

**2021-2022**  
**Title I, Part A**  
***San Jose Prep***  
**Parent and Family**  
**Engagement Plan**



**School Name: San Jose Prep      School #: 5381**

Principal Name: Michelle Knapp  
School Website: [www.sanjoseprep.org](http://www.sanjoseprep.org)



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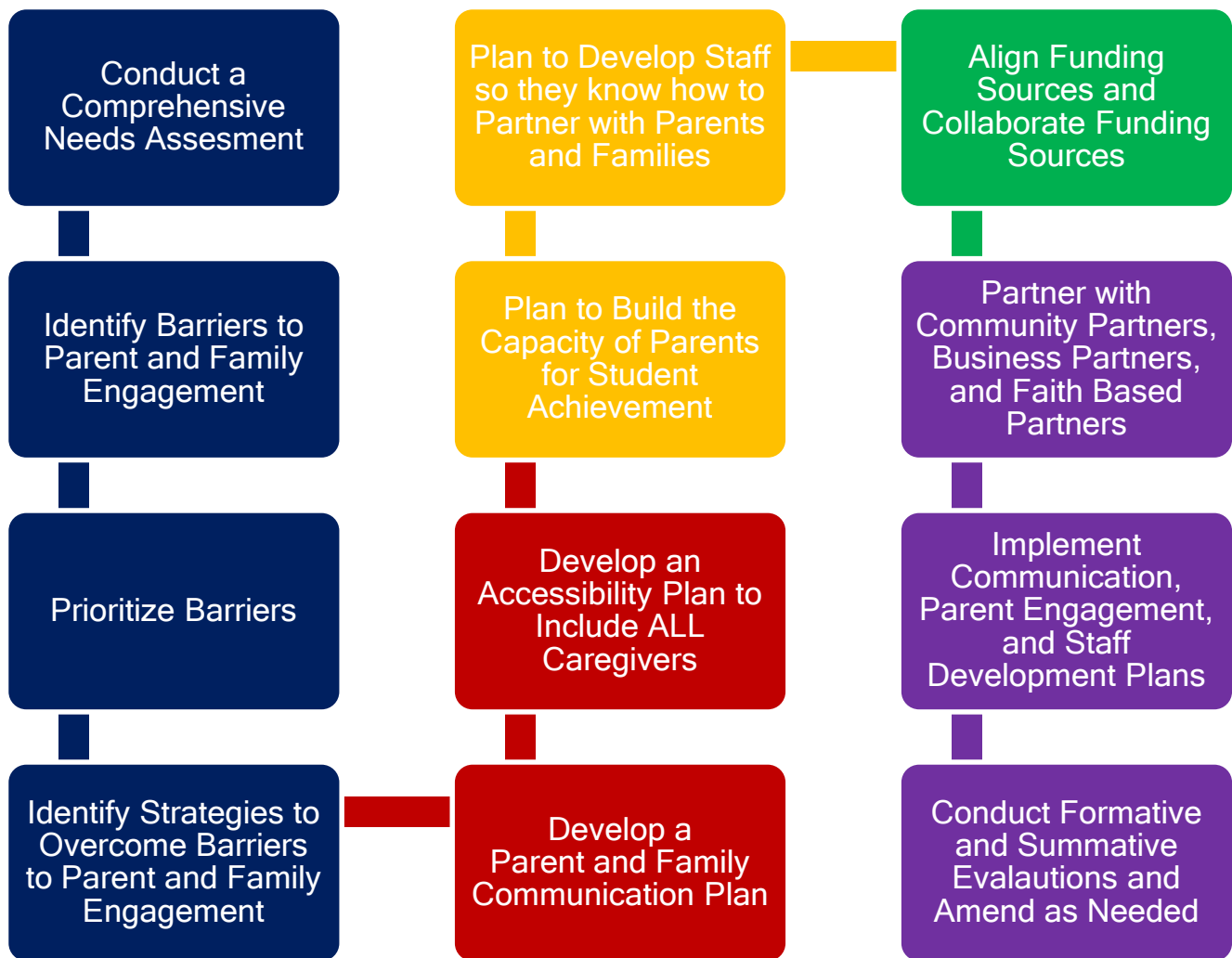
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# OVERVIEW

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, Michelle Knapp, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

\*click to select each assurance, this page will require an original signature and submission to the District.

