

GRACEVILLE HIGH SCHOOL

I, Laura Kent, 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 parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent 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)]: and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.

Signature of Principal or Designee

Date Signed

2020-2021 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT

Parents Make a Difference

INVOLVEMENT 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 parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

The School Advisory Council (SAC) is the committee that makes decisions on parental involvement at Graceville High School. These decisions include the Parental and Family Engagement Plan through the SAC Meetings. The person responsible will be SAC Chairperson, Staff Members on the SAC and the School Administrator. These meetings will be four times a year: two in the fall and two in the spring. This will be measured by the adequate progress of the School Improvement Goals and objectives, and the SAC Committee's approval of the next year's Parent and Family Engagement Plan. Graceville High School follows the requirements of State Statute 1001.452 in the selection of members to serve on the SAC. Additional items the SAC will discuss, review, and revise with the input and/or feedback from parents: Review of the student/schools achievement on ELA(First meeting and also done in Title I Annual Meeting, students through reports and parent conferences); Review of student/school achievement on other benchmark assessments; i.e. I-Ready and district assessments(First Meeting and Title I Annual Meeting, each time the assessment is given); Dissemination of the School-wide Program Plan; School/District Accountability Report Card; inclusion of parents in the decisions on how to spend the schools' parental involvement allocation; review of annual parent survey on parent involvement and school culture; Notification of resources available through the State Parent Information and Resource Centers; Parents Right to Know; Notification of students receiving instruction from a non-qualified teacher after 20 consecutive days. The SAC Meeting minutes will reflect the input from parents on the above topics. The minutes from the prior meeting are approved at each meeting to ensure accuracy of meetings. Requests from parents through the SAC Meetings and other correspondence on additional topics identified in Section 1116 or strictly based on a parent's need is addressed in the SAC Meeting, when appropriate, and/or staff meetings to determine the feasibility of implementation and return on investment.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Parents of students with disabilities may participate in IEP meetings, parent meetings and parental involvement activities with an ESE teacher present. The school is equipped for both parents and students with disabilities to have full access of the school, which is in compliance with ADA. Parents of ELL students are provided with an interpreter from PAEC or District ELL paraprofessionals for parent meetings. Information is translated to Spanish. All language is simplified to ensure parent understanding. Summaries and brochures are developed on many topics.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parent survey results showed these as the top items requested for additional information: A. 1. Graduation Requirements 2. Standards Taught 3. Assessments Given 4. Education Options B. Largest Barrier: Work Schedule C. Reduce Barrier: Offer same meeting multiple times of the day, Monday Afternoon and Evening being best. D. 40% stated not attending the Open House/Title I Meeting.

2020-2021 Title I, Part A Parent and Family Engagement Plan

Building Capacity to Support Parents' Involvement in School		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity	Impact of Activity	
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Mathematics Standards, Florida Standards Assessment- Mathematics Grades 3-8, End of Course Exam- Algebra 1, Science Standards, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Biology, Industry Certification Assessments	Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement, Improve Industry Certification rates, Improve Parent Participation Rates	Improve by: 10%
Person(s) Delivering Content	Person(s) Receiving Content	
Teacher, School Advisory Council Chair, Guidance Counselor, Director of Career and Technical Education	All Parents, Community Members, All Stakeholders	
Timeline of Activity		
Calendar Timeframe		
First Quarter, Open House	Afternoon (3:00pm-6:00pm), Virtual On Demand, Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, Virtual Session, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Newsletter, School or District Website, Virtual Platform, Facebook	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State and Local ESE, District Technology	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Purchasing Documents for Meeting/Training, Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Virtual Views	50% mastery on Industry Certification Assessments; 6% proficient in 8th grade Science; 38% proficient in Math, 45% proficient in ELA and 44% proficient in Science	
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments., 3. Shall provide assistance to parents of children served to understand the requirements of Title I., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity	Impact of Activity	
Understanding the Florida Standards Assessment Student Report, Provide Information on the Title I Program, Understanding Report Cards	Improve knowledge of the Title I Program, Improve parent satisfaction, Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement, Improve Parent Participation Rates	Improve by: 10%
Person(s) Delivering Content	Person(s) Receiving Content	
Director of Assessment, Principal, Guidance Counselor, School Advisory Council Chair, Director of Career and Technical Education	All Parents, All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter	Morning (7:00am-10:30am), Virtual On Demand, Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
School Advisory Council Meeting, Title I Annual Meeting, Parent / Teacher Conference, Virtual Session		

2020-2021 Title I, Part A Parent and Family Engagement Plan

Communication Tools		Coordination with:	
Newsletter, School or District Website, Facebook, Virtual Platform		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Copies of Communication Tool Used, Meeting Minutes, Virtual Views, Parent/Teacher Conference Completed Forms (Sampling)		50% mastery on Industry Certification Assessments; 6% proficient in 8th grade Science; 38% proficient in Math, 45% proficient in ELA and 44% proficient in Science, 31% of parents do not use the FOCUS app to check child's attendance and grades, and 17% of parents did not attend open house or meeting that discussed the Title 1 program	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training module on parent value and contributions, Training module on communicating with parents or diverse populations, Training module on building tie between parents and the school		Improve parent involvement program, Improve Parent Participation Rates	Improve by 10%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal		Teachers, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Virtual Session, Communication Tool (Detailed in Communication)			
Communication Tools		Coordination with:	
Virtual Platform, Email		Title I, Part A- Parent Involvement, Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes		17% of parents responded needing more information about Title I, 10% of the staff members at Graceville High School are new and needing training	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION			
BUILDING CAPACITY ADDRESSED			
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of			
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS	
Math Night at the Piggly Wiggly, Family Literacy Night,	3	82	
ESTABLISHED GOAL	ACTUAL OUTCOME(S)		
Improve Industry Certification Rates by 5%, Improve Math, ELA and Science	ELA and Science Achievement had an increase of 4%.		
BUILDING CAPACITY ADDRESSED			
3. Shall provide assistance to parents of children served to understand the requirements of Title I., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			

2020-2021 Title I, Part A Parent and Family Engagement Plan

ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Provide information on the Title 1 Program,		2	196
ESTABLISHED GOAL	ACTUAL OUTCOME(S)		
Improve the knowledge of the Title I Program by 10%., Improve the knowledge of the Title I	17% of parents responded needing more information about Title I Program; 82% of parents received information on child’s FSA, EOC or i-Ready scores		
BUILDING CAPACITY ADDRESSED			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Understanding i-Ready Diagnostic Report		1	76
ESTABLISHED GOAL	ACTUAL OUTCOME(S)		
Improve Parent's Understanding of the i-Ready Diagnostic Report	Parents were able to decipher the data from the i-Ready Diagnostic Report and determine learning gains.		
BUILDING CAPACITY ADDRESSED			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the			
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Training module on parent value and contributions		1	40
ESTABLISHED GOAL	ACTUAL OUTCOME(S)		
Train teachers, support personnel, school leaders and other staff in the value and	Parent surveys showed 88% felt respected and welcomed by the school.		