

2017-18 School Parental and Family Engagement Policy/Plan
School: Acceleration East High School

LEA: _____

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parent engagement and describes how the school will implement a number of specific parent engagement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

Assurances

Acceleration East High School agrees to:

- ☐ 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 9101(32), 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 1118(a)(3)(B)];
- ☐ 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 schoolwide program plan under section 1114(b)(2) [Section 1118(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 1118(b)(1)];
- ☐ 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 1118(a)(2)(E)];
- ☐ Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- ☐ 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 1118(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 1111(h)(6)(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

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qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

- ☐ Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

Parental Mission Statement

Acceleration East High School, through its Title I Services, is committed to creating and maintaining partnerships with parents and guardians of our students to ensure they achieve their highest academic potential. This goal will be achieved by being available to assist and guide parents in facilitating better communication with the school by meeting the individual needs of each student; taking into consideration their unique attributes and capabilities. Lastly, parents and staff will foster a school environment where students enjoy freedom through knowledge that leads to a healthy, productive and meaningful life.

1. 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 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Acceleration East High School will inform, invite and encourage parents to attend ongoing training and activities that are based on the needs of our students. Activities are, but not limited to: Open House, Annual Title I Meeting, EOC Night, Curriculum Night, AP Night, SAC and PTSA meetings. Parents will be encouraged to become active members of The School Advisory Council (SAC) and/ or the PTSA.

Acceleration East High School will convene an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program, adequately Yearly Progress and the rights of parents. At the SAC and PTSA meetings parents will be provided information regarding the School's Title I allocation. Additionally, Title I Sessions will be held at Acceleration East High School for parent meetings and trainings. During meetings, parents will be allowed to provide input in the development and decision-making process of all Title I activities related to the school.

Specifics:

1. Acceleration East High School will hold an annual public meeting for and with parents, family and school community members to inform, explain, and discuss yearly school and student progress data and school program plans.
2. Acceleration East High School will establish an organized parent group that consists of at least eight active members. The organized group will meet at least four times a year; notice of all meetings will be provided to all parents/families and work collaborative with the Title I Committee.
3. Parents, families, and school community members will assess annually, the effectiveness of its school program to ensure the academic achievement of all students. The school will use a climate survey to measure the level of school support for parent/family involvement.

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2. Describe how the school will coordinate and integrate parental involvement 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 1118(e)(4)].

Program	Coordination
Title I Part A	Acceleration East High School is greatly enhanced by the Coordination and Integration of programs and funds through the State, District and Community. Title I funds and programs enhance the campus through parental involvement programs, professional development and student support and instruction.
Title II	N/A - Acceleration East High School does not receive funds for this program.
Title X Homeless	The district provides professional development regarding Homeless programs. Information is disseminated to our school through the SAFE Coordinators and Title I programming as well. Programs are implemented to help identify needs and to provide information and assistance with the highest degree of confidentiality. Our SAFE homeless program includes: Free backpacks and supplies to our coded students. Free food throughout the year as needed; Free food and gift cards at Thanksgiving and Christmas.
Supplemental Academic Instructions(SAI)	Our academic intervention programs are used to provide our Level I and II students with remediation in reading, math and science and with supplies, materials and additional academic instruction.
Nutrition Program	All students are provided daily with free breakfast. A food pantry is located on campus for students and families to use at any time. SAFE provides lunch items for those students not eligible for free or reduced lunch and are unable to bring money.
Title III	N/A - Acceleration East High School does not receive funds for this program.

3. 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 (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Parent Notification	Principal, Title I Coordinator	September 2017	School Messenger (Via Phone, Email, and Text)
Parent Notification	Principal, Title I Coordinator	September 2017	Connect Orange (Via Phone, Email, and Text)
Parent Notification	Principal, Title I Coordinator, Social Media Coordinator	September 2017	Facebook/Twitter/Website
Parent Notification	Principal, Title I Coordinator	September 2017	Flyer (via backpack)

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Conduct Annual Meeting	Principal, Title I Coordinator	September 2017	Agenda
Conduct Annual Meeting	Principal, Title I Coordinator	September 2017	Sign In Sheets
Conduct Annual Meeting	Principal, Title I Coordinator	September 2017	Minutes/Notes
Maintain Documentation	Principal, Title I Coordinator	September 2017 - June 2018	School Messenger, Facebook, Twitter, Flyer, Agenda, Sign In Sheets, Minutes/Notes

4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Acceleration East High School offers parent-teacher conferences in the morning, afternoon and in the evening to meet the needs of our parents. Parent conferences are scheduled in the afternoon or on an as needed basis based on the schedule of the parents. The Annual Title I Meeting, Open House, MPLC, Family Literacy Night and College Night are a few examples of meetings held in the evenings. If needed, home visits and morning and evening meetings can occur through our school SAFE Coordinator.

