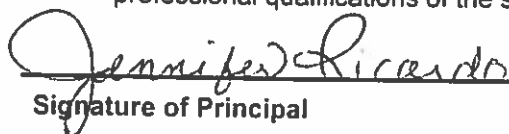


Apalachee Tapestry Magnet School of the Arts 2019-2020 Title I, Part A Parent and Family Engagement Plan

I, Jennifer Ricardo, do hereby certify that all facts, figures, and representations made in this application 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 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.

Assurances

- 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 Section 8101, ESEA; as amended by ESSA.
- Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.


Signature of Principal

4-29-19
Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

Response:

Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1116].

Response: The School Advisory Council will meet quarterly to plan, review, and provide input into the school's Parent Involvement Plan and the School Improvement Plan.

The School Advisory Council will review the school grade, progress monitoring data, and the SPAR (School Public Accountability Report).

Success will be measured by the Spring Title 1 Survey and the School Climate Survey, as well as feedback from SAC meetings, PTO meetings, and parent/teacher conferences. Feedback information will be used to develop next year's School Improvement Plan, Parental Involvement Plan, and Title 1 Plan.

The SAC will hold two annual meetings, during the Fall and the Spring, for Parent Input and Feedback.

Funds for parent and family engagement will be used to purchase supplies for additional resources for our parent resource center. These additional resources will include literary materials in Spanish, behavior support, social and emotional learning and curriculum support. Parent and family engagement funds will also be used to purchase supplies for curriculum nights and STEAM nights conducted by teachers in a continued effort to bridge the learning from school to home.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116].

count	Program	Coordination
1	Title 1	Funds will be used to hold parent workshops and to train teachers on strategies that will support student achievement.
2	Title 2	Funds will be used for staff development through attendance at FETC to assist teachers with integrating technology into their classrooms and enhance student learning.
3	21 st Century	Students in grades 3-5 that attend our 21 st Century Afterschool program will be provided with additional learning experiences through the employment of certified teachers in the program.
4	Student Intervention Team	The team identifies students to monitor based on attendance, behavior, and potential academic failure. Strategies are developed to provide support and to monitor improvement over time. Team conferences with parents will provide data and support so that decisions about services aimed at increasing student achievement can be thoughtfully made.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and or presentation materials that address the required components.	Administration	August/September	Copies of Agendas
2	Publicize event	Administration	August	Posting on school website, social media and marquee
3	Develop Sign-in sheets	Administration	August	Copies of sign in
4	Maintain Documentation	Administration	August	Title 1 file cabinet and shared with LEA for monitoring

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

Response: PTO, and some parent workshops will be held in the evenings after most work hours are completed. However, for shift workers, we will also offer morning workshops each semester. Childcare will be offered for PTO meetings, SAC meetings, and parent workshops, as needed. A parent resource center is located in the Media Center and will be open during school hours.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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1	Title 1 Information/Right to know	Principal	Families will be aware of the opportunities available to help their students at home and school.	August and September 2019	Agendas/Documentation of Right to Know Letters
2	Curriculum/Florida Standards/Grade Level Expectations	Teachers	Families will be familiar with what is required for students to be successful.	August 2019 and ongoing	Open House sign-in sheets and Parent Conference documentation of report cards.
3	Grade Level Family Nights	Teachers	Families will gain knowledge and understanding of what is expected and what they can do to support their student's academic success.	1 st semester 2019	Agendas and sign-in sheets.
4	Parenting Skills	Principal/Parent Liaison	Families will gain knowledge and understanding in ways to support their student's academic and social-emotional success and growth.	August 2019 and ongoing	Surveys and community building discussions.
5	Science, Technology, Engineering, Art and Math STEAM Night	Parent Liaison/Teachers	Families will gain knowledge and understanding in ways to support their student's curiosity and academic success in the areas of Science, Technology, Engineering, Art and Math.	Fall 2019	Agendas and sign-in sheets.
6	FSA Family Night	Teachers	Families will gain knowledge and understanding in ways to support their student's academic success in taking the FSA Test.	Winter 2019	Agendas and sign-in sheets.

Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized

instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Volunteer/Mentor Training	Parent Liaison	Volunteers and mentors will be able to assist teachers more effectively in the classroom as well as support student achievement and growth.	August 2019 and ongoing	Increase in volunteer and mentor hours.
2	Teacher training in effective forms of communication, on communicating discipline information with families, and on sharing district requirements with parents.	Principal/AP	Teachers will be able to communicate better with families to help them facilitate their student's academic success. (FOCUS)	Monthly during Professional Learning Communities.	Agendas/Family Surveys/Documentation of Right to Know letters

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

Response: In order to encourage and support our families to be more fully participatory in the education of their student, we will facilitate a series of family engagement workshops and provide our families with a meaningful family resource center. We will provide a multitude of opportunities for family members to mentor, volunteer and engage in activities and experiences that will help them better support their student's academic success and their social and emotional growth. Some of these experiences will include Family Nights, Lunch n' Learn workshops and annual STEAM Nights. Additionally families will be provided with a monthly newsletter that includes highlighted information about their student's classroom. We have also employed a full time Parent Liaison to assist and coordinate the needs and wants of our families.

Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

- Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

Response: Families will receive information about the Title 1 Program at the Title 1 Annual Open House/Meeting and at Grade Level Family Nights during the first semester. The Right to Know letters and the Parent-Student-Teacher Compacts will be sent home during the first two weeks of school. Families will learn about the curriculum at our school, forms of assessment used, and proficiency levels during the grade level meetings, individual family conferences, and communication through the weekly folders from the teachers. Families are invited to participate in PTO and SAC and are given the opportunity to give input to the Parent Involvement Plan and School Improvement Plan through annual Climate Surveys and Title 1 Surveys. Families will also receive information through monthly newsletters, listserv announcements, Facebook and Twitter posts and the school webpage.

District mandated and research based curriculum will be used, including Go Math and Wonders-Reading Curriculum. The FSA test will be the form of academic assessment used to measure student progress and the achievement level standards that students will obtain.

Conferences with teachers can be scheduled to address any concerns.

Should any parent or family member find the school-wide program to be unsatisfactory, they may submit their comments and concerns via the Parent/Climate Survey.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

Response: For those students who have limited English Proficiency, we offer Native language translation by school personnel, by Google Translate or by a Translation Dictionary. For other languages, we will contact the Title 1 Office Translation services.

The school will share information related to school and parent/family programs, meetings, school reports and other activities with listserv, newsletters and flyers sent home with students, marquee display and via our social media platforms: Twitter and Facebook.

Discretionary Activities (Optional)

Activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1					
2					
3					
4					

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Work Schedules	Offer meetings and workshops at different times.
2	Limited English Proficiency	Employ front desk personnel to translate.
3	Economically Disadvantaged	Provide take home materials, designed to support learning at home, to students prior to the end of the school day.

Evaluation of the Previous Year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Early Literacy Workshop	2	25	Kindergarten Prep.
2	Lunch n' Learn	4	57	Family support of standards at home
3	FSA Family Night	1	31	Support in FSA Prep.
4	Science Fair Night	1	44	Improvement of Florida Science Test Scores
5	Grade Level Family Nights	2	152	Family support of standards at home/grade level expectations.
6	Title I Annual Open House	1	+275	Families will gain knowledge of academic and social emotional goals and standards.

Provide a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency and parents/families of migratory children)? [Section 1116].

Response:

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Harmony: SEL at home	1	50	Ease of anxiety on test
2	Teachers participate in monthly Faculty meetings where they share ideas on how to improve parent involvement.	10	45	Increased student achievement.
3				
4				
5				
6				

Evidence of Input from Parents/family members

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other document with parent input).

Submit Parent and Family Engagement Plan with principal signature.

Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Submit Parent-School Compact with principal signature.

Evidence of Parents/family members in development of Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Evidence of parent input in the development of the compact.

Apalachee Tapestry Magnet School of the Arts Parent Student Compact 2019-2020

The Apalachee Tapestry Magnet School of the Arts, students and parents of the ATMSA community, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

School Responsibilities:

ATMSA Staff will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the State's student academic achievement standards.
2. Provide parents with frequent reports on their children's academic and behavioral progress. In each classroom, we will provide progress reports through Parent/Teacher conferences, samples of student work, and updates on reading, writing and math assessments. We will initiate a parent contact at the first signs of a pattern of behavior that interferes with student learning.
3. Set high expectations for staff, students and parents by ensuring challenging curriculum , implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff. Also, highlight/prepare ways that the parent can advance the learning environment at home.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as defined by grade level teams.
5. Provide parents reasonable access to staff.

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

1. Establish routines to support my child's success in school:
 - Appropriate bed time
 - Monitor attendance
 - Homework and reading
 - Nutrition
 - Grooming and hygiene
2. Communicate the significance of success in school and its relationship with success in life.
3. Provide a volunteer time to the school during the school year.
4. Ensure that my child attends school on a regular basis and arrives at school on time.
5. Make sure that my child's homework is completed and returned to school on time.

6. Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or district by my child or by mail and responding as appropriate.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Attend school regularly and arrive at school on time.
2. Complete all daily homework and return it to school on time.
3. Model PRIDE and the school Code of Conduct.
4. Be responsible for giving my family members all information sent home from school.
5. Consistently plan a portion of every day for an uninterrupted reading time.

Parent(s) Name: _____ Date: _____

Student Name: _____ Grade: _____

Principal Signature: _____ Date: _____