

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



School Name: Global Outreach Charter Academy **School #:** 1221

Principal Name: Erica Murray, Director of Curriculum

School Website: www.goca.us



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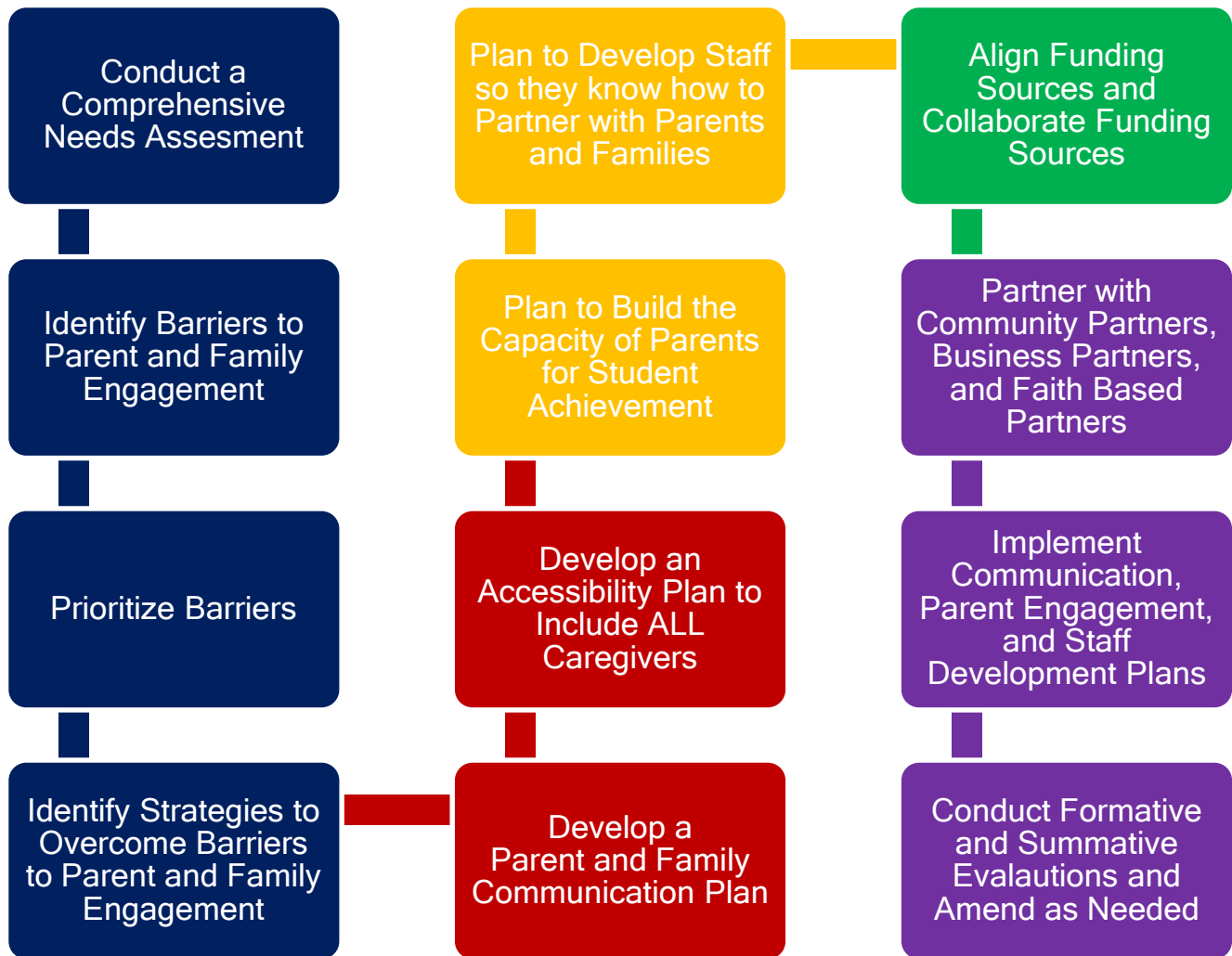
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OVERVIEW

The Duval County Public School District Local Education 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, Erica Murray, 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.

Erica Murray
Signature of Principal/School Administrator

9/10/18
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
\$3328.00	\$3182.60	\$145.40
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		
A difference in funds was not distributed to Global Outreach Charter Academy and that is why all money was not spent.		
This year, in order to ensure that all funds are used, we will increase advertisement for all Parent Engagement needs according to the PFEP budget.		