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. 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 [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Content and Type of Activity		Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Resource Corner	Title I Coordinator/Team	Parents will be provided a resource center in school's front office for access to resources based on parents' needs.	September 2017-May 2018	Sign-In Sheets, Parent checkout
2	Curriculum& Instruction/Parent Student Conferences and Meetings- Standards & Assessment	Administration, Dept. Leaders, Guidance Counselors	Parents will be provided access to a Progress Book Parent Viewer, which integrates grade book, lesson plan development, attendance and parent communication into one comprehensive web-based system	September 2017-May 2018	Website, YouTube, Facebook, Twitter, Parent-Teacher Conference Forms
3	School Advisory Council	SAC executive Council,	Provide parents with strategies to promote school	Monthly Meetings from	Sign In Sheets

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		Administrators, Staff, Students	improvement and increase student achievement.	September 2017-May 2018	
4	Literacy Night	Faculty, Staff, Administrators	Provide parents with strategies that will enable them to assist their child to increase achievement in literary areas throughout the curriculum.	January 2018	Sign In Sheets
5	FAFSA Night	Guidance Counselor, Administrators	Provide parents with strategies to increase awareness of students' preparatory needs for college entrance(SAT;FAFSA)	November 2017	Sign In Sheets

6. Describe the training the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Presentation of Parent Involvement Plan at Faculty Meeting	Principal, Title I Contact/Team, CRT	Improve the ability to work effectively with parents by providing examples of best practices for parental involvement	Fall of 2017	Parent Feedback
Additions Volunteers and Partners in Education Training	Volunteers and Partners in Education Coordinator	To educate faculty and staff on the importance of how to build ties between parent, community and school. As well as work with parents as equal partners	August 2017-May 2018	Agenda, Sign In Sheets
The Importance of Parental Involvement - Training Module 1	Principal, Title I Contact	To educate faculty and staff on the importance of how to build ties between parent, community and school. As well as work with parents as equal partners	October 2017	Exit Slips
Building Ties Between Home and School - Training Module 2	Principal, Title I Contact	To educate faculty and staff on the importance of how to build ties between parent, community and school. As well as work with parents as equal partners	January 2018	Exit Slips
Implementation and Coordination of Parental Involvement Programs - Training Module 3	Principal, Title I Contact	To educate faculty and staff on the importance of how to build ties between parent, community and school. As well as work with parents as equal partners	March 2018	Exit Slips

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Communicating and working with Parents - Training Module 4	Principal, Title I Contact	To educate faculty and staff on the importance of how to build ties between parent, community and school. As well as work with parents as equal partners	May 2018	Exit Slips
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7. 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 child [Section 1118 (e)(4)].

Parent Conferences - Teachers and parents will discuss how to ensure the child's academic success and what the parent can do at home.

College and Career Room - Located in the guidance suite, in addition to being a resource for students, contains resources for parents to help them better serve their students. All resources available for student use are available for parent use as well.

PIRC, District Parent Resource Center: Ask District Liaison to visit the school and share a slide show of the DPRC. We could also visit the center during an event and take pictures of parents participating, return to school and do a slide show sharing what is available there. We can also ask if the center can have materials sent through the courier for parent check out.

8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Acceleration East High School will provide information about Title I programs and it will be provided in a timely manner, using various methods of Communication (newsletter, website, YouTube, Facebook, Twitter, meetings). At the annual meeting in September, information about Title I programs, academic programs, Florida Standards, Grade Level Expectations, and forms of academic assessment will be presented. At the annual open house meeting parents will be given more updated information regarding Title I programs. Upon closing of the general meeting parents will visit their child's classrooms and teachers will explain and discuss the school's curriculum, Florida Standards and types of assessments used to measure Student progress. Summative Assessment data will be shared along with status of AYP through school newsletter and on the school website. Teachers will maintain sign-in sheets and provide a copy to the principal.

