**Success Academy 2019-2020 Title I, Part A Parent and Family Engagement Plan**

I, Jessica Lowe, 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 8101, ESEA; as amended by ESSA.
* Involve parents/families 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.
* Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
* Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.

* Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school’s parent and family engagement plan.

* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.

* Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.

* Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

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| **Signature of Principal**  | **Date Signed** |

**Mission Statement**

Parent and Family Engagement:

Our mission at the Success Academy is to create a unique and adaptable educational environment that will meet students’ needs and aspirations. We strive to assist students in reaching their highest potential and achieving the goal of earning high school diplomas. We will create partnerships between students, parents, the community, and the school. Through open lines of communication, we will promote the development of a community of life-long learners ready to be successful both academically and professionally.

**Engagement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections1116].

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| **Response:** The Success Academy will involve parents in an organized and ongoing planning, review, and improvement of the Title I programs. Such involvement will include, but not limited to, the planning, review, and improvement of the school parent engagement plan. This plan, which will outline how the school, parents, and students will share responsibility for ensuring parent engagement and student achievement. The School Advisory Council (SAC) will serve as an integral party to the planning, review, and modifications of the parent engagement plan. The SAC will also approve the parent engagement budget as well as the school improvement budget. The discussions that occur in SAC meetings (held bi-monthly) will be valued, evaluated, and acted upon.  |

**Coordination and Integration**

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116].

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| **count** | **Program** | **Coordination** |
| 1 | Title I Orientation at Open House – September 12, 2019 | This school year a before school program will be implemented for basketball and dance. Parents/Guardians will sign up at Open House for the before school program. Throughout the year, during the performances of basketball and dance, the Success Academy and SAC will engage parents in activities that provide parent resources for wrap around services as well as school wide curriculum updates.  |
| 2 | Title I  | This school year a parent resource room with computers, age appropriate toys and books, and flyers for wrap around services will be maintained in the front office for parents to utilize.  |
| 3 | Title I | Parents will be notified of any school update in writing through the US, through student distribution, through social media (Facebook), and through parent email listserv.  |
| 4 | Title I, Part D | Restorative practices with an emphasis on non-violent communication will be offered campus-wide to faculty & staff. Such communication strategies will be utilized to counteract conflict upon students, parents, and staff.  |
| 5 | Title II | Title II professional development funds will be utilized to increase staff morale and minimize trauma fatigue. |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Open House (develop electronic notifications and social media, distribute flyers to students, announce on marquee, create an agenda for open house regarding Title I) | Jessica Lowe, Principal | September 12, 2019 | At least 20% of parents will attend the Open House. A parent sign in sheet will be documented in each classroom.  |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

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| **Response:** The Success Academy will offer a flexible number of days/times of day for parent meetings. The meetings will be advertised in the following manner: social media, flyers home to parents, school marquee, school website, and listserv. School Advisory Council meetings and various school programs (awards night, school spirit week, monthly school themes, etc) will also be advertised in this manner to enhance parent engagement.  |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | School Orientation | Jessica Lowe, Principal | Student schedules will be distributed at Orientation in order to begin the parent/student/teacher relationship. A stronger parent/student/teacher relationship will enhance student achievement.  | August 5th 2019 | Number of parents/students who picked up their schedule from the multi-purpose room.  |
| 2 | Open House | Jessica Lowe,Principal | At Open House the parent/student will be able to go through the student’s schedule, meet all his/her teachers, and enhance the relationship that was started at orientation. Student work will be displayed for parents to review and learn from. Also at the open house the opportunity for parents to sign their students up for a free before school program will occur. The before school program will focus on year one in the following areas: basketball club, student council, and dance club. All clubs will be co-ed and the students will perform at parent engagement events. An engaged parent will increase student achievement and student behavior.  | September 12, 2019 | Number of parents that sign in to teacher’s classroom and sign up for the before school program.  |
| 3 | Parent Portal letters  | Jessica Lowe,Principal | Parent portal letters will be distributed to parents through the US mail. The parent portal offers the parents the opportunity to view the students academic progress on his/her electronic device. An engaged parent will increase student achievement and student behavior. | Pre-Planning Week | Number of parents signed up for the parent portal.  |
| 4 | Parent resource room in front office | Dr. Arecia Shelton-Martin, Dean of Curriculum | This school year a parent resource room with computers, age appropriate toys and books, and flyers for wrap around services will be maintained in the front office for parents to utilize. The desired impact is for the parent to holistically feel supported by the school. In turn a stronger relationship between school and home will occur.  | All school year | Number of parents who sign in to use the parent resource room.  |
| 5 | Volunteer Opportunities | Mr. Wilfred Brown, Assistant Principal | One engaged adult can change the life of a student. This school year we will encourage parents, university volunteers, and business owners to volunteer throughout the school day and during parent engagement activities.  | All school year | Number of mentors, volunteers, and their hours of volunteering.  |