\_\_\_\_\_  
Signature of 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
0	\$	\$3,014
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		

### 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)
2	1	Registration for parent Focus accounts College admissions information Transition to middle/high school info Financial aid info
Summary of Parent Engagement Events from the Previous Year		
Name of Activity (add all activities from the 2019-2020 school year)	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (how do you know the parents learned what the activity was intended to provide)
Developmental meeting	6	Development worksheets
Financial Aid night	5	Development worksheets
Parent Academy- Sophomores	25	Development worksheets




*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).**

## 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.

Transportation issues, prior engagements, languages other than English, communication not getting to the parents/guardians, no child care for younger siblings.

- (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
Language other than English	Include an interpreter at events, advertise in various languages, newsletter translates to various languages
Prior commitments/engagements	Get communications and advertisement out earlier. Post on the school calendar in a timely manner Record meetings via Zoom and post for parent viewing later
No child care	incorporate activities for the kids and provide supervision for younger siblings

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

The goal is to see an increase in communication with our families that do not speak English so they are more involved in the school

# 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 21<sup>st</sup> 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?

All of our events are placed on our school calendar. In addition, communication of the events will be sent out via email, app, website, social media, and newsletters. Newsletters and phone calls are sent home weekly by the Principal. Signs, flyers, and posters will also be utilized around campus and sent home. Parent and family engagement activities will occur at various times throughout the day in order to ensure that a time frame is available for all parents/guardians to attend around their personal schedule. All family members are welcome to our monthly events. Games and activities are provided for children while the event takes place. If a parent/guardian has any issue with attending or understanding an event, office personnel are always available to answer any questions or assist with translation.

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?

We send home a weekly newsletter and a weekly phone call highlighting all upcoming events. These are also available via our school app and social media. Information is also available in multiple languages for families that may need it.

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

Spanish, Portuguese



## 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) We will distribute this information at our parent meeting at the beginning of the year
- (2) Social media, our school app, school newsletter, and weekly phone calls will be used for disseminating information
- (3) Title I information is available on our 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?

- (1) The curriculum at the school will be described through one-on-one meetings, as well as workshops, led by our Student Services Team
- (2) We plan to have some parent meetings to explain the forms of assessment used to measure student progress, as well as teacher newsletters sent home to parents
- (3) Posters and hand outs are available for any parent who wishes to view and understand the breakdown of state standardized assessments/benchmark scores. We will also publish information in our school newsletter.
- (4) Parent Academies

(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) The parent association is open to all parents/guardians of students at San Jose Prep. Their primary purpose is to organize outreach events and hear/address any concerns that are brought forth.
- (2) All parent association meetings are scheduled with advanced notice and posted on the school calendar, website, and the weekly newsletter. They also send out opportunities electronically through Volunteer Spot for any parent who wishes to hold a more active role in their child's education.

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]

San Jose Prep will submit family and parent comments to the DCPS federal programs office as they arise.

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**).

This Title 1 document will be posted to our school's website. A copy will also be available in the parent resource room and will be provided 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)].**

San Jose Prep has a parent association known as the San Jose Partners. In addition to engagement activities, the parent association meets monthly and is a place where parents can voice their suggestions and concerns. It is a part of their monthly agenda to bring up Title 1 funds to include what improvements can be made or address any questions or concerns.

**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 - transportation will be provided for families that have this as a barrier
- Childcare - Child care will be provided on site during meetings and events
- Additional Services to remove barriers to encourage event attendance - if a translator is needed for a language that we do not have a translator readily available, one will be hired
- Meetings will also be streamed via Zoom or Google Classroom

## 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)]**

We produce yearly parent surveys in order to gauge the needs of our school families. These surveys include information about parent availability and involvement interest.

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

Parent and family engagement plan development worksheet

**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 \_Virtual sessions\_\_\_\_\_

## 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- Schedule meeting and advertise to all parents/guardians- stress importance of their voice being heard.
2. Step 2- Hold a pre-meeting in order to determine the agenda and schedule for the Beginning of the Year Annual Meeting. This pre-conference will allow a strong structure and flow in order to ensure maximum efficiency at the BYAM.
3. Step 3- Provide agenda for and conduct the BYAM to inform parents and families of participating students about the schools Title I program and parent and family engagement activities.

**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.**

The Title I, Part A Schoolwide program's purpose is to ensure equal opportunity participation for all stakeholders at San Jose Prep. This information is emphasized at the Beginning of the Year Annual Meeting in order to explain the importance of family involvement in a child's education.

**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.**

San Jose Prep hosts a meeting at the end of the school year where updates on AYP, school choice options and parents' rights are explained so that each family may make an informed decision for the following school year. This information will also be made available in an electronic format via the school app and website for those individuals who are unable to attend the meeting.

