**School Name: Amos P. Godby High School (0161) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2019-2020 Title I, Part A Parent and Family Engagement Plan**

I, \_Desmond Cole\_\_\_\_, 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: Mission Statement (Optional)

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| **Response:** The mission of the Leon County Schools Title I is to positively impact student achievement through the provision of support to students, schools, and parents. We believe parent and family engagement is necessary for student and school success |

**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 school will provide opportunities throughout the school year to meet with parents. An effort will be made to meet at times that work best for the majority of parents. Information will be shared about informing parents about school Title I participation and plans; parent training activities (training specific to curriculum - reading/math; engagement at home to prepare students to succeed; individual needs in schools and community; how to successfully access resources); and staff training activities (engaging parents at home and in school events). Title I funding protocol will also be discussed. Parents will have knowledge and input about how fund are spend to benefit students.  |

**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, Part A | The school collaborates and coordinates opportunities to meet with parents. The school will share information about the four district parent and family engagement trainings (two for parents and two for staff) that would address and support comprehensive needs of the school.  |
| 2 | Title I, Part D Neglected and Delinquent | The school provides ongoing support to children and youth in the school who are neglected, delinquent, or at-risk. School counselors, the registrar, administration and teachers, identify those students who need services. |
| 3 | Title II Teacher and Principal Training | Teachers and administrators are provided technical assistance and staff development to support and assist students. Instructional developers also offer high quality support to the school. |
| 4 | Title II ESOL | The school provides training for teachers and administrators to meet requirements and maintain compliance. District Title I will coordinate meetings between this program and the migrant program. Title I will also be represented at Title II-ESOL parent meetings. |
| 5 | Title IV  | The school provides support for a well-rounded education, safe/healthy schools, and use of technology. These funds help provide quality gifted services beyond what Title I funds are able to support. |
| 6 | Homeless: Title I Part A & Title X | The school collaborates with the district Homeless Coordinator to ensure information is accurate. The information is then communicated to campus stakeholders. The school also coordinates activities, update events and provide program information about homeless students in the school.  |

**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 | School list serve, grade-specific list serve and school social media platform announcements | 2 | Fall 2019 | Increased parent attendance |
| 2 | Marquee announcements | 2 | Fall 2019 | Increased parent attendance and parent awareness |
| 3 | Information sent via FOCUS Informational system  | 2 | Fall 2019 | More parent viewership that could lead to increased parent attendance and increased knowledge of student progress |
| 4 | Backpack and teacher communication | 70 | Fall 2019 | Students and teachers sharing information with parents in case technology is or becomes a barrier  |

**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 school will work with parents to determine the day of the week and time of day informational meetings should be held. Childcare and transportation will be factors when making this decision. If childcare or transportation are barriers, Title I funding could be used.  |

**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 | Annual Title I meeting: will offer flexible times/dates to support parent attendance.  | Principal/designee Title I Staff | Parents should become more knowledgeable about resources to assist them to support their children. Student achievement should also increase. | August/September 2019 | State test scores, students grades, improved school grade |
| 2 | Families in Transition (FIT) Population | School counselor, registrar, assistant principal | When families experiencing homelessness are able to access resources needed for their children, student achievement should increase. | Spring 2020 | Improved test schools  |
| 3 | 9th Grade Parent Night | 9th Grade Counselor | Educating parents on the academic requirements of high school. | Fall 2019 | Decrease dropout rate and improve parental awareness. |
| 4. | 10th/11th Grade Parent Night | 10th &11th Grade Counselors | Educating parents on the academic and graduation requirements. | Fall 2019 | Increase parent knowledge/awareness and improve graduation rate. |
| 4 | Senior Parent Night | 12th Grade Counselor | Educating parents on the requirements and expectations to graduate high school. | Fall 2019 | Increase parent knowledge/awareness and improve graduation rate |
| 5 | Financial Aide Parent Night | 12th Grade Counselor | Navigating parents through benefits of financial aide | Fall 2019 | Increase parent knowledge and offer greater opportunities to pay for college tuition. |

