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The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

**Assurances**

The above named school agrees to the following assurances:

* Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;
* Carry out the programs, activities, and procedures in accordance with

the definitions in Section 8101 of ESEA;

* Jointly develop/revise plan with parents and make available to the

local community;

* Involve parents and families in planning, reviewing, and improving

schoolwide program plan;

* Use the findings of the parent and family engagement plan review to

design strategies for more effective engagement, and to review, if

necessary, the school's parent and family engagement plan;

* Provide each family with timely notice information regarding their right

to request information on the professional qualifications of the

student's classroom teachers and paraprofessionals;

* Notify each family, in a timely manner, when their child has been

assigned, or has been taught for four or more consecutive weeks, by

a teacher(s) who is out of field;

* Provide each family with an individualized student report about the

performance of their child(ren) on the State assessments [ESEA Section 1116]

**Mission Statement**

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| **1. Does the mission statement include:** How the parent and family engagement plan is a shared responsibility?  How the parent and family engagement | The mission of the Acceleration West High School Title I Parental and Family Engagement Policy/Plan is to create a family-friendly school and use the support and involvement of families and communities to help lead our students to success. Acceleration West works with parents to enroll and support their students at their highest academic ability and to help them become responsible, productive citizens. Acceleration West values each student's unique attributes and capabilities and takes these |

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| plan will assist in providing high quality instruction for all  learners? | into consideration when meeting their needs, ensuring that all students have the opportunity to acquire the necessary skills for college or career. |

**Involvement of Parents**

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| **2. Does the plan include:**  How the school **will**  involve the parents and families in an organized, ongoing, and timely manner in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]? | At the Title I Annual Meeting (typically in late September or early October), parents will be introduced to the various programs in and benefits of being a Title I school. A group of volunteer parents (along with the School Advisory Council) will work with the Principal and Title I Contact to plan school programs as well as update and improve the Parental and Family Engagement Policy/Plan (PAFEP). All parents are encouraged to participate and submit suggestions in regard to budgetary expenditures and school-wide events. Parent Comment Forms are available in the front office as well as on our school website, and school personnel are encouraged to talk with parents about how they might become more involved in the school's (and their student's) activities. Parents are informed of the purpose and requirements of Title I at the initial (annual) meeting, and are kept informed of important Title I information via the school website, automated phone messages (ConnectEd), and written communication as necessary and available.  Copies of the Title I PAFEP are available for all parents and staff members and a copy of the condensed version is sent home with all students in the fall. Further, the complete PAFEP is on the school website and printed copies, as well as the condensed version, are available in the school's front office. Title I is a regular agenda item for faculty meetings as well as the School Advisory Council meetings. |

**Coordination and Integration with Other Federal Programs**

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| **3. Does the plan include:**  How the school **will**  coordinate and integrate parent and family engagement programs and activities?  How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section  1116]? | Acceleration West High School will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child(ren) at home through the implementation of various best known practices that are linked to learning. Below you will find the delineated program and coordination for each school-based program. |

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| **Program** | **Coordination** |
| Varying Exceptionalities, ESE-IDEA | VE and ESE teachers, paraprofessionals and administrators will work together to coordinate student transition for inclusion into the regular classroom.  Meetings with parents and instructional staff will be conducted to discuss student needs and IEP adjustments to best serve students based on their needs. These policies and procedures will ensure all students receive a Free and Appropriate Public Education (FAPE), in the least restrictive  environment (LRE.) |
| Title I | The Principal and Title I Contact will coordinate with the Title I office to provide opportunities for parent and family engagement at home, at school and in the community. |
| Title II | Training to teachers on parental involvement strategies. |
| Title Ill | Provides funding for our ELL students' Imagine Learning to support their oral lanquaqe development. |
| Title X | McKinney Vento Program provides services and materials as needed for families experiencinq homelessness. |

**Annual Parent Meeting**

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| **4. Does the plan include:**  A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?  A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?  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? | Acceleration West High School will host an annual Title I meeting to inform parents and families of children participating in Title I program at the beginning of the school year. We will host a single meeting to educate parents via the following methods:   * Annual Yearly Progress (AYP) via PowerPoint Presentation and handouts * School Choice via district handouts and policies * The rights of parents via brochure and other resources   Parents and families are informed of the nature of the Title I program by the following statement:  Title I schools receive services from the largest federal aid to education program in existence. Title I has been in existence since 1965 and continues to level the academic playing field for children victimized by poverty. Title I funds provide services and educational programs to help students achieve. Title I/Migrant Programs administer in excess of $500 million in federal funds to school districts and agencies in Florida for high quality supplemental instruction and support services for educationally disadvantaged children. Our mission is to provide leadership and technical assistance to local education agencies (LEAs) and local operating agencies (LOAs) to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on  challenging\_ state academic achievement standards and state academic |

