## RICHARD LEWIS BROWN ACADEMY #58 Title I, Part A Parent and Family Engagement Plan 2017-2018

## School Name

I, Tammy Haberman, 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 9101(32), ESEA;
* 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 1118(b)(1) and (c)(3)];
* 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 1118 (b)(1)];
* 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 1118(c)(3)];
* 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 1118(a)(E)];
* 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 1118(b)(4)];
* 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)];
* 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* 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 (h)(6)(A)].

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| **Signature of Principal** | Date Signed |

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| **Involvement of Family** |
| How the school involves the 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 funds for Title I will be used? [ESEA Section 1116]  All parents have the opportunity to participate in all meetings to give input on how the parental involvement plan is organized (improved) and implemented in a timely manner throughout the school year thorough a variety of channels including; PTA meetings, School Advisory Council meetings, and the various parent nights offered throughout the school year. The SAC has the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PIP. More than 75% of the members of the SAC are parent (non-employee) representatives. As part of the feedback for each parent session held, we solicit their ideas and desires concerning training and assistance sessions that they would like to see offered in the future by meeting with core groups of parents and/or feedback forms. Parents were chosen by how much they were involved and inquired about parental activities. They were asked to help with making decisions for the parental involvement plan. Agenda items, presentation materials and meeting minutes will be used to document the following processes. We will also upload the Parental Involvement Plan to our school's website and make the Parental Involvement Plan available to parents in the Parent Involvement area and the front office. |
| **Coordination and Integration with Other Programs** |
| How the school coordinates and integrates Parent and Family Engagement programs and activities with other Programs?   |  |  |  | | --- | --- | --- | | Choose all that apply | Program | Coordination | |  | IDEA (Students with Disabilities | The Individuals with Disabilities Education 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 I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment. | |  | VPK | The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles. | |  | Title I, Part D | The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment. | |  | Title IX, Part A | The McKinney-Vento Homeless Assistance Act authorizes the federal [Education for Homeless Children and Youth (EHCY) Program](http://nche.ed.gov/downloads/ehcy_profile.pdf) and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school. | |  | Supplemental Academic Instruction (SAI) | This “super categorical” is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. | |  | Violence Prevention Programs | Primary Youth Violence Prevention Programs focus on utilizing a positive youth development approach, target youth at high risk for violence but who are not necessarily engaging in violence yet and would include programming considered “primary prevention”. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school. | |  | Title II | The purpose 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 I 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. | |  | Parent Academy | Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range from one time workshops to programs over the entire school year. | |
| How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESEA Section 1116]   |  |  |  | | --- | --- | --- | | **count** | **Program** | **Coordination** | | 1 | IDEA | The guidance counselor coordinates meeting with parents | | 2 | Title II | Transportation to parent nights, training or conferences | |
| **Annual Family Meeting** |
| A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program?   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** | | 1 | Develop agenda, handouts and or presentation of materials, surveys | Leadership Team | Sept. 2017 - ongoing | Feedback Sheets from participants, copy of agenda | | 2 | Develop and disseminate invitations | Sherry Conyers (Bookkeeper) Kristi Kincaid (AP) | Sept. 2017 - ongoing | Flyers sent home to students, information placed on website/marquee | | 3 | Publicize/ Advertise event | Sherry Conyers (Bookkeeper), Kristi Kincaid (AP) | Sept.2017- ongoing | Feedback Sheets from participants | | 4 | Develop sign in sheets | Kristi Kincaid (AP) | Sept 2017 - ongoing | Sign in sheets for meetings | | 5 | Maintain Documentation | Kristi Kincaid (AP) | Sept. 2017 -ongoing | End of the year review to develop plan for 2018-2019 | |
| A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?  Parents are educated during the PIP and annual meetings about McKinney-Vento Homeless Assistance, tutoring is available and letters are sent home to address concerns and support provided by our teachers and administration. Our team also provides an inclusion setting for ESE students. The team includes our Guidance Counselor, lead ESE teachers and classroom teachers to meet student and parent needs. |
| A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?  As part of the presentation during the PIP planning and annual meetings we covered these subjects and allowed parents to ask questions in an open format. |
| **Flexible Family Meetings** |
