



I, Ellen G. Harden, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. 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 the PFEP Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the plan. 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 8101, ESEA;
- Involve the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-Level PFEP, distribute it to parents of participating children, and make it available to the local community [Section 1116(b)( )];
- Involve parents and families, 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 PFEP and the joint development of the school-wide program plan under Section 1116(c)(3);
- Use the findings of PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP [Section 1116(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 when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(i)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)].

*Ellen G. Harden*

*August 19, 2019*

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Principal Signature

Date

**Parent and Family Engagement Mission Statement (optional)**

Our mission is to ensure all students graduate from safe and caring schools equipped with the knowledge, skills, and desire to succeed.

Our vision from all stakeholders is to maintain an environment where all students feel safe. We are committed to providing each student with an individual plan for academic and behavioral success. We will provide mental health and substance abuse/intervention counseling as well as academic counseling as needed. All teachers will know the needs of each student and plan for rigorous instruction. Each student will know what they need to accomplish in order to graduate and as a team with staff, students, parents and our community, they will graduate from their zoned schools.

## Involvement of Parents/Families

### Response:

Families that enroll at DCEC are informed at induction meetings of our Title I status with a copy of the current PIP and SIP available for review. The Parents review the Compact at that time as well and sign.

The School Advisory Council (SAC) Committee SAC Chair will invite parents to SAC meetings scheduled every third Thursday of each month by email and by phone.

Meeting Agenda; Participant Roster will be evidence.

The Parent Involvement Plan will be developed by SAC Committee at a SAC Meeting with SAC Approval evidence will include:

Parent Involvement Plan

School Improvement Plan

Title I Budget

School-Parent Compact

SAC Meeting Agendas

SAC Approval Minutes

The District Report Card is reviewed by School Staff and distributed Once Yearly to Parents. Evidence include:

Public School Choice Letter Title I Department

DCEC Alternative School Rating

DCEC is an alternative education site. There is no School Transfer Data.

Tutoring is offered after school from 4-6 Monday-Thursday with bus provided.

SES Data

School In Need of Improvement (SINI) Letters Principal September 30 Parent Distribution

Not Highly Qualified Teacher Notifications

Principal Letters distributed via students

Notification Flyer of Florida Parental Information and Resource Centers (PIRC) School Staff Annually

Copied and distributed in newsletters, websites, etc.

<b>Coordination and Integration with Other Federal Programs</b>	
<b>Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116)</b>	
<b>Program</b>	<b>Coordination</b>
Intake Parent Meetings	Meetings held with families as students enroll/are placed at DCEC each day – ongoing.
Parent workshops	September-May scheduled to address academic goals, post-secondary college and career, financial aid planning, behavior, attendance, PBIS, Kids@Hope, Safety, Social Media safety and awareness.
Volunteer Program	Coordinator Staff member works with families and community to increase volunteer involvement at school.
Interpreter Services/ESOL	On site staff available for translation needs for Spanish and Creole. District support available upon request.
Migrant Family Support	After School Tutorial Program available. We offer information of community supports including public transportation, food and clothing vouchers. Mentors and case workers assist with monitoring student progress and needs.
Pregnant and Parenting Teens	Early Learning Coalition supports mothers with voucher daycare after graduation from LAPP if mothers continue post-secondary education or work. Coordinate with VPK once toddlers reach age 4 if mothers are continuing in LAPP. Heath Department regularly meets with families for case management and teach classes in healthy lifestyles to all students including LAPP.
Project Success	Provides full and part-time counselors to both students and parents for drug and alcohol prevention/intervention.
Open House	Annual open house for families to learn about the five program offerings at DCEC and our satellite site (PRIDE ACADEMY), expectations, meet teachers, start the year off on a positive note.
DCEC After School Program	Sponsored by Children Services Council. Students attend after school from 4-6 p.m. Monday-Thursday all year for tutoring and credit recovery on main campus DCEC.
Summer School	Title I funds support a summer program for students that need coursework in order to be promoted to the next grade.
Exceptional Student Education	The ESE chairperson will invite parents of ESE students who may directly benefit from academic or behavioral workshops offered at the school.

