## EDWARD H. WHITE MILITARY ACADEMY OF LEADERSHIP Title I, Part A Parent and Family Engagement Plan 2017-2018

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I, Jason Bloom, 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]  EWMAL involves parents and families through the school’s SAC, booster organizations, with our parent liaison, and parent and community liaison through Children’s Home Society (CHS). |
| **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]  Through monthly school based parent meetings and through DCPS Parent Academy sessions hosted at EWMAL the school will: 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; to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready; to provide families of EHCY students with resources and training on how to help their children be academically and behaviorally successful in school; and provide resources to the family that range from one time workshops to programs over the entire school year. |
| **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?  Mr. Copeland and Mr. Mungin conducted the annual Title I parent meeting prior to EWMAL’s open house and is discussed monthly at SAC meetings. |
| A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?  Through a PowerPoint presentation that covered student assessment, student progress, current school data and designated academic achievement targets, along with parental rights regarding Title 1 during the annual Title 1 family parent meeting prior to open house. |
| 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?  Through the PowerPoint presentation that was used during the annual meeting prior to open house and discussed AYP, school choice and the rights of parents under Title 1. |
| **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?  On as an as needed basis, bus passes will be issued, childcare will be provided as needed through our City Year Corp members and CHS community partners. |
| **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 monthly SAC meetings and through parent-teacher conferences, during the Moving to the Future Senior Parent Night, Family FAFSA Night, and Financial Aid Night members and participants are polled regarding what parental activities that they would like to see implemented at the school drive involvement and the academic success of their student(s). |
| How will the school implement activities that will build relationship with the community to improve student achievement?  A community leadership council has been created and meets monthly to promote parents, family, and community engagement and involvement. |
| How the school will provide materials and trainings to assist parents or families to work with their child(ren)?  Materials are ordered a provided to parents to check out to assist their children with their academic success, achievement on state assessments, SAT, ACT, ASVAB, and effective parenting skills which and they are provided during the parent events. |
| How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]  EWMAL hosts Applications and Appetizers to assist our student and their families in completing college applications, FAFSA nights, and Data Chat and Chew sessions. |
| **Parent and Family Engagements Events:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Count | Name of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness | | 1 | Moving to the Future | Ms. Grubbs | This events informs both parents of both 11th and 12th grade students of graduation requirements, how to read academic histories, and how to navigate through FOCUS. | 8/22/17 | Parent feedback regarding the skills they have learned during this event to help their student be successful graduating high school and getting more students accepted to colleges and universities. | | 2 | Financial Aid Night | Ms. Grubbs | Parents will be learning how they can assist their students in applying for financial aid so that they may receive funding to attend a college or university. | 10/10/17 | EWMAL cadets and parents received information on financial aid and assistance with completing the required financial aid applications. | | 3 | Applications and Appetizers | Mr. Kelly | Increase the graduation and acceleration rate of students and assist both parents and student in the completion of college applications. | 10/24/17 | Over 50 college applications were completed and submitted by EWMAL cadets. This acceded the schools goal by 25%. | | 4 | FAFSA Night | Ms. Battest | Increase the graduation and acceleration rate of students attending EWMAL by educating both parents and students in compiling the necessary documentation for the FAFSA application and in the actual completion of the application. | 12/12/17 | EWMAL cadets will receive more federal student financial aid and parents will have a better understanding of financial aid as a whole. | | 5 | Financial Aid Night | Ms. Grubbs | Increase the graduation and acceleration rate of students attending EWMAL. | 1/16/18 | EWMAL cadets will receive information on financial aid. | | 6 | Family Literacy Night | Ms. Geoghagan | To increase literacy and assist parents with home based literacy instruction. | 2/6/18 | Improvement in the cadet passage rate on state assessments. | | 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)?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Count | Name of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness | | 1 | Senior Parent Night | Ms. Terrell | To increase the participation in senior activities. | 3/5/18 | To increase the participation in senior activities. | | 2 |  |  |  |  |  | | 3 |  |  |  |  |  | | 4 |  |  |  |  |  | | 5 |  |  |  |  |  | | 6 |  |  |  |  |  | | 7 |  |  |  |  |  | |
| **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.  Professional development has been provided and continues to be provided by our community partners CHS and CIS. These PD’s educate our faculty and staff on how to refer students and families to mental health services, parent and family support organizations, health education through our mobile health unit, and various volunteer opportunities available at EWMAL and in cultural awareness of the student population represented at the 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.  The faculty and staff of EWMAL receive professional development in effective communication with parents, family, and community partners during early release so that they may better convey the academic successes and deficiencies of the student which they teach. |
| 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]  Professional development has been provided and continues to be provided by our community partners CHS, CIS, and the school’s leadership team. These PD’s educate our faculty and staff on how to refer students and families to mental health services, parent and family support organizations, health education through our mobile health unit, and various volunteer opportunities available at EWMAL. |
| **Communication** |
| How the school will provide timely information about the Title I program and activities?  EWMAL utilizes the Parent Link, the school’s website, Facebook page, marquee in front of the school, letters mailed and sent home with students. All notices are distributed at a minimum of two weeks prior to the event. |
| 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?  EWMAL hosts Data Chat and Chews. During these events, food is provided and the school leadership team details the forms of assessments used, how they are used to measure student progress and achievement expectations of the school and of the district. |
| 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)?  All parents are invited to participate in monthly SAC meetings relating to the education of their students. |
| 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 school will post, on its website, a link to a Microsoft Form that allows parents and families to submit comments regarding the school-wide plan if it is not satisfactory to them. |
| **Accessibility** |
| A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?  EWMAL will offer transportation to and from the school, childcare, meals, and varied meeting times. |
| 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?  EWMAL hosts Data Chat and Chews. During these events, food is provided, and the school leadership team details the forms of assessments used, how they are used to measure student progress and achievement expectations of the school and of the district. Interpreters will be available at the meetings and the events will be communicated to families in multiple languages. |
| **Barriers** |
| A description of the barriers that hindered participation by parents during the previous school year?  The times meeting were held last year presented a barrier which hindered parental participation. |
| 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}  EWMAL will have varied times for parent and families to participate in events, meals will also be provided along with transportation and childcare. |