| How will the school offer a flexible number of meetings, such as meeting in the morning or evening? Check all that apply.  The school will offer morning and evening trainings and activities. Such as, parents will be offered the opportunity to meet either with their child’s teacher in the morning before school (7:50 - 8:20) or in the afternoon. In special circumstances, arrangements can be made to cover a teacher's class in order to ensure that a parent has access to the teacher for meaningful collaboration about their child's education. Parents also have the opportunity to observe their child in the classroom environment by making arrangements ahead of time with the teacher through the Principal or Assistant Principal. Additionally, PTA and SAC meetings are scheduled in the early evening to facilitate parental involvement. We will also have some PTA meetings and parent workshops on the same night and/or mornings so that we can alleviate parents from having to come to two different meetings and/or flexible time to increase participation.  AM Sessions at different times  PM Sessions at different times  AM & PM Sessions (Meetings offered at different times on the same day, same content) |
| How will the school provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement?  Transportation will be provided as needed to selected events or meetings. We will also have some parental involvement activities during the morning as students are being dropped off to school such as Coffee with the Counselor. |
| **Building Capacity** |
| How the school will implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)  Various activities from lunch and learn sessions to larger events like “Family Academic Night” will be offered all year to involve our parents and families. The activities are designed to increase and strengthen family and school partnerships. |
| How will the school implement activities that will build relationship with the community to improve student achievement?  We take input from our stakeholders on activities they recommend and incorporate them into our planning. Student data is reviewed to assist families to find the areas of weakness to support their child and create workshops to strengthen the school and parent relationship. Our workshops cover math, reading, science, and positive behavior. |
| How the school will provide materials and trainings to assist parents or families to work with their child(ren)?  Richard Lewis Brown is providing a parent and student resource center where parents are able to check out materials and find information pertaining to the school. |
| How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]  Student Compact and parent/teacher conferences to inform parents on the progress their child is making and how they can assist. |
| **Parent and Family Engagements Events:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Count | Name of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness | | 1 | Coffee with School Counselor- Monthly Meetings with Parents | Mr. Nelson | Providing families with strategies and resource to support their child with academics, behaviors, and resources. | Monthly  Oct 11  Nov 13  Jan 17  Feb 14  March 14  April 11  May 9 | Evaluation | | 2 | Family Learning Night- Games and Centers using ELA, Math, Science, and Self-Esteem | Teachers  Coaches  Admin | This event will provide additional ELA, Math, Science and parent support help at home which encourages academic success at school. All activities will be aligned Florida Standards. This will help both students and parents understand the content in which students will be assessed. For parents to gain knowledge of the curriculum and expectations to better assist their child. | October 26 | Evaluation | | 3 | Transition to Middle School Expo | Admin  School Counselor  5th grade Teachers Parent Liaison | Parents will be able to inquire about steps needed to transition to middle school. School choice deadlines, etc. will be shared and explored to prepare for upcoming promotions to 6th grade. This will ensure a smooth academic transition from elementary to middle school. | 12/7/17 | Evaluation Form and photos | | 4 | Multicultural Night (ELA) | Admin  Gifted Teachers Parent Liaison | This event will provide additional ELA help at home which encourages ELA academic success at school. All activities will be aligned to the ELA Florida Standards incorporating other countries cultural. | 12/14/17 | Evaluation Form and photos | | 5 | Parent Workshop: Understanding FSA | Administration | Educating parents on FSA test taking strategies to use with their children at home. Student achievement will increase due to the fact the students know where they are performing in Reading, Math and Science and what they need to do in order to demonstrate proficiency of the standards. | 1/25/18 | Evaluation Form | | 6 | Book Swap | Admin  Reading Coach | Promotes the love of reading among families and students. This will increase the development and stamina to be able to read long passages, stories and books and comprehension techniques. | 2/22/18 | Evaluation Form | | 7 |  |  |  |  |  | | 8 |  |  |  |  |  | | 9 |  |  |  |  |  | | 10 |  |  |  |  |  | |