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|  | assessments. We provide service to local school districts, agencies, private schools and local neglected and delinquent institutions for Title I, Migrant, and Homeless Programs.  For more information please visit the Florida Department of Education,  Office of Title I Programs and Academic Intervention Services at [httg://www.fldoe.org/bsa/title1/title](http://www.fldoe.org/bsa/title1/title) compile.asp and our district's Title | | |
| I website [https://www.ocps.net/departments/title](http://www.ocps.net/departments/title) i.  Below are the specific steps that Acceleration West High School will take to conduct the Title I Annual Meeting. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Flyer for students to take home | Title I Contact | September 2019 | Copy of flyer |
| Agenda and presentation developed | Principal, Title I Contact | September 2019 | Copy of agenda |
| Develop and print sign-in sheets and  handouts | Title I Contact | September 2019 | Copies of sign-in sheets and handouts |
| Meeting date given through automated phone system | Principal | September 2019 | Copy of transcript of automated message |
| Notice of meeting posted on marquee | Title I Contact | September 2019 | Photo of marquee |
| Conduct Title I Meetinq | Principal, Title I Contact | September 2019 | Copies of agenda and handouts |
| Maintain documents | Title I Contact | September 2019 | Copies of agenda and handouts |

**Flexible Parent Meetings**

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| **5. Does the plan include:**  How will the school offer a flexible number of meetings, such as meeting in the morning or evening?  How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]? | Parent conferences are held to discuss student progress and/or behavioral concerns and are arranged by contacting the guidance or dean's office. Conferences may be scheduled at the convenience of the parent before, during, or after school hours. Teacher time may be covered as needed for these conferences. Evening conferences may be scheduled with advance notice to the teacher. All teachers are encouraged to have telephone and/or email communication with parents on a frequent and regular basis.  Meetings for the purpose of planning and discussing Title I parental involvement are held throughout the school year at various dates and times so as to accommodate a variety of parents with work and/or personal schedules. All parents are encouraged to participate in at least one meeting at their convenience and bus passes may be  provided as needed. The focus of these parent involvement meetings will be reading and math. Family activities may also be planned and |

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|  | computer time will be made available to parents who wish to log on to ProgressBook during the week of progress reports. One night may be set aside for those parents who wish to check on ProgressBook, yet are unable to come into the school during regular hours. |

**Building Capacity**

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| **6. Does the plan include:**  How the school will implement activities that will build the capacity for meaningful parent/family engagement? | Acceleration West High School takes pride in building the capacity of all key stakeholders who play a vital role in the academic success of our students. We provide both internal and external workshops and activities that strengthen these relationships throughout the school year. Our doors are open to the community through the implementation of activities during and after school that community members and organizations can  volunteer to support through our Partners In Education (PIE) coordinator as well as our ADDitions coordinator. | | | |
| How will the school implement activities that will build relationships with the community to improve student achievement? | Below are the specific steps that Acceleration West High School will take to build capacity for meaningful parent and family engagement. | | | |
| How the school will provide material and training to assist parents/families to work with their child(ren)? |  | | | |
| How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]? |  | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | I **Timeline** | **Evidence of Effectiveness** |
| Meet the Teacher | Instructional Staff | Teachers introduce classroom expectations, routines and establish | I August 2019 | Connect Orange and marquee |
| College and career | Guidance | Family activity Near end of | | Parent |
| planning | counselors | representatives from 1st semester | | participation |
|  |  | tech centers to provide 2019 | |  |
|  |  | information on career | |  |

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|  |  | guidance for parents and students |  |  |
| Honor roll breakfast/ luncheon/after school function for  students/families | Principal, Title I Contact | Student recognition for academics | End of each nine weeks | Increases in student number and parent  participation |
| Parent Resource area | Title I Contact | Resources from a variety of local and state agencies available to parents on academic topics such as the importance of homework, FSA  strategies, etc. | On-going | Parent participation |
| Parent training opportunities | Principal, Title I Contact, instructional staff | Parents will have the opportunity to monitor their child(ren)'s school progress via Progress Bok, the online grading system | On-going | Parent attendance at the training session and communication with the  teachers |
| Connect Orange messages | Principal | Increased parental  awareness of school events and participation | On-going | Copies of  messages on file |
| Regularly scheduled SAC/PLC meetings | Principal, parent representatives | Parents will actively participate in decision- making process for  school | On-going | Meeting minutes |
| OCPS Parent Academy and Virtual Events | Title I Contact | Parents are encouraged to participate in OCPS- sponsored events held throughout the county durinq the school year. | On-going | Parent participation |

