

**Edward W. Bok Academy, North** Title I Part A Parent and Family Engagement Plan

I, **Dr. Damien Moses**, do hereby certify that all facts, figures, and representations made in this plan 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.

- ☒ 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 ESEA Section 8101;
- ☒ 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 1116(b)(1) and (c)(3)];
- ☒ Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(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 1116(c)(3)];
- ☒ Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement plan [Section 1116(a)(2)(C)];
- ☒ 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 1116(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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(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 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

Signature of Principal/School Administrator

September 12, 2018

Date Signed

## NEEDS ASSESSMENT

The Need Assessment is the foundation of the Parent and Family Engagement Plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

### Fiscal Overview from the Previous Fiscal Year

| Total Parent and Family Allocation from the Previous Year  | Total Funds Expended | Total Funds Remaining |
|--|----------------------|-----------------------|
| N/A  | N/A                  | N/A                   |
| If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year |                      |                       |
| N/A  |                      |                       |

### Programmatic Overview from the Previous Fiscal Year

| Summary of Parent Engagement Events from the Previous Year |                        |                                      |
|--|------------------------|--------------------------------------|
| Name of Activity   | Number of Participants | Results of Evidence of Effectiveness |
| N/A  |                        |                                      |
| N/A  |                        |                                      |
| N/A  |                        |                                      |
| N/A  |                        |                                      |
| N/A  |                        |                                      |
| N/A  |                        |                                      |

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year. |
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## Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

N/A

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required\*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

N/A

**What are the outcomes/goals for the current school year for parent and family engagement?**

Increase the attendance by 2% annually; include opportunities for Spanish speaking families to attend listening in their native tongue; provide a variation of times to allow for families to engage in parent/family activities.

# COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

| Accessibility  |
|--|
| <p><b>Describe how the school will provide full opportunities for <u>all</u> parents and families to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?</b></p>  |
| <p>Edward W. Bok Academy, North offers parent meetings at flexible times throughout the school year. The Annual Title I meeting will be held during the evening so working parents have the opportunity to attend. Parents can also meet with the Title I facilitator the following morning in order to accommodate parents preferring mornings. Conferences are held throughout the year at parent and/or teacher request - at the time (am or pm) most convenient for the parent. Uprising 6th graders and parents have a spring orientation helping the students and parents transition to middle school. Prior to school starting the school holds an orientation meeting held in both the afternoon and evening. Translators are accessible for parent meetings and notifications are offered in Spanish. The administration and teachers are available for phone conferences and face to face meetings held at the convenience of the parents.</p> |
| <p><b>Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?</b></p>  |
| <p>Notifications are provided in the following methods: *denotes Spanish version available</p> <ul style="list-style-type: none"> <li>- School wide call outs</li> <li>- Student handouts sent home are followed up by school wide phone calls*</li> <li>- Remind app notifications</li> <li>- Twitter messages with appropriate links</li> <li>- Website articles</li> <li>- Facebook posts</li> <li>- Parent Google Calendar is linked to the school app and website</li> </ul>  |
| <p><b>What are the different languages spoken by students, parents and families at your school?</b></p>  |
| <p>English, Spanish</p>  |

## COMMUNICATION

**(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.**

- (1) Flyers are sent home with student; School wide call outs are completed letting the parent know of important information. Facebook, Remind notifications, and Google calendar notifications are used. Spanish available to students/parents.
- (2) District personnel are available to translate materials sent home. Facebook posts are automatically translated into native language of user.

**How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?**

- (1) Syllabi are provided to students/parents. At the Open House/Annual Title I meeting teachers explain class expectations, curriculum, and strategies for parents helping support their student.
- (2) Progress monitoring parent notifications are sent home three times each year. The progress monitoring report lists the proficiency levels for each subject. Report cards are sent home each nine weeks along with interim reports at the mid-point of each nine week period.
- (3) Within the progress monitoring report a chart is provided for parents explaining the proficiency level for each content area.