| **Other School wide Activities:**  How other activities such as the family resource center, the school will conduct encourage and support parents and families in more meaningful engagement in the education of their child(ren)?  Richard L. Brown elementary school (the leadership team, SAC and PTA representative to help facilitate tours) will provide flexible times for parents to visit our parent resource center, to introduce parents to resources provide by the center. Some resources include parent workshops, lending library, Access Florida Resources, family activities and internet access. We will use the Parent Resource attendance to determine success. The Parent will have access to computers in the Parent Resource Center. By doing so, parents will be able to utilize other materials when coming to apply for jobs or accessing FOCUS, pay bills, etc... This will be available Sept 2017-May 2018 (leadership, SAC and PTA will help get it up and running for parents). We will notify parents through our teacher/parent conferences, flyers, monthly newsletter and parent link. Parent sign in notebook will determine success.  Richard L. Brown will have a parent passport system in which parents will have the opportunity to receive incentives (see budget) for attending multiple parent involvement activities. For every event attended parents' name will be placed in a drawing to receive incentives. Literacy Night, Math Night, Parent Nights and Parent Academy FSA Informational sessions.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Count | Name of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness | |  |  |  |  |  |  | | 1 | Parent Resource Center | Parent Liaison | Resource center where parents are able to check out materials and find information pertaining to the school are provided. | 2017-2018 | Check-out log | |
| **Staff Development** |
| 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.  During pre-planning and throughout the year all school personnel are trained on how to get parents involved with creative strategies. Staff is provided information on how parents can complete the volunteer application, access FOCUS, and schedule conferences to assist their child in school. |
| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff on how to reach out to, communicate with, and work with parents and families as equal partners.  During pre-planning and throughout the year all school personnel are trained on how to have successful parent teacher conferences by including positive and areas of growth while providing support to the parents and how to review the school compacts to ensure the purpose. Communication is a key and teachers are continuing their professional stature by gaining knowledge on how to support the various social economic demographics. |
| 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 implementing and coordinating parent and family programs and building ties between parents and families and the school. [ESEA Section 1116]  During our professional development/early release and planning days, we provide training and best practices that will create and maintain positive relationships between school and parents. This ensures that students are provided the support they need for a cognitive and social-emotional development to be successful. |
| **Communication** |
| How the school will provide timely information about the Title I program and activities?  Parents will receive information and reminders about Title 1 through newsletters, monthly calendars, School CNXT, Twitter, Email, Oneview and School messenger. Google translate is available to translate documents into other languages as needed. |
| How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?  Parents receive letters explaining the different assessment types and expectations for proficiency. Parents receive student data reports explaining how their child scored on the State Assessments. Also, parents receive information on how their child is performing throughout the year on I-Ready and Achieve 3000 |
| How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child(ren)?  Richard Lewis Brown offers opportunities for parents to participate in meeting such as PTA and SAC to formulate suggestions, solutions and to participate, as appropriate in decisions relating to the education of their child. |
| How the school will submit parents’ and families’ comments to the LEA if the school-wide plan is not satisfactory to them? [ESEA Section 1116]  The parent and family engagement plan is available for parents to review. |
| **Accessibility** |
| A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?  The school will conduct a home language survey and use that data to determine what languages are being used as the primary language in our students’ home. Upon request, we will offer to translate all material sent home through transact; a website that translates all material into the native language which is predominately Spanish at our school. Dissemination of information will be provided at monthly meetings, training and workshops. The school will ask parents who have disabilities if they are interested in participating in activities at the school so that we may provide accommodations where available. The school plans to meet with children's parent(s) that are in the homeless shelter. Teachers will meet with them at the homeless shelter to guarantee participation. The school plans to share information in a concrete manner with words and pictures to help parents to understand programs, meetings and student achievement. |
| A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand?  Richard Lewis Brown will utilize School Messenger (translate into other languages) and Google translate to send flyers, calendars and newsletters home in different languages. |
| **Barriers** |
| A description of the barriers that hindered participation by parents during the previous school year?   |  |  |  | | --- | --- | --- | | **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** | | 1 | Working parents not being able to come to meetings (economically disadvantaged) | Provide flexible meeting times | | 2 | Unmotivated parents (economically disadvantaged) | Provide engaging incentives | |
| A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESEA Section 1116}  To ensure we overcome the barriers this school year, we will offer flexible times in response to survey answers, providing more opportunities to celebrate their child’s success without a cost, and providing detailed information before and after each school event or meeting. |