**Staff Development**

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| **7. Does the plan include:**  A description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff:  - with the assistance of parents/families, in the value and utility of contributions of  parents/families? | Acceleration West High School strives to build the capacity of all school staff. Throughout the year, various professional development activities are provided to educate the teachers, specialized instructional support personnel, administrators, other school leaders and other staff to build capacity in parent and family engagement.  Below are the specific activities and tasks that Acceleration West High School will implement to build capacity for meaningful parent and family engagement. |

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| * in how to reach out to, communicate with, and work with parents/families as equal partners? * in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]? |  | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Title I Annual Meeting | Principal, Title I Contact | Information given about the assistance programs provided to the school to help support students  academically | September 2019 | Agenda, PowerPoint, and sign-in sheets |
| Parent and Family Engagement Professional Development Module 1 - Building Strong Partnerships with Parents and Families | Title I Contact | Improved school staff resources to create a welcoming school environment, understand and value the importance of parent and family engagement, and maintain strong school-to-home  partnerships | October 2019 | Sign-in sheets, exit slips |
| Parent and Family Engagement Professional Development Module 2: Building Ties  Between Home and  School | Title I Contact | Improved ability of staff to work with parents and families | November 2019-January 2020 | Sign-in sheets, exit slips |
| Parent and Family Engagement Professional Development Module 3: Implementation and Coordination of Parent and Family Engagement  Proqrams | Title I Contact | Increased parent and family participation in school activities which support student achievement | January 2019-March 2020 | Sign-in sheets, exit slips |

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| Parent and Family | Title I Contact | Improved | March 2020 - | Sign-in sheets, |
| Engagement |  | relationship, | May 2020 | exit slips |
| Professional |  | communication and |  |  |
| Development |  | collaboration |  |  |
| Module 4: |  | between |  |  |
| Communicating |  | parents and school |  |  |
| and Working with |  |  |  |  |
| Parents as Equal |  |  |  |  |
| Partners |  |  |  |  |
| Staff development | Principal, CHAMPs | Behavioral | On-going | Decline in |
| on implementation | trainer | strategies to |  | behavior |
| of CHAMPs with |  | implement for better |  | referrals by |
| emphasis on the |  | classroom |  | teachers |
| teacher-parent |  | management |  |  |
| relationship |  |  |  |  |
| Staff development | Guidance | Procedures to follow | On-going | Teacher and |
| on MTSS | counselors, Title I | for student |  | parent feedback |
| conference | Contact | intervention as it |  |  |
| techniques and |  | relates to parent |  |  |
| strategies |  | involvement |  |  |

**Other Activities**

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| **8. Does the plan** | Teachers and parents are encouraged to have frequent communication via email, telephone, or written letter to discuss strategies that can be used at home to ensure student success at school. Printed resources provided by PIRC, Florida Department of Education, College Board, US Department of Education, etc., are available for parents in the school's front office (Parent Resource Area). Letters or phone calls are sent home before each district/state mandated test to explain to and educate parents on the importance of such tests and give helpful information on what is expected from the student. Guidance and ESE conferences are arranged with parents and counselor(s) as requested. Parent Night is held to discuss testing, graduation requirements, financial aid options, and other topics as needed or requested. Parents are also informed of the district's Parent Academy events which provide information and support for parents on  academics, nutrition, career training options, etc. | | |
| **include:** |
| How other activities, |
| such as the parent |
| resource center, the |
| school will conduct to |
| encourage and |
| support parents and |
| families in more |
| meaningful |
| engagement in the |
| education of their |
| child(ren) [ESEA |
| Section 1116]? |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Resource Center | Title I Contact | On-going | Sign-in sheets |
| Virtual Academy | Title I Contact | October 2019  February 2020  Mav 2020 | Parent registration |
| Parent Academy | Title I Contact | September 2019  November 2019  March 2020  May 2020 | Parent registration, flyers |

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**Communication**

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| **9. Does the plan include:**  How the school **will**  provide timely information about the Title I programs?  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?  How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?  How the school will submit parents/ families comments if the schoolwide plan is not satisfactory to them [ESEA Section  1116]? | Acceleration West High School will keep the parents informed on curriculum, assessments, meetings, graduation requirements, career prep, Title I programs, and expectations for student progress throughout the year via newsletters, automated telephone messages (ConnectEd), email, etc. Information will be available for translation as needed. Continuous feedback from the parents is crucial to the success of the implementation of the Title I program at the school.  Parents are informed well in advance of any SAC meetings and are encouraged to provide feedback on how the school is doing. Parents will be able to check on student progress via the district grade book (ProgressBook). Log-in information will be available to parents and students during the first week of school. A planned Family Night activity will be scheduled prior to the release of the first progress report to work with students and families who may need additional assistance on using Progress Book. Computers will be set up in the media center during grade week to give parents access to the ProgressBook program. Printed progress reports will be sent home on a regular basis. The Title I Contact maintains logs of all communication with parents by individual teachers and other staff members. |