**(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?**

- (1) The school has a school advisory committee. Parents are able to nominate themselves at the beginning of the year. At the Annual Title I meeting/Open House parents are asked to vote on representatives. The SAC committee meets once a month. The school has a PTO organization which meets monthly and each meeting is attended by an administrator and at least one teacher.
- (2) Nomination forms are sent home with back to school paperwork. Parents are reminded about the forms through school-wide call outs and on social media platforms.

**How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]**

Administration will meet with Title I office at the district level if a parent is concerned or will provide communication explaining the discontent of a parent or family.

**How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families.**

At the Annual Title I meeting parents are notified of their right to address concerns with the administration or directly with the LEA Title I office. Parents receive the LEA Title I Parent Summary at the meeting which explains the opportunities available to the parents & families.

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



## INVOLVEMENT OF PARENTS and FAMILIES

**Explain how the school involves 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 Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].**

During the monthly SAC meetings, parents are encouraged to participate in the planning and implementation of improvements to the Title I programs. Parents are provided with an annual survey seeking ratings, suggestions, and comments to promote continuous improvement.

**How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]**

- Transportation - Meeting flyers offer opportunity to request transportation to school events.
- Childcare - High school and school volunteers provide child care, upon request.
- Home Visits - School social workers make home visits when viewed as necessary.
- Additional Services to remove barriers to encourage event attendance - Meeting dates are scattered throughout the year, at different times, providing an array of opportunities for participation.

## FLEXIBLE FAMILY MEETINGS

**How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]**

At the end of event/program offered the school provides a survey seeking ratings of the program, comment/suggestions, and the form is anonymous which encourages honest, critical feedback.

**What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?**

The school maintains a record of call outs to parents, digital screenshots of social platform announcements, archived website articles, survey results, attendance sign in sheets, feedback/comments, and records of home visits are kept by the school's social worker.

**How flexible meetings will be offered to accommodate parents? Check all that apply.**

- ☒ AM Sessions based on documented parent feedback
- ☒ PM Sessions based on documented parent feedback
- ☒ AM & PM Sessions (Same content to appeal to more parents)
- ☐ Other \_\_\_\_\_

## REQUIRED ANNUAL MEETING

**Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]**

1. Date set by administration; flyer created and sent home with students three weeks in advance.
2. Website and social media banners are posted with date, time, and meeting location information.
3. Stakeholders are notified about date/time; gather needs and address concerns.
4. Inform teachers of duties required and ensure participation by staff.
5. Create keynote, gather voice-overs from stakeholders, and create video
6. Copy necessary materials and organize for each teacher.
7. Call out provided on week before and the day before the event.
8. Follow up meeting, for those who could not attend, provided by Title I coordinator.

**Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.**

The keynote presentation provides parents with knowledge of their rights as parents, how the school receives Title I funding, meeting notification, and who to contact if they have any questions in regard to Title I. At the Annual Title I meeting, held in September, parents will have the opportunity to rotate through the school. Parents will learn about Title I programs, academic goals, and assessments. At this time, parents will also have the opportunity, in the Title I Session, to learn about the budget, compact, Parent Involvement Plan and SIP goals. Parents will meet teachers and learn about quarterly academic goals and assessments teachers will use throughout the year to ensure all students are learning. When parents meet with the Parent Involvement Facilitator, they will learn about various ways they can access school information and various ways they can be involved. Agendas, sign-in sheets and minutes will be maintained as documentation in the Title I Toolkit. Parents who are unable to attend the Annual Title I Meeting, will be able to access all information given by attending the morning session or setting a time to meet with the Parent Involvement Facilitator. Parents will also be able to provide feedback, concerns, or ideas on a parent survey at the conclusion of the meeting. The school will keep records at each session, through a parent sign in sheet. Parents will be notified of all school events in multiple ways. The information will be sent by a ConnectEd parent call, posted on the school website, school app push outs and through paper flyers sent home.

**Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.**

- (1) Parents are provided with data results during the video.
- (2) Parents are provided information about school choice in the LEA Title I summary.
- (3) Parents are provided their rights in the LEA Title I summary.

**How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?**

Students receive flyers three weeks prior to the event. Academic coaching teachers call the home communicating the event details ensuring the parent is aware of the event.