Acceleration East High School will strive to strengthen communication through the various methods:

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1. Title 1 Annual Meeting
2. Open House
3. Maintain School Website, Facebook, YouTube, and Twitter.
4. Weekly Community Brief
5. OCPS Website
6. School Messenger Phone Master
7. Email
8. Phone Calls
9. Acceleration East High School Partners in Education

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share 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 1118(e)(5) and 1118(f)].

Parents receive notification via email, school messenger, YouTube, Facebook, Twitter, US mail, or newsletters in English, Spanish and other languages when needed.

Acceleration East High School shall provide full opportunities for the participation of parents with children with limited English proficiency, children with disabilities, migratory children including information and school reports in a format and to the extent practical, in English and Spanish and other languages when needed. Staff members and or district support personnel will be available to assist parents who have disabilities (Visual, physical, deaf). Translators will be available at parent meetings and made available when needed.

Discretionary School Level Parental Involvement Policy Components

☐ Check here if the school does not plan to implement the discretionary activities.

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ✓ Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ✓ Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;

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- ☐ Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parents and students will be invited to attend and participate	LRS/Reading Coach	Parents shall receive information on strategies in building better readers.	January 2018
Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Family Involvement Conference; School site presentations	Title I Coordinator; Administration	Provide effective information and tools that meet the needs of their child's academic needs in high school and beyond.	March 2018

School-Parent Compact:

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

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The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from the April 11, 2017, AEHS SAC meeting and completed School PIP/Compact Evaluation and Reflection forms.

This policy/plan was adopted by the school on mm/dd/yy and will be in effect for the period of mm/dd/yy. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

(Signature of Authorized Representative)

(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2016-17 PIP.

Review of 2016-17 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2016-2017 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
SAC Meetings	6	10	Provide parents with strategies to promote school improvement and increase student achievement.
Title I Annual Meeting	1	20	Provide parents with strategies to promote school improvement and increase student achievement.
FAFSA Night	1	11	Provide parents with strategies to increase awareness of students' preparatory needs for college entrance.
Literacy Night	1	10	Provide parents with strategies to promote school improvement and increase student achievement.

2. Provide a summary of the professional development activities provided by the school during the 2016-2017 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 1118 (e)(3)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Value of Parental Involvement	1	21	Improve the ability to work effectively with parents by providing examples of best practices for parental involvement
Communicating and working with Parents	1	21	Improve the ability of staff to work effectively with parents.
Building Ties Between Home and School	1	21	Improve the ability of staff to work effectively with parents
Implementation and coordination of PI Programs	1	21	Improve the ability of staff to work effectively with parents

3. Describe the barriers that hindered participation by parents during the 2016-2017 school year in parental involvement activities. Include the steps the school will take to during the 2017-2018 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 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
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Review of 2016-17 School Parental Involvement Policy/Plan

Lack of Education (Limited Literacy)	Meaningful Informational Family Night and Curriculum programs, school based and off campus. Media ctr. Open for extended hours for students and parents.
Transportation (Economic Disadvantaged)	Conduct parent meetings in dominant neighborhoods of students being served.
Communication (ELL)	Utilize the School Messenger System (Bilingual Connect Ed), YouTube, Facebook, Twitter, Mailings with corrected addresses, newsletter, update website, fliers, and teacher phone calls home.

4. Describe the parental involvement activity/strategy implemented during the 2016-2017 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity

Review Rubric for 2016-17 School Parental Involvement Policy/Plan

School Name: _____

Reviewer: _____ Review Date: _____

Policy/Plan Components	YES	NO
2016-2017 Plan Review		
Was evidence adequate to demonstrate that the plan was developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the plan written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2016-2017 plan? Did the school address the barriers identified in the review?		
LEA Policy Mission Statement		
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include: <ul style="list-style-type: none"> • Explanation of the purpose of the parental involvement program; • Description of what will be done; and • Description of the beliefs or values of the LEA. 		
1. 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 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the group responsible for the planning, review, and improvement of the Title I program; • Description of the procedures selecting members of the group; • Explanation of how input from parents will be documented; and • Description of the process for schools to involve parents in the development of the required plans; and • Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]. 		
2. Describe how the school will coordinate and integrate parental involvement 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 1118(e)(4)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the specific federal program; and • Description of how the programs were coordinated. 		