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	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
0	0	We were informed that our Parent Resource space was small, so we are relocating it to a more open, more easily accessible location in our school (as suggested by District Title 1 designee). Main Office staff will be trained on how to promote use of the space by parents.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
School Orientation	258	Parent attendance, student sign-ups for Extended Day and other programs. Evidence: Sign in sheets and parent evaluation forms
Open House	201	Parent attendance. Evidence: Sign in sheets and parent evaluation forms
Technology Training	21	Parent attendance, parents signed up in Focus Parent Portal and increased use of technology platforms. Evidence: Event pictures, parent evaluation forms, agenda

Coffee with The Principals	19	Parent attendance, increased parent involvement in school decisions Evidence: Event images, meeting minutes, agenda, parent evaluation forms
Homework Strategy Workshop	12	Parent attendance, increased parent communication via Class Dojo, increased parent involvement in home learning practices Evidence: Parent evaluation forms, minutes, agenda
8 th Grade High School Planning Meeting	16	Parent attendance, increased parent knowledge of applications of neighboring high schools Evidence: Event images, sign in sheets, GOCA's Transition Guide for 8 th Graders
FSA ELA & Writing Workshop	68	Parent attendance, increased parent knowledge of FSA requirements for ELA and Writing. Evidence: Agenda, sign in sheets, parent evaluation forms, newsletter
FSA Math, Science and EOC Workshop	13	Parent attendance, increased parent knowledge of FSA requirements for Math, Science and EOCs Evidence: Agenda, sign in sheets, parent evaluation forms
Annual Title 1 Developmental Meeting	7	Parent attendance, increased parent involvement in school decisions Evidence: Agenda, DCPS PowerPoint, Parent Compact, PFEP

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 during the previous year (not applicable to new Title I, Part A schools).
<p>Summary of Parent Feedback from the Developmental Meeting of May 2018:</p> <p>Parents would like to see that there are more options provided for meetings. For example, they supported the idea of having a morning and evening option for meetings to accommodate different availability.</p> <p>Parents are interested in receiving information about high school preparation as early as possible and believe it would be helpful to revisit the conversation a few times out of the school year as opposed to once in December.</p> <p>Parents would benefit from additional trainings on technology such as Focus, offered a few times throughout the year as challenges arise and new students continue enrolling in the school throughout the year.</p> <p>Parents enjoy the after-school 21st Century Grant Program, which helps their students excel academically and provides free supervision for parents who work late into the evening. They wish to continue operation of the EDGES program.</p>

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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 - Based on a review of parent feedback from previous parent surveys, we identified that same time of day of the meeting was a hindrance to some parents.
2. Barrier 2 - Parents expressed a need for a more specific-to-students high school preparation workshop.
3. Barrier 3 - Parents requested an additional technology workshop to help navigate e-platforms and FOCUS Parent portal throughout the school year.

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (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)).

1. Barrier 1 - We are addressing limited times of parent events this year by providing meetings and activities at various times of the day (AM and PM sessions).
2. Barrier 2 - We are holding an interactive, informational High School workshop for 8th graders and their families to discuss feeder school options, application deadlines/process and what to expect for their students in particular.
3. Barrier 3 - We have added a second afternoon technology training and also have a larger population of ESOL service providers as well as Spanish/Russian translators this year to assist with these trainings.

What are the overarching outcomes/goals for the current school year for parent and family engagement?

Global Outreach Charter Academy's ultimate goal is to increase parent involvement in all school events. As a result of parent request discussed in our end of the year meeting, we have scheduled the following events for the 2018-2019 school year:

Friday, August 24th, 2018 - Early High School Information Session - Discussion of credits, qualifications, benefits and how parents can help their students at home

Thursday, September 27th, 2018 - Technology training for parents so they can help their child access the school web-based learning platforms they use at home (FOCUS, IXL, Achieve 3000, etc.)

Thursday, November 15th, 2018 - Coffee with the Directors, open forum format

Thursday, December 13th, 2018 - High School Planning workshop for parents and 8th graders

Thursday, January 24th, 2019 - FSA Parent Workshop - Grades 3-8 ELA/Math, Writing, Science and EOC information

Thursday, February 7th, 2019 - Technology training for parents so they can help their child access the school web-based learning platforms they use at home (FOCUS, IXL, Achieve 3000, etc.)

Thursday, March 7th, 2019 - Coffee with the Directors, open forum format

Thursday, May 30th, 2019 - Annual Title I meeting will be held in the spring, date to be determined.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Global Outreach Charter Academy provides flexible times for parent events, translation in native languages, transportation, childcare for children of parents at family events. We also offer parents to attend family events with all family members, as necessary. We have info@gocacademy.com that is available 24/7 for parents to express needs for their child's education. We send frequent reminders of parent/family events via Class DOJO, school social media and flyers.

