SAI - Supplemental Academic Instruction – Super Categorical for supplemental instructional opportunities.	N/A
X	Title II, Part A – Supporting Effective Instruction through professional development for administrators and teachers.	We create a professional development plan for the year focusing on student improvement and academic goals to include clinics, workshops and Data sessions,
X	Title III, Part A – Helping English Language Learners achieve English proficiency	We provide translated materials, ESOL family session, on-site interpreter, and resources to help language development and academic success at home.

X	Title IV, Part A – Providing Supplemental Support and Academic Enrichment for students.	We provide family activities that assist with technology access, academic enrichment/tutoring and overall student well-being.
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Schools may add lines as needed.