**Accessibility**

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| **10. Does the plan include:**  A description of how the school will provide full opportunities for  participation in | Acceleration West High School provides a variety of activities in which parents can participate and all parents are encouraged to take part in at least one activity per year. Parents are notified of each activity through various methods of communication. Upon request, school  letters and communication may be provided in languages other than |

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| parent/family engagement activities for all parents/families?  A description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the  parents/families can understand? | English, such as Spanish and Creole, as available. The school has several staff members who are fluent in Spanish and has access to help with those for whom Creole is the preferred language. Parents are encouraged to keep the Title I Contact informed of any address or telephone changes. Assistance is provided to disabled parents at events held on our campus. |

**Discretionary Activities (optional)**

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| **11. Does the plan include:** Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.) | Acceleration West High School will utilize Title I, Part A funding for additional activities to support student achievement. Although not required, these activities support student achievement.  Below are additional activities and tasks that Acceleration West High School will implement that are funded by Title I, Part A. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Maximizing parental | Guidance | Parent involvement | On-going | Parent |
| involvement and | counselor | will increase student |  | participation |
| participation in their |  | success |  |  |
| child(ren)'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)(11)l |  |  |  |  |
| Adopting and | Principal, Title | Teacher buy-in will | On-going | Parent |
| implementing model | I Contact | enhance parental |  | attendance and |
| approaches to improving |  | involvement |  | participation |
| parental involvement [Section 1118(e)(11)l |  |  |  |  |

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| Developing appropriate | Mentoring | Improvement of | On-going | Participation of |
| roles for community-based | program with | student engagement |  | businesses, |
| organizations and | leaders of the | and grades |  | organizations, |
| businesses, including | community, |  |  | and students |
| faith-based organizations, | Partners in |  |  |  |
| in parental involvement | Education |  |  |  |
| activities [Section | (PIE) |  |  |  |
| 1118(e)(13)l |  |  |  |  |

**Barriers**

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| **12. Does the plan** | Acceleration West High School, after reviewing the previous years' Parent and Family Engagement Plan and accompanying feedback, acknowledges the existence of the following barriers to parent and family engagement:   * Language * Working parents/Family responsibilities * Travel distance * Visibility * Transportation   Below are the specific steps that Acceleration West High School will take to address barriers that existed in the previous year. | |
| **include:** |
| A description of the |
| barriers that hindered |
| participation by |
| parents/families during |
| the previous school |
| year? |
| A description of the |
| steps the school will |
| take during the |
| upcoming school year |
| to overcome the |
| barriers (with particular |
| attention paid to |
| parents/families who |
| are disabled, have |
| limited English |
| proficiency, and |
| parents/families of |
| migratory children |
| [ESEA Section 1116]? |
| **Barriers (Including the Specific Subgroup)** | | **Steps the School will Take to Overcome** |
| Limited English proficiency (Hispanic and Haitian Creole) | | Translate documents, translators available on request for meetings, conferences, etc. |
| Busy parents | | Offer activities and conferences/meetings with flexible scheduling |
| Widespread population | | Use technology, newsletters, and phone messages to keep parents and community informed and involved |
| School is not visible from the road | | Use technology, newsletters, and phone messages to keep parents and community informed and involved |
| Transportation is not available for many parents/ students outside neighborhood | | Provide bus passes |

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**School-Parent Compact**

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| **13. Does the plan**  **include:**  As a component of the school-level parent and family engagement 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? |  |  |  |  |
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parents, the entire school staff, and students will share the responsibility for improved student academic achievement?

Adoption

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 evidence by

This policy/plan was adopted by the school on \_\_\_\_\_\_\_\_\_ and will be in effect for the period of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The School will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_\_\_\_\_\_\_\_\_.

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| **Signature of Authorized Personnel** |  |
| **Date** |  |

Provide evidence that this policy/plan has been developed with the input from parents based on the review of the previous school years Parent and Family Engagement Plan if applicable.

The following documents can be submitted as evidence:

* Parent survey of previous year's events and activities
* Any SAC and PTA artifacts where Title 1/PFE topics were on the

agenda

* Parent Feedback Summary of PFEP Evaluation
* Parent and Family Engagement Activities Tracking Form