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?

The school uses Class DOJO, a school-wide teacher-parent web application that provides two-way communication between parents and teachers. We also post events on our website and through social media. Flyer invitations are sent home with students at least a week in advance to notify parents of upcoming family engagement events. All communication is translated in Spanish and as needed, in Russian.

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

Besides English, Spanish and Russian are spoken by families at Global Outreach Charter Academy.

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

(1) The school uses Class DOJO, a school-wide teacher-parent web application that provides two-way communication between parents and teachers. We also post events on our website and through social media. Flyer invitations are sent home with students at least a week in advance to notify parents of upcoming family engagement events. All communication is translated in Spanish and as needed, in Russian.

(2) Listed above (Class DOJO, school social media, flyer invitations. All resources are available in Russian and in English)

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?

(1) During the Open House, parents meet with classroom teachers to review their child's curriculum and set up parent conference meetings. In mid-September progress reports are sent home to parents with academic updates. During our scheduled technology trainings throughout the year, parents are given information and a demonstration on how to access their child's progress online on various web-based platforms used in school such as Achieve 3000, I-Ready, IXL and student classroom work on FOCUS.

(2) Parents will receive iReady Parent Reports and Achieve 3000 Parent reports discussing student progress.

(3) Parent Reports in iReady convey the achievement levels and target point gains students are expected to obtain.

(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) Parent stakeholders are a valued community in the school. While they may not have authority to make solid school decisions, they are a big influence in how we perform operations, such as dismissal, snack time for younger students, after school program activities.

(2) We provide a meeting request form in the main office for parents to fill out to request a special meeting. For parents who request meetings, we provide a Parent Liason who can facilitate a meeting between parents and teachers or administrators. Parents can also send an email via info@gocacademy.com which will be sent directly to school administration and if necessary, in turn to the Parent Liason.

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 comments and concerns regarding the school are managed by the Parent Liaison and Director of Student Services. As a charter school, we act as the LEA for our families. We receive parent feedback at our development meeting each year that we incorporate to our new plan to improve parent and family support.

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).

The school will have copies posted in the Main Office of our Parent Engagement Plan. The parents will also have access (hard copies) to the Parent Engagement Plan at parent/family events.

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)].

Global Outreach Charter Academy's Leadership Team, Board of Directors and parents will review the Parent and Family Engagement Plan (PFEP), examine student performance data, develop parent workshops, review the budget and current funds, and examine parent survey results to determine changes needed for the PFEP policy. Global Outreach Charter Academy will incorporate input from our 2018 Parent Involvement Development meeting to revise the program for the 2018-2019 school year. The PFEP will be available to parents in the main office and also will be posted on our school 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 - Provided upon request
- Childcare - Provided upon request
- Home Visits - Determined based on the student's need.
- Additional Services to remove barriers to encourage event attendance - Provide various times for events.

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)]

The parent input/request for more opportunities was heard at the end of the year Developmental Title 1 meeting, in which parents stated the mentioned barriers.

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

The school has meeting minutes from the end of the year Developmental Title 1 meeting and Coffee with the Principals sessions from 2017-2018.

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
- AM & PM Sessions (Same content to appeal to more parents)
- 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: A decided upon date is put into place.

Step 2: The meeting notice will be posted on our website, as well as on Class DOJO, and social media.

Step 3: Flyers announcing the meeting will be sent home with each student in their homework folder.

Step 4: Parent feedback and requests are incorporated into our plan for 2018-2019.

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.

Our program is a school wide program, and parents are made aware of that through the PFEP meeting and our other events throughout the year. All of our parent and family engagement activities are open to all families, school-wide.

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.

(1) The Academic Directors will share progress data with parents, including benchmark diagnostic achievement scores from I-Ready and Achieve 3000.

(2) An overview of school choice will be covered by providing clear information regarding public school options and what a charter school is.

(3) Parents will be reminded of all the ways to contact the school, how to request parent-teacher conferences, and get interpretation services if needed.

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?

The school will send home monthly newsletters and flyers advertising parent events. The school will also send progress reports and iReady parent reports (after diagnostics) to share student progress with parents.

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 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.

The End of The Year Developmental Meeting to evaluate Parent and Family Engagement will be held on Thursday, May 30th, 2019. Parents will be invited to share barriers they encountered from the 2018-2019 school year in order to generate a more effective Parent and Family Engagement Plan for the 2019-2020 school year.

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?