Review Rubric for 2016-17 School Parental Involvement Policy/Plan

3. 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 (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]		
Strong responses include: <ul style="list-style-type: none"> • Identification of specific activities or tasks; • Identification of the person(s) responsible for completing the task; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].		
Strong responses include: <ul style="list-style-type: none"> • Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and • Specific examples of the flexible schedule offered to parents. 		
5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].		
Strong responses include: <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> • The state's academic content standards and State student academic achievement standards, • State and local academic assessments including alternative assessments, • Parental involvement requirements of Section 1118, and • How to monitor their child's progress and work with educators to improve the achievement of their child. • Identification of person(s) responsible; • Reasonable and realistic proposed timelines; • Correlation to student academic achievement; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		

Review Rubric for 2016-17 School Parental Involvement Policy/Plan

6. Describe the training for staff the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Value of parental involvement, ○ Communicating and working with parents, ○ Implementation and coordination of parental involvement program, ○ Building ties between home and school, and ○ Cultural sensitivity; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
7. 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 [Section 1118 (e)(4)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Identification of the type of activity; • Specific steps necessary to implement this activity; • Person(s) responsible; • Timeline; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: <ul style="list-style-type: none"> • Timely information about the Title I programs [Section 1118(c)(4)(A)]; • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; and • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]. <p>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for providing information to parents; • Dissemination methods; • Reasonable and realistic timelines for specific parent notifications; and • Description of how the school will monitor that the information was provided. 		

Review Rubric for 2016-17 School Parental Involvement Policy/Plan

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share 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 1118(e)(5) and 1118(f)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for translating information into a parent's native language; • Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services; • Description of how the school will ensure that information is available to parents considering the fluctuating student populations; • Specific languages that information will be routinely provided; and • Process the school will use to monitor the dissemination of information to parents. 		
10. Describe how each discretionary activity checked will be implemented.		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Involve parents in the development of staff training, ○ Provide literacy training, ○ Pay reasonable and necessary expenses to conduct parental involvement activities, ○ Train parents to help other parents, ○ Maximizing parent participation, ○ Adopt and implement model parental involvement programs, or ○ Develop roles for community organizations and/or businesses in parental involvement activities; • Description of the implementation strategy; • Identification of person(s) responsible; • Correlation to student academic achievement; and • Reasonable and realistic timelines. 		
School-Parent Compact		
<p>School-Parent Compact must include the following components:</p> <ul style="list-style-type: none"> • Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards; • Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and • Highlight the importance of communication between teachers and 		

Review Rubric for 2016-17 School Parental Involvement Policy/Plan

<p>parents on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> ○ Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; ○ Frequent reports to parents on their child's progress; and ○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and <ul style="list-style-type: none"> • Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. 		
Review of the 2016-2017 Policy/Plan		
Did the school include a copy of the review of the 2016-2017 policy/plan?		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> • A summary of the results of the activities conducted for parents; • A summary of the staff training activities; • Identification of barrier which hindered participation by parents in parental involvement activities (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); and • Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies. 		

Additional Comments or Concerns:

[SharePoint](#)[Newsfeed](#)[OneDrive](#)[Sites](#)

Cullars, Debra H. ▾



Title SAC and PTSA Meeting

Location... Orientation room

Start Time 4/11/2017 6:00 PM

End Time 4/11/2017 7:00 PM

Description " 1st PTSA and SAC " meeting

"

"



"

Category Meeting

All Day Event

Recurrence Every 1 month(s) on the second Tuesday

Content Type: Event

Created at 8/28/2016 9:10 PM by  Loftus, Douglas K.Last modified at 8/28/2016 9:10 PM by  Loftus, Douglas K.[Close](#)

Acceleration East High School
School Advisory Council (SAC) Meeting Minutes
April 11, 2017, Orientation Room

Attendance:

Doug Loftus, Barbi Aleandre, Jose Cagua, Theresa Ortiz Conti

Call to Order:

Barbi Aleandre called the meeting to order at 6:26pm

Approval of Previous Minutes:

All voted and Theresa Ortiz Conti approved the March meeting minutes.