**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 | Youth Mental Health First Aid Training | Principal/School Counselors | Teacher understanding of what students are faced with | Fall 2019 | Improved test scores |
| 2 | FIT Training | FIT Office | Improved student self-worth, improved academic performance | Fall 2019 | Improved test scores |
| 3 | Human Trafficking Training | Dean of Students | Improved faculty and staff of knowledge.  | Fall 2019 Spring 2020 | Student academic improvements/test score improvements |
| 4.  | Green Dot Training | Green Dot Project Manager | Safer school environment, improved student self-worth | Fall 2019 | Calmer campus and fewer discipline referrals |
| 5.  | AVID Training | AVID Support Team | Improved student organization and academic growth | Fall 2019 | Improved students grades, test scores, understanding what is required to attend and thrive in college |
| 6.  | Active Shooter Training | School Resource Officer | Improved school safety and faculty and staff awareness | Fall 2019 | Student academic improvements/test score improvements |
| 7. | PBIS Training | Dean of Students | Improved student behavior and self-worth | Fall 2019 | Fewer discipline referrals |

**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:** Parent involvement events will be held throughout the school year covering a variety of topic parents would find useful.  |

**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 communication regarding activities at the school level as well as district wide activities through back-pack notification, FOCUS parent portals, public announcements, emails, and listserv. Each Title I school will communicate by hosting their school parent engagement activities on Listserv, the school’s website homepage, in monthly school newsletters, on school marquees, through social media and announcements made via Public Address (PA) system. Hardcopies will be available upon request in the front office and/or in the Parent Resource Room. Flyers and newsletters will be sent home to parents by student backpacks. |

**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:** Information will be made available to parents in their native language. Translators will be available to parents at meetings, workshops, and conferences to ensure parents are able to fully participate in school activities as requested. The district and Leon County ESOL office will work together to monitor changes or fluctuations in ESOL student populations and respond accordingly.In the event parents with disabilities are identified, the school will consult with the Florida Diagnostic and Learning Resource System (FDLRS) to make sure the parent can fully participate. All schools will remain in compliance with the Americans Disabilities Act (ADA).The district will ensure Title I schools receive needed translation services as needed. The English Language Survey results will be used to determine the number and specific needs for translations into languages other than English |

**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** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
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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 | Lack of Transportation | School will provide referral assistance through community partners to assist with transportation. |
| 2 | Title I schools will increase awareness of school information and events. | Monthly school newsletters, workshop flyers, parent conferences, parent workshops, marquee announcements, social media, listserv, multiple and varied methods of communication. |
| 3 | Parents may not feel comfortable or welcome in the school setting. | Opportunities for parents to participate in conferences, workshops, and school-wide events, will support parents in feeling more comfortable and welcome to the school. |
| 4. | Lack of Childcare | Providing childcare during parent workshops and meetings to encourage participation as needed. |
| 5. | Job schedule conflicts with school activities/events. | Schedule flexible meetings and activities on different days, dates, and times to accommodate parents. |

**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 | Title I Open House | 1 | 80 | Increased awareness of school activities and related protocols |
| 2 | Parent Involvement Nights | 7 | 500 | Provide information and training to parents/families to better assist and improve student academic achievement - increase parent knowledge of school activities, and state test scores |
| 3 | Distribute parent brochures and other user-friendly school-related information to parents  | 8 | 500 | Increased awareness of school activities and related protocols |
| 4 |  |  |  |  |

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 school will provide numerous opportunities throughout the school year to share information with parents regarding how the school’s Title I program can be a benefit. When meeting to share information or to provide parent training, the barriers families face to attend or effectively communicate must be considered. The school will make a good faith effort to pay special attention to parents who have limited English proficiency and those who are a part of our migrant population. A translator will be provided in those cases where English is a second language. Additionally, we must also make sure attention is paid to the parents or familial support with limited mobility or who are disabled.

**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 | School level parent involvement trainings | 7 | 500 | Increased parent knowledge of school activities, state test scores, improved student grades |
| 2 | Teacher and staff training | 2 | 70 | Increased teacher and staff sensitivity, improved student self-esteem, improved test scores, and school grade |
| 3 | School counselor training  | 2 | 4 | Increased sensitivity, improved student self-esteem, improved test scores |

**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.