## Annual Parent Meeting

Provide a brief description of the following:

- Specific steps your school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school's Title I program.
- The nature of the Title I program that is shared with parents (school-wide or targeted assistance).
- How the school, at the annual meeting, will inform parents of school performance data and the right of parents.

Activity/Tasks	Person Responsible	Evidence of Effectiveness
Review Parent Survey Results	Principal/SAC Chair	Survey Results
Review any suggested amendments of current plan by parents, students, staff, etc.	Principal/APs	Any identified changes by parents (written)
Make changes and create new plan with SAC team.	Principal/SAC Chair	New Plan and SAC minutes
Advertise Meeting	Principal/APs	Copies of Advertisements
Annual Parent Title I Meeting	Principal/SAC Chair	Parent signatures of attendance

## Flexible Parent Meetings

### Describe how the school will:

- Offer a flexible number of meetings, such as meetings in the morning or evening.
- Provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement [ESEA Section 1116].

Parent/family meetings are scheduled each day for parents to enroll their child in our programs. These meetings are scheduled for the year and occur as needed to meet the needs of the families. Parents are informed of all services and opportunities, complete compacts, etc. with designated staff members. We also have family nights where students lead discussions with parents on attendance, academic performance and behavior as well as workshops designed for parents. Social workers are utilized if families have difficulties with transportation. Parent meetings are also held by conference call with teachers as needed if transportation or scheduling becomes a problem. LAPP students are provided day-care as needed to attend after-school or summer school opportunities.

## Building Capacity

### Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement.
- Implement activities that build relationships with the community to improve student achievement.
- Provide materials and trainings to assist parents/families to work with their child/children.

Activity	Materials Provided	Person Responsible	Timeline	Evidence of Effectiveness
English/ Language Arts	Books for reading enjoyment	ELA Teachers	October	Parent/student attendance at workshop/number of books read over the year
Math	Real world math	Math Teachers	January	Parent/students attendance at workshop/take home math projects
Seniors	Financial Aid and College Scholarships	Guidance Counselor/ Graduation Coach	January	Parent attendance/students completing Financial Aid and receiving scholarship information
SS	Making History come alive	SS Teachers	February	Parents attendance at workshop/students entering history fair

Mad Science	The weird world of science	Science Teachers	March	Parents attendance at workshop/make and take science at home
Transition Celebration	Celebrating the academic, attendance and behavioral success of students	Admin and Guidance	December and May	Parent attendance and number of students successfully transitioning
Kids at Hope	Common Language in SLC to support student success	District Liaison contacts: Kim Reid or Kevin Singletary at: <a href="mailto:KReid@RoundtableSLC.org">KReid@RoundtableSLC.org</a> or <a href="mailto:KSingletary@RoundtableSLC.org">KSingletary@RoundtableSLC.org</a>	October	Parent attendance at PD

## Staff Development

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders, as well as other staff with the assistance of parents/families in:

- The value of their contributions;
- How to reach out to, communicate with, and work with parents and families as equal partners; and
- How to implement and coordinate parent/family programs and build ties between parents/families and the school [ESEA Section 1116].