**How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?**

- School staff will hand out flyers and speak with parents/guardians upon pick up at dismissal
- Phone calls weekly to all parents
- Events and programs will be advertised not only electronically, but also with flyers and letters home.

## 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.**

A meeting will be announced and planned inviting parents and stakeholders to participate in the end of year evaluation process. This meeting will be advertised electronically as well as through flyers, phone calls, and social media. This meeting will allow parents/guardians to provide necessary input and feedback on the design and overall possible revision of the school's parent and family engagement policy.

# 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?**

Based on the information received from parents in the past years, we will incorporate the entire family for evening events. In addition, the parents would like more technology and curriculum based topics. The goal is to have parent workshops on these topics.

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

Our school advertises in the community. For example, each year, our school puts on a performance and community partners advertise in their stores. We plan to utilize this on a regular basis for more events and activities.

**(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) Our Title 1 Parent Resource Room will be available to parents during school hours and upon request of the parents. It is also available during Parent Academy evening sessions.  
 (2) The parent resource room is advertised through our website and parent association.  
 (3) School staff was trained on the location and resources available to students through faculty meetings and professional development.  
 (4) The Parent Resource Room has been moved to the front of the school to make it more accessible to parents



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?

## 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	Itemized Budget (if applicable) EVERY BUDGET LINE MUST BE ON THE BUDGET
<i>Example: FASFA and Scholarship Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <li><i>1. How to complete the FASFA with their child</i></li> <li><i>2. Storytelling techniques so their child will learn how to write a college essay for scholarships</i></li> <li><i>3. How to find scholarships for their child</i></li> </ol>	<i>October 2019, February 2020</i>	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase; Parent screen shot of completed FASFA parent page; Student essay.</i>	<i>3 hours of childcare (\$9.93), transportation (\$50.00); light refreshments (\$100.00); 10 Scholarship books for parents @ \$50; 10 ACT books for parent resource room @50; Total: \$1179.79</i>
Title I Annual Meeting (required)	Michelle Knapp	Parents will learn what Title 1 is and how it affects our school	August 31, 2021	Sign sheets;	

Title I Developmental Meeting (required)	Michelle Knapp		March 2021	Sign sheets; feedback forms	
Senior Night	Michelle Knapp	Parents of Seniors will learn about all requirements left for graduation, Senior activities for the year, and ways to get involved	Aug 5, 2021	Sign in sheets; feedback forms	2 hours of childcare (\$52); 2 hours of translators (\$40); printing (\$252) Total \$344
Parent Academy-understanding iReady	Michelle Knapp,	Parents will learn about how to interpret iReady data and how it correlates to FSA preparedness	Sept 2021	Sign in sheets; feedback forms	
Parent Academy-understanding the FSA	Michelle Knapp, Sarah Thurlow	Parents will learn about the components of FSA and how they can help their student	Feb 2022	Sign in sheets; feedback forms	
Parent Academy-understanding high school	Michelle Knapp, Lauren Percy	Parents will learn about what to expect upon entering high school, the college preparatory program and how to help prepare their students for success	Aug 12, 2021	Sign in sheets; feedback forms	2 hours of childcare (\$52); 2 hours of translators (\$40); printing (\$252) Total \$344
Parent Academy-Financial Aid Night	Joel Williams, Ana De La Cruz	Parents will learn about the FAFSA, complete the FAFSA, and learn how to earn additional financial aid for college	Oct 2021	Sign in sheets; feedback forms	2 hours of childcare (\$52); 2 hours of translators (\$40); printing (\$252) Total \$344

*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?**

Sign in sheets and feedback forms

# 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.**

Out of field letters

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Items in red are examples

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Book Study on Poverty	Ms. Smith	Improved relationships between teachers and students and families	Aug-Dec 2019	Sign-in sheet Completed book review form, teacher discussions, evaluation
Poverty Simulation with the Title I team	Mr. Black	Improved ability for staff to work with parents and families	Dec 2019	Sign-in sheets, evaluation sheets, follow up with teachers
Professional development on communicating with parents	Mrs. Knapp	Improved relationships between teachers and families	July 2021	Sign-in sheet Evaluation form, teacher discussions

# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The individuals with Disabilities Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title 1 seeks to educate families on how to work with students falling behind under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<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 checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The purpose is to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title 1 seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Helping English Language Learners achieve English proficiency. Title 1 seeks to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic



		achievement standards as all children are expected to meet.
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*Schools may add lines as needed.*