Principal's Report-(Announcements/HR & Budget Updates):

The parent surveys and student surveys are now online for Principals and staff to view. Mr. Loftus shared some of the data to the SAC committee

School Improvement Plan Goals:

Mr. Loftus shared the two school improvement goals and gave an update on how the goals are being met. Mr. Loftus shared that he continuing to make phone calls to parents regarding their child's attendance and academic record. The focus for this month are on seniors who are in danger of not graduating.

School PIP/ Compact Evaluation:

Evaluation forms were given to parents. Parents provided feedback on 2016-17 PIP and Compact. Parents provided input for the development of 2017-18 PAFEP and Compact.

Old Business:

No old business was discussed

New Business:

No new business was discussed.

Topics of Concern (Non-SAC Members):

No topics of concern were brought forward.

Meeting Adjournment:

Mrs. Aleandre and Mrs. Ortiz Conti called the meeting at 7:15pm

Next Meeting Date, Time, and Location:

Next meeting date will be in September of 2017

Submitted by: Doug Loftus

Email approved minutes, agenda, and sign-in sheets to www.sac@ocps.net. (NEW website)

*Use the following naming convention: **School Name-Documents-SAC Meeting Date***

According to [Florida State Statute 1001.452](#), SAC members shall:

1. Perform functions prescribed by regulations of the district school board, but not have any powers and duties reserved by law to the school board
2. Assist in the preparation, implementation, and evaluation of the school improvement plan
3. Assist principal in preparation of school's annual budget and plan
4. Identify the appropriate use of school improvement dollars for implementing the approved school improvement plan, if funds are available from the Florida Department of Education

School PIP/Compact Evaluation and Reflection

Name Theresa Ortiz

School Acceleration East.

Status (Please Circle): Parent

Staff

Community Member

Date 4/11/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?
The added social media, I think helps.
2. What things did not work well in the PIP?
Not sure.
3. How many events did you attend this year?
OPEN HOUSE MEET THE TEACHER
HOMECOMING
4. What were some of the things you liked/didn't like about the events?
I loved all the events, I always enjoy coming to any type of event at the school.
5. What events drew the most people?
meet the Teacher, drew most of the parents into the school.
6. What events drew the least amount of people?
Literacy Night
7. What were some of the barriers that we faced?
I think the communication is not getting to the parents.
8. How can we overcome those barriers?
Find a more effective way to communicate directly to the parents.
9. Do you have any suggestions for trainings or events that you'd like to happen next year?
I would love to have more events involving parents at the school.
10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name AE B. Alexandre

School AEHS

Status (Please Circle): Parent Staff Community Member

Date 11 APR 2017

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Annual and performance based parent meetings; promoting capacity/parent involvement; SEL included tracking communication (progress-based) between teachers & parents.

2. What things did not work well in the PIP?

None that I'm aware of.

3. How many events did you attend this year?

4

Open House
Literacy Night

Meet the Teacher
Hispanic Festival Fundraiser (Skating)

Also; at least 5-6
SAC/PTSA Meetings

4. What were some of the things you liked/didn't like about the events?

5. What events drew the most people?
Enjoyed all of the events. Open House & Literacy night it was nice to see the students work displayed throughout the school. All events were publicized via the newsletter, phone calls and SAC/PTSA Meeting.

Meet the Teacher & Open House

6. What events drew the least amount of people?

Fundraiser & Literacy Night

7. What were some of the barriers that we faced?

Parental Attendance / Student Involvement was limited.

8. How can we overcome those barriers?

Continue to publicize event. Consider providing students extra credit for attending events on school property.

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Sustain FAFSA night in SEL/act to give families an advantage for financial consideration.

10. What changes would you like to see in next year's compact?

Do seniors (or even juniors) take local college campus tours.

What is a Family-School Compact?

The school compact is an agreement between teacher, student, and parent. This agreement outlines expectations that are designed to help students be successful. The compact is established at Open House and is reviewed throughout the year at Title I and PTSA meetings and any other meeting between the teacher and parent, including parent conferences and ELL, 504, and IEP meetings.

Jointly Developed

Parents, students, and staff jointly develop the School-Parent-Student Compact for Achievement. Meetings are held each year to review the Compact and make changes based on student needs.

We welcome your comments at any time.

