

Henry F. Kite Elementary Title I, Part A Parent and Family Engagement Plan 2017-2018
School Name

I, Biannca Hill, 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)].

Biannca M. Hill

10-2-2017

Signature of Principal

Date Signed

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]

Parents/guardians and other stakeholders are invited to participate on the School Advisory Council and/or the Parent Teacher Association. Meeting notifications and agendas are provided via the school website, marquee, and newsletters. The school also solicits parental input throughout the course of the school year through surveys and encouraging an open door policy with teachers and administration.

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
<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	Title IX, Part A	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program 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.

<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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]

Parents and community stakeholders are invited to participate in a Developmental Meeting which is held to establish programming for the upcoming school year. Throughout the year, stakeholders are encouraged to participate in School Advisory Council meetings, Parent Teacher Association meetings, and to communicate frequently with the administration and staff regarding activities to address the needs of students and provide parents with resources to support their children in the home.

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?

Henry F Kite Elementary's Annual Family Meeting was held on September 21, 2017 at 5:30 p.m. The meeting was held prior to Open House and all families were encouraged to attend. Parents were notified of the meeting on the district website, school website, school marquee, school phone messenger, flyers, and email (Class Dojo).

A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?

The following Title I programs were shared during the Annual Family Meeting:

- *Parents' Right to Know*
- *Migrant Education Program*
- *McKinney-Vento Act (Students experiencing transition)*
- *Academic Parent Trainings*

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?

The Annual Title I PowerPoint provided by the DCPS Title I Office will be revised with school-based information. Attendees were provided with an overview of historical and current school data. In addition, attendees will be provided with School Grade, Parents Right to Know, and other programs/resources made available through Title I.

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.

- ☐ 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?

A limited amount of bus passes will be made available on a first come, first serve basis to assist families with transportation to family engagement events. HFK staff will provide childcare onsite as needed.

Building Capacity

How the school will implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)

During the Developmental Planning Meeting, SAC meetings, PTA meetings, and other needs assessments, the school will develop programs and opportunities for parents to receive resources and trainings to improve their understanding of their child's educational experience, as well as resources to aide parents with assisting their students.

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

School organizations such as SAC and PTA are comprised of various members of the community. The members of these organizations serve as the liaison between the school and the community. Through partnerships with community agencies and businesses, additional support such as donations for supplies, incentives, and extracurricular activities is provided to improve student achievement.

How the school will provide materials and trainings to assist parents or families to work with their child(ren)?

Henry F. Kite Elementary has a Parental Involvement Resource Center with educational materials available for parents to check out. The school will also provide a variety of trainings based on the needs assessment. In addition, the school will communicate programs offered by the DCPS Parent Academy.

How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]

Prior to the beginning of the school year, a Meet the Principal meeting was held with parents to discuss previous years' parental engagement. Parents are encouraged to attend monthly PTA and SAC meetings, as well as parental engagement activities. All parents are provided opportunities to volunteer in the school and their child's classroom.

Parent and Family Engagements Events:

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1	Million Father March	Reynolds	Provide male figures with opportunities to engage with the school through volunteering in classrooms, chaperoning field trips, and other activities as requested.	August	Attendance Sheets Pictures Evaluations
2	Million Father March/Dads Bring Your Child to School Day	Reynolds	Provide male figures with opportunities to engage with the school	August September	Attendance Sheets Pictures Evaluations
3	Quarter Awards Assemblies	Watson	Provide parents/guardians information on assisting students with academic achievement, improving attendance and citizenship	October January April June	Attendance Sheets Pictures
4	Fall Festival & Literacy Night	Hill Luvisi	Provide families with tools and resources to promote literacy to increase reading comprehension.	October 2017	Attendance Sheets Pictures Evaluation Forms
5	Parents and Pastries	Hill PTA	Parents will learn about ways to get involved in the school community, upcoming assessments, and student data.	December 2017	Attendance Sheets Pictures Evaluation Forms
6	Testing and Data Parent Night	Teachers	Parents will gain an understanding of Florida State Standards,	January 2018	Attendance Sheets Pictures Evaluation Forms

			assessments (i-Ready, Achieve 3000, Reading and Math FSA, FCAT Science, etc.).		
7	Cultural Poetry Jam	Teachers	Students will showcase their reading and writing skills through the genre of poetry. Parents will participate in grade level appropriate writing activities to learn how to support student literacy skills.	February 2018	Attendance Sheets Pictures Evaluation Forms
8	Family Health & Fitness Night	Teachers PTA	Parents and students will participate in activities encouraging a healthy lifestyle. Participants will understand the correlation to healthy eating, sleeping, and exercise habits and academic success.	March 2018	Attendance Sheets Pictures Evaluation Forms
9	Transition Night	Teachers	Parents will understand the educational programs available to their student over the summer and for the upcoming school year.	March 2018	Attendance Sheets Pictures Evaluation Forms
10	Spring Extravaganza Arts Showcase *No PFEP Funds Required	Resource PTA	Parents will gain an understanding of how participation in the arts has a positive effect on academics and student achievement.	May 2018	Attendance Sheets Pictures Evaluation Forms

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)?

The Henry F. Kite Elementary Family Resource Center will provide literature and materials for parents to check-out. Periodically throughout the school year, parents will be advised of the resources available to them to support their child's education.

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>

1	Family Resource Center	Bartley	Reading, Math, and Science related materials will aide parents with supporting their child's achievement.	Ongoing	Materials Inventory Sign Out Sheets
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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.

School personnel will provide opportunities for parents and families to understand Florida State Standards, student progression, and student data. Personnel will participate in specialized trainings offered by the DCPS Professional Development department as well as school-based Professional Learning Communities and Early Dismissal activities as needed.

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.

Open communication and effective customer service are integral components to building positive school-family relationships. Through Professional Learning Communities, personnel will discuss effective conferencing and communication strategies.

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]

School personnel has been divided into two planning committees. In conjunction with SAC and PTA, various activities will be planned and implemented to address the areas of focus from the needs assessment.

Communication

How the school will provide timely information about the Title I program and activities?

Families will be notified of Title I programs and activities via the school website, marquee, social media, school phone messenger, email (Class Dojo), and flyers.

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?

During Open House, parent conferences, and other school events, curriculum and assessments are discussed to keep parents informed. Teachers and parents may schedule conferences as needed to discuss student progress.

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)?

Teachers have flexibility in scheduling parent conferences to discuss student achievement, areas of concern, and student supports. Parents are encouraged to participate in school activities to provide input focused on increasing student safety and achievement.

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]

Parents will participate in periodic surveys to provide input regarding the school-wide plan.

Accessibility

A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?

Parents are encouraged to complete the DCPS volunteer screening process, participate in SAC and PTA meetings, and attend school events. Parents are welcome to call, email, or use Class Dojo to communicate with school personnel. Administration also has an "open door policy", inviting parents to meet with administration as available or by scheduling an appointment.

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?

The school uses the following communication resources: School website, marquee, School Messenger (phone and email), monthly newsletter, Class Dojo, and event flyers.

Barriers

A description of the barriers that hindered participation by parents during the previous school year?

In an effort to improve communication between the school and parents, committees have been established to ensure proper planning and communication regarding all events. The school will utilize School Messenger, the school website, marquee, and Class Dojo to ensure parents receive timely notification and reminders to increase participation.

In addition, the Parent Teacher Association was re-established to provide parents/guardians the opportunity to have a voice in the planning and execution of all programs.

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]

Currently, migratory students do not present a barrier for Henry F. Kite Elementary. However, the school registrar and administration will seek support from the District Office to ensure all students receive adequate resources and support.