**Staff Training**

Describe 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 parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Team Building | Dr. Shelton-Martin, Dean of Curriculum | Faculty & staff will focus on ways to effectively engage parents and how this engagement will positively affect student performance outcomes. | All school year | During weekly lead teacher intervention meetings, student academic and behavior performance will be discussed and methods to engage parents will be documented by administration.  |
| 2 | National Network of Partnership Schools | Dr. Arecia Shelton-Martin, Dean of Curriculum | Using a framework of six types of involvement and an action team approach, every elementary, middle, and high school can strengthen and sustain goal-linked partnerships that contribute to student success in school. When families and community partners are involved in productive ways, more students follow clear paths to high school graduation and postsecondary education and training. NNPS provides members with professional development, tools, publications, and on-going guidance to build capacity for leadership on partnerships. | All school year | During weekly lead teacher intervention meetings, the six types of involvement with goals will be discussed. Documentation of LTI agendas will serve as the evidence.  |

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

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| **Response:** This school year a parent resource room with computers, age appropriate toys and books, and flyers for wrap around services will be maintained in the front office for parents to utilize. The desired impact is for the parent to holistically feel supported by the school. In turn a stronger relationship between school and home will occur.  |

**Communication**

Describe how the school will provide the following under [ESEA Section 1116].

* Provide a description of how parents/families will be given timely information about the Title I programs.
* Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
* If requested by parents, how will the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
* Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

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| **Response:** Parents will receive notice in multiple ways. Items will be made available in the parent resource room, through newletters/flyers, social media, school marquee, and the school web page. Parents and families will receive this information in an ongoing manner throughout the school year. More specifically information pertaining to the Title I programs will be provided to families during Open House (examples include parent/teacher communication methods, parent letters from the Florida Department of Education and school district, School Advisory Council agendas and meeting dates, and district academic progression manuals).  |

**Accessibility**

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to 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.

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| **Response:** Parents with disabilities will be regularly invited to attend all parent engagement activities and school activities. If support is needed to accommodate a disability, appropriate arrangements will be made by the school. Interpreters will be made available upon formal request by parent. At any time parents may request language translation services.  |

**Discretionary Activities** (Optional)

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.)

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| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
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**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parents who work and are unable to attend meetings due to their work schedule | Information will be shared in the following ways: flyers, letters, telephone calls, school marquee, social media, listserv, and email.  |
| 2 | Parents that do not have consistent transportation | Information will be shared in the following ways: flyers, letters, telephone calls, school marquee, social media, listserv, and email. |

**Evaluation of the Previous Year’s Parental Involvement Plan**

 **Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Open House | 1 | 15+ | Increased parent/student engagement |
| 2 | Parent Night | 1 | 15+ | Parent resource room, understanding about science and community resources |

**Provide 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)? [Section 1116].**

**Response:** The Success Academy will diversify our parent night offerings and expand the number of activities beyond two. The Success Academy will collaborate with the National Network of Partnership Schools to identify additional ways to increase parent engagement. The Success Academy will also modify our meeting schedules based on parent feedback.

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Faculty Meetings | 9 | 10+ | Increased student performance |
| 2 | Lead Teacher Intervention Meetings | 72 | 10+ | Increased student performance, teacher/student/parent engagement |

**Evidence of Input from Parents/family members**

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other document with parent input).

Submit Parent and Family Engagement Plan with principal signature.

**Parent-School Compact**

Note: 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 parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Submit Parent-School Compact with principal signature.

**Evidence of Parents/family members in development of Parent-School Compact**

Note: 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 parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Evidence of parent input in the development of the compact.