## Required Developmental Meeting



The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

|  |
|--|
| <b>Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.</b> |
| The meeting is held at the end of the volunteer banquet and a form is provided for parents to assess and offer suggestions for improvement. During this meeting the SAC officers for the next year are voted on.   |

# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

**Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?**

The following areas are addressed, which build capacity and are meaningful to parents/families:  
Promotion Requirement Night; Parent Leadership Meetings; Parent workshops; State Assessment Parent Nights; Annual Title I meetings; Parent informational meetings specifically addressing the needs of middle school aged children; School wide events promoting school spirit and community building events.

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

Mentor programs are incorporated for students who struggle in academics or socially. Students participate and volunteer at local community events.

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

| Name of Activity                         | Person Responsible | <u>Measurable</u><br>Anticipated<br>Impact on<br>Student<br>Achievement | Month<br>Activity will<br>take Place | Evidence of<br>Effectiveness | Budget<br>(if applicable) |
|--|--------------------|---|--------------------------------------|------------------------------|---------------------------|
| Title I Annual Meeting (required)        | Alicia Linder      | Increase attendance by 2% each year                                     | September                            | Sign in sheets               |                           |
| Title I Developmental Meeting (required) | Alicia Linder      | Increase positive rating by 2% each year                                | May                                  | Survey results               |                           |
| FSA Parent Night                         | Alicia Linder      | Increase attendance by 2% each year                                     | November                             | Sign in sheets               | \$400                     |
| STEM Lab Nights                          | Lita O'Neill       | Increase attendance by 2% each year                                     | February                             | Sign in sheets               |                           |

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

**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.**

Administration provide their expectations during the before school retreat. The school social worker provides information on how to report students/families who may need assistance. The assistant principal provides information on communication with parents, building positive relationships, and teachers are required to make a positive contact with their academic coaching class during the first three weeks of school. During the care calls families receive, teachers note any issues and concerns, providing the information to the administration team.

**...how to reach out to, communicate with, and work with parents and families as equal partners.**

Administration provides clear expectations prior to school beginning on contacting and working with parents. The assistant principal provides information on communication with parents, building positive relationships, and teachers are required to make a positive contact with their academic coaching class during the first three weeks of school. During the care calls families receive, teachers note any issues and concerns, providing the information to the administration team. Teachers are taught how to use the planners as a daily communication tool between school and home. Teachers are trained and encouraged to use parent-teacher communication apps, such as Remind, to provide parents with information which helps their child be successful.

**...implementing and coordinating parent and family programs and building ties between parents and families and the school.**

Teachers are involved in the planning and implementing of school events. Teachers participate as leaders in after school events, as well as, community based events. Teachers are encouraged to attend/participate in events, both school and community-wide, helping to connect families with the school staff.

**(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?**

(1) Teachers/staff participate in a beginning of the year retreat which highlights positive parent/student/teacher relationships.

(2) Sign in sheets and professional development follow up documentation.

# COLLABORATION OF FUNDS

| Choose all that apply | Grant Project, Funding Source, or Program   | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.<br>[ESEA Section (a)(2)(C)]   |
|-----------------------|---|--|
| ✓                     | <b>IDEA</b> - The Individuals with Disabilities Education Act   | The LEA representative and school LEA facilitator work with students and families to ensure IDEA is followed.  |
| ✓                     | <b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.            | Student planners discuss the McKinney-Vento Act and the LEA coordinator's information is listed. The Social Worker monitors homeless students and coordinates with the LEA advisor. The Social Worker provides support to the student/family and researches appropriate opportunities. Students are recommended for after school programs. |
| ✓                     | <b>SAI</b> - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | Supplemental instructional opportunities are provided through an after school tutoring program and summer reading program.   |
| ✓                     | <b>Title II, Part A</b> – Supporting Effective Instruction through professional development targeted to administrators and teachers.                              | Teachers receive professional development during pre-school retreats, during set faculty meetings, and during contracted professional development teacher work days.   |
| ✓                     | <b>Title III, Part A</b> – Helping English Language Learners achieve English proficiency  | Each classroom has an English-Spanish dictionary, families/ students are provided with specific translated materials, and ELL translators are made available.  |