



I, ANDREA POPWELL, 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)].

  
Principal Signature

8-20-19

Date

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

### Involvement of Parents/Families

The school involves families through the School Advisory Committee (SAC), Title I Family Night, Operation Graduation (targeting at-risk students to inform and develop graduation action plans), athletics and extracurricular activities.

**Coordination and Integration with Other Federal Programs**

<b>Program</b>	<b>Coordination</b>
SAC	Parents and families provide input and feedback for use of academic programs and additional support for struggling students and other means of supporting the School-Wide Improvement Plan (SIP).
Title I Family Night	Monitoring grades on Skyward, explain on how to schedule appointments with guidance counselors, teachers and administration, and where and how to access any or all the academic programs available to students.
Operation Graduation	Learn about graduation requirements, how to reach guidance counselors and graduation coach.

**Annual Parent Meeting**

The school will conduct the annual Title I meeting to inform parents and families about opportunities available to students to increase student achievement. Parents are notified via a school messenger and information is posted to the school webpage.

### **Flexible Parent Meetings**

**Describe how the school will:**

- Flexible meetings will be offered for parents/ student/ families in case they are unable to attend the original meeting.
- Speakers at meeting can and will also be taped so that they presentations can be available online
- Home care visits will also occur in order to get information to students, especially those deemed, “at-risk.”

### **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.

<b>Activity</b>	<b>Materials Provided</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<b>SAC</b>	<b>SIP, School-Wide data, MTSS</b>	<b>Russell Ader</b>	<b>Monthly</b>	<b>Increased parental and community members on SAC Committee</b>
<b>Title I Family Night</b>	<b>Informat ion on school- wide data, opportu nities for student support</b>	<b>Russell Ader</b>	<b>1x per semester</b>	<b>Increased participation in student support opportunities; increased students achievement</b>



## 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
Visible Learning, Kagan Structures, Growth Mindset, Culture of Coaching, Classroom Discourse	Russell Ader	Instructional strategies with high effect size	2019-2020	Improved student achievement on district assessments and FSA/EOC

### **Other Activities**

The school uses school messenger which can reach all parents and families via phone and email. In addition, information is sent home with students, announcements are made in the morning and afternoons, information is posted on the school marquee and information is placed on the school webpage. At various meetings, as mentioned above, i.e., SAC, Operation Graduation, Title I and ESOL Family Night, school-wide data and goals and presented as well as academic opportunities that are available to students before, during and after school.

### **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].

### **Accessibility**

### **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)	Steps the School will Take to Overcome Barrier
Transportation for students to attend after school academic support opportunities.	Provide more time for support during school hours.
LEP students not consistently in attendance at after school academic events.	Provide information to parents in native language.