Please contact the Acceleration East High School Parental Involvement Coordinator, Mr. James Williams, at 407-992-0917 ext. 6322259.

Activities to Build Partnerships

Acceleration East High School will inform, invite and encourage parents to attend ongoing training and activities that are based on the needs of our students. Activities are, but not limited to: Open House, Annual Title I Meeting, EOC Night, Curriculum Night, SAC and PTSA meetings. Parents will be encouraged to become active members of The School Advisory Council (SAC) and/or the PTSA.

Acceleration East Student Creed

I am an Acceleration East student.
I have great expectations for myself.
I accept the challenge to become the best that I can be.
I have learned from yesterday's mistakes.
Today's successes are now before me.
I am respectful, responsible, safe, and prepared.
We are here to learn; therefore,
I will do everything to keep the teacher teaching and everyone (myself included) learning.
I will cooperate with all school staff and students.
I will respect myself, others, and the environment.
By acting this way, I am capable and connected.
I am a contributing member of the Acceleration East family.
I accept the challenge.
Dream! Believe! Achieve!

Title I School-Parent-Student Compact 2017-2018



Acceleration East High School
2274 S Semoran Blvd
Orlando, FL 32822
407-992-0917

www.instagram.com/aehs_ocps
www.facebook.com/AccelerationEastOCPS
www.youtube.com/user/AccelerationHighOCPS
www.twitter.com/AEHS_OCPS

Our Goals for Student Achievement

District Goals

To focus our efforts to accomplish our mission and achieve our vision, the board and superintendent set five broad goals.

1. Intense Focus on Student Achievement
2. High-Performing and Dedicated Teams
3. Safe Learning and Working Environment
4. Efficient Operations
5. Sustained Community Engagement

School Goals

Acceleration East High School, through its Title I Services, is committed to creating and maintaining partnerships with parents and guardians of our students to ensure they achieve their highest academic potential. This goal will be achieved by being available to assist and guide parents in facilitating better communication with the school by meeting the individual needs of each student; taking into consideration their unique attributes and capabilities. Lastly, parents and staff will foster a school environment where students enjoy freedom through knowledge that leads to a healthy, productive and meaningful life.

Teachers, Parents, Students – Together for Success

In The Classroom

1. Create a partnership with every family.
2. Monitor student progress in reading and math and update parents weekly.
3. Send homework helpers home.
4. Assign work that is relevant and interesting.
5. Make sure students understand the assignment, what they'll learn from it, and grade it promptly.

Principal Signature

Date

At Home

1. As a parent/guardian, I will maintain home, work, and emergency telephone numbers for my child update at school.
2. In the event my child is absent or tardy to school, I will comply with the school's attendance policy by submitting a written letter explaining my child's absence/late arrival. (This letter is to be given to the front office on the first school day following their absence/tardy.)
3. As a parent I will visit progress book bi-weekly to check on my child's grades and assignments and if I have concerns I will contact my child's teacher.
4. As a parent, I pledge to support my child's education by attending two SAC and two PTSA meetings per year.

Parent/Guardian Signature

Date

Students

It is important that I achieve. Therefore I know it is my responsibility to:

1. Maintain a GPA of 2.0 or higher.
2. Complete all work, homework, and course assignments.
3. Follow all aspects of the Acceleration Academy dress code policy and wear my uniform daily.
4. Show respect for all instructors, administrators, staff and peers at school.
5. Listen with an open mind and have a positive attitude.

To maintain and improve academic achievement focus and consistency:

- All students will learn and practice the Florida Standards.
- All Freshmen and Sophomores will take the PSAT exam.
- All Juniors and Seniors will take the SAT/ACT/PERT exams by May 2017.
- All students will maintain an attendance rate of at least 95%.
- 80% of Seniors will graduate in 3 years.
- 75% of students who take the Algebra I FSA EOC will pass with a score of 3 or above.
- 50% of students who take the Biology I EOC will pass with a score of 3 or above.
- 50% of students who take the US History EOC will pass with a score of 3 or above.
- 85% of Seniors will either pass the FSA ELA assessment with a score of 3 or above or will receive a concordant score on the ACT or SAT by the end of their 3rd year.
- 85% of Seniors will either pass the Algebra I FSA EOC with a score of 3 or above or will receive a concordant score on the PERT exam.

Student Signature

Date