At our family and parent events, educational materials and resources will be offered/given to families so they can implement strategies at home to help their child be successful, including a recap of how to check out materials from our Parent Engagement room/space.

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

The school provides programs to enrich and support students' educational experience that are provided via community organizations. Organizations such as Right Path Behavior, which provides counseling for students labeled at-risk based off of grades, attendance, behavior, needs for counseling. We are in the process of creating more community connections for the upcoming year.

(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) Because of the lack of use of the Parent Involvement room this past year, we are relocating the space to a more open/accessible area in the school where parents will feel more comfortable.
 (2) We will have Main Office staff offer the space to parents if they need resources or to use the parent computers.
 (3) Title 1 Parent Liason will conduct a training with Main Office staff on how to use sign out sheets to track items checked out by parents and monitor computer usage purposes.

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?

For the upcoming school year, GOCA will be improving our technology program by providing a 1-to-1 program with a laptop for students in all 3-8 classrooms. The school will be leveraging Google for Education tools and applications. To support parents, we will be providing parent technology workshops throughout the year so parents can learn about our e-learning tools and how to use them with their child at home.

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	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Title I Coordinator and Director of Curriculum	Parents will have the opportunity to review the PFEP and make suggestions for the upcoming school year.	September 2018	Meeting minutes, sign in sheets	\$78.25
Technology Training	Title I Coordinator and Academic Directors	Parents learn how to access the school web-based learning platforms at home (IXL, Achieve 3000, USA Test Prep, etc.)	September 2018	Agenda, sign in sheets	\$146.50
Coffee with The Directors	Academic Directors	Open forum for parents to ask questions on school data, curriculum workbooks, platforms (Think Central, Achieve 3000, iReady), as it pertains to student success and get more information on academic programs available for their child.	November 2018	Meeting minutes, sign in sheets	\$120
8th Grade High School Planning	Academic Directors	Help parents and students understand application processes and due dates, feeder high schools available, required study habits for success and working with high school counselors/advisors for college readiness.	December 2018	Sign in sheets, event images, parent evaluation forms	\$146.50
FSA Parent Workshop	Testing Coordinator and	Review of test requirements, accommodations and	January 2019	Sign in sheets, event	\$183

	Academic Directors	e-platform practice available		images, parent evaluation forms	
Technology Training	Title I Coordinator and Academic Directors	Parents learn how to access the school web-based learning platforms at home (IXL, Achieve 3000, USA Test Prep, etc.)	February 2019	Meeting minutes, sign in sheets	\$146.50
Coffee with The Directors	Academic Directors	Open forum for parents to ask questions on school data, curriculum workbooks, platforms (Think Central, Achieve 3000, iReady), as it pertains to student success and get more information on academic programs available for their child.	March 2019	Meeting minutes, sign in sheets	\$120
Title I Developmental Meeting (required)	Title I Coordinator and Director of Curriculum	Parents will be able to discuss barriers and make suggestions for the upcoming school year.	May 2019	Meeting minutes, sign in sheets	\$0

Schools may add or remove rows as needed.

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...

...the assistance of parents and families and in the value of their contributions.

Parent panel discussion with teachers and Academic Directors will be held throughout the school year. Parents will be invited to serve on this panel to share challenges and strategies in supporting their children in their educational experience and in the community. The purpose is to create constructive dialogue between the school and families, to better serve our students.

...how to reach out to, communicate with, and work with parents and families as equal partners.

The school will invite a school specialist from the district Title I office to come to our school and provide training and resources for all instructional staff and school leadership.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

This year, all GOCA staff are experiencing Cultural Competency training, school-wide CHAMPs training, training for iReady from an iReady representative and also training for Achieve 3000 run by an Achieve 3000 representative. All of these trainings are for K-8 instructional staff.

Within Cultural Competency training, all staff members are presented school scenario situations that our multicultural students face each day. Within these scenarios, GOCA staff work together to find the best solutions that are the most sensitive and positive for the students experiencing the situations.

Within school-wide CHAMPs training, staff are taught how to set positive, realistic behavioral expectations for students, how to properly enforce high expectations and how to deescalate situations that can be serious.

Within iReady and Achieve 3000 trainings, teachers are taught how to use data to empower students. They are also taught how to create powerful instructional groups that are tailored to individual student needs versus whole group instruction. These trainings also teach teachers how to monitor usage including lesson proficiency/frequency, skill practice, idle time spent on platforms and overall standard mastery.

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

(1) Staff will be trained on how to produce Parent Reports in Achieve and iReady. Staff have participated in Cultural Competency training, in which communication/parent engagement was a discussed topic.

(2) PD agendas with sign in sheets

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.