Activity	Person Responsible	Area of Focus	Timeline	Evidence of Effectiveness
ESE Specialist meetings	District Personnel	Increase awareness of programs for SWD	Monthly	Enrollment/IEP/Monitoring data
PBIS	School Coach	Students, parents, and staff members trained and implement PBIS model	Preschool week with staff and monthly thereafter. Ongoing students/families	PBIS plan created, monitoring data collected, model school status
Single School Culture	Admin	Developing common mission, vision, climate, culture	Ongoing	Climate Surveys
CHAMPS	Deans & Assessment Coordinator	Provide students with clear classroom expectations	August 6-10 and on-going for new teachers in SHINE	Classroom observations
Kids @ Hope	Professional Development Training offered by: contact Kim Reid or Kevin Singletary at: <a href="mailto:KReid@RoundtableSLC.org">KReid@RoundtableSLC.org</a> or <a href="mailto:KSingletary@RoundtableSLC.org">KSingletary@RoundtableSLC.org</a>	Kids at Hope is a strategic cultural framework based on resiliency research designed to engage entire communities in supporting success for all children, without exception. Kids at Hope profoundly impacts children's future because it trains adults to be intentional in believing, engaging and connecting with children. The belief and practice is incorporated into everyday interactions between youth and adults, and becomes the community culture in which the child is raised.	Staff revisit PD October, Parent PD	Student academic, behavioral, attendance data, climate surveys



SEL training for staff	Professional Development offered by District Staff  Partnership with Tykes and Teens – multiple year PD plan for staff  On Site Mental Health Counselors and School Psychologist/ Behavior Analyst	Elementary – Sanford Harmony Middle – Lion’s Quest High – High School Connect All – “Circles” open discussion SEL topics  Mental Health First Aide Trauma Informed Care Case Studies  Needs awareness and safety plans, behavior plans	Summer PD, Pre-school week and on-going throughout the year	Evidence – climate surveys for students, parents, staff  Attendance data Academic data Behavioral data
Threat Assessment Training	District provided PD	School based team meets monthly and as needed	On-going	Meeting agenda Meeting Attendance Assessment Data as needed School Safety – SESIR, behavioral data, RTiB

## Other Activities

**Describe other activities, (such as a parent resource center) the school will conduct in order to encourage and support parents/families in more meaningful engagement in the education of their child/children [ESEA Section 1116].**

Enrolling families complete forms for Skyward access to monitor student attendance, behavior and academic progress. Students complete goal setting for graduation during intakes, each house has a designate day each week where the team of teachers focus students on their progress with "Feedback." Students self-reflect on their status as compared to their graduation and transition plan. Students are able to complete data chats with parents, case workers, counselors. Small learning communities "houses" teams of teachers work together to meet with parents to discuss progress.

## Communication

**Describe how the school will provide to parents of participating children the following:**

- **Timely information about the Title I program and activities;**
- **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;**
- **If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].**

Each family enrolling a child will have an induction meeting to communicate all program offerings including the School Expectations, Compact, Copies of PIP and SIP are available. Families meet with guidance counselor/Graduation Coach to review academic data and create an individualized schedule for their child. SAC membership is also an on-going dialog with families as we transition students from our school and also enroll students daily. Phone messages of events utilizing our Phone Messenger go home as needed. Flyers, letters, invitations are both mailed and handed to students as needed. We encourage parents to participate in PBIS events and celebrations of students' success, field trips, etc. Quarterly meetings also include assessment information on State Assessment, EOC, etc. and their child's current level of performance. Parents are encouraged to actively participate and communicate areas of concern by phone, letter, email and/or face-to-face conferencing as teacher teams have common and collaborative planning. MTSS/PST team requests parents to participate during PST meetings.

## Accessibility

The district supports schools with needs for translating written or verbal communication to families as needed. In addition to this our school has translators for Spanish. Most of our Parent Workshop materials are offered in Spanish as well. If we have a request or determine a need, a translator is requested to attend any meeting with families. The campus is handicap accessible. We will also provide the materials to parents that are unable to attend and request the information. It will be mailed or emailed to them. The meetings will include both verbal and visual presentations.

**Discretionary Activities (Optional)**

**Describe any activities that are not required, but will be paid through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)**

**Barriers**

**Provide a description of the:**

- **Barriers that hindered participation by parents during the previous school year**
- **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].**

**Barrier (Including the Specific Subgroup)**

Low parent participation in Title I events after school hours.

**Steps the School will Take to Overcome Barrier**

Planning Title I events at different times/different days to reach more families. Survey parents on events/topics of their interests. Build excitement among students to encourage parent participation.