**Fort Braden School 2019-2020 Title I, Part A Parent and Family Engagement Plan**

I, Jimbo Jackson, 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)

Response:

Fort Braden School, in partnership with its parents, seeks to educate and support students as they develop into lifelong learners. The school will work with all stakeholders to provide a nurturing environment where all student can achieve academic and personal excellence.

**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:**   * All parents shall be invited and encouraged to attend: Quarterly SAC Meetings; Monthly PTO Meetings * Parent Representatives will attend parent involvement district trainings and committee meetings as well as monthly TAC and DAC meetings. * The school will provide information and explain to parents the requirements of Title I and parents’ rights through: Parent Right to Know letters sent home and available in the parent resource room, Monthly Newsletters, ListServ emails, the school’s website, the school’s marquee and student flyers. * The school will seek parent feedback through: conferences, surveys both electronic and paper form, and meeting forums. * The school’s parent involvement/social PLC will also include parent feedback in their plans for literacy nights and other events. |

**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 | Orientation | Orientation acclimates parents to the school community. It provides parents with information about parent involvement opportunities as well as information regarding strategies for the academic success of students. |
| 2 | Open House | Open House provides parents an opportunity to meet with teachers and become familiar with the structure of the school day. Parents receive grade level expectations and requirements this night as well. Teachers present strategies to engage parents to help their students have a successful school year. It also gives parents additional opportunities to learn about Title I and ways to become more involved in the school community/decisions. |
| 3 | Problem Solving Team Meetings | The Problem Solving Team meets with parents to create an action plan for the success of students’ academic and/or social emotional progression. |
| 4 | Parent/Teacher Workshops | Teachers meet parents to discuss student progress and mastery of standards on assessments as well as student behaviors and interests. |
| 5 | Parent Workshops | Various parent workshops will focus on academic content and work-study skills to provide parents with strategies to improve their student’s academic and social emotional progress. These events will help parents to engage their students in literacy practice and help the families. |
| 6 | Success Celebrations | Various celebrations, performances, and award ceremonies will provide parents access to parents and teachers the opportunity to share in promoting student achievements, both for academic and social emotional progress. |
| 7 | Title I | Funds will be used to hold parent workshops and to train parents and teachers on strategies that will support student achievement. |
| 8 | Title II | Funds will be used for professional development in the areas of: PBIS which includes working with parents to keep students safe and working to encourage positive behaviors, Learning progressions, lesson plan design, utilizing growth mindset, communication and collaboration, and family engagement. |
| 9 | Title X | School will utilize district FIT program to provide services. |  |

**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 | Develop agenda, handouts and presentation materials that address the required components. | Administration | August/September | Copies of Agenda and Handouts. |
| 2 | Publicize Event. | Administration | August/September | Listserv and Handouts. |
| 3 | Develop Sign-in sheets. | Administration | August/September | Copies of the sign-in. |
| 4 | Maintain Documentation. | Administration | August/September | Title 1 files with Title 1 Coordinator, Sharepoint Site. |

**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:**  Meetings will be advertised and posted on the school's marquee, homepage, and sent out on ListServ in advance to encourage parent involvement. In addition, monthly newsletters will convey important dates and times for parent meetings. We will hold activities at different times during the school year in an effort to accommodate parents and community members. We will also request input from parents on alternative times and/or locations for meetings and programs. The school strives to make these events family friendly so that parents do not need alternative childcare. Also a parent resource center will be located on campus and will be open during school hours. |

**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 | Title 1 Information/ Right to Know | Administration | Parents will be aware of the opportunities available to assist their student(s) at home and at school. | August/ September 2018 | Agendas/Documentation of Right to Know letters |
| 2 | Curriculum/ Florida Standards/ Grade Level Expectations | Administration/ Teachers | Parents will be familiar with what is required for students to be successful. | August 2018 and yearlong | Open House Sign-in Sheets and Parent Conference documentation, |
| 3 | Parent Nights/ Workshops | Parent Involvement Committee | Parents will gain knowledge of academic expectations as well as strategies for helping their student(s) at home towards their academic success. These workshops will include activities to help prepare students and parents for statewide assessments. | 1st and 2nd Semesters 2018-2019 | Agendas, Flyers and Sign-in Sheets |
| 4 | Parent Specific Literature/Parent Resource Room | Administration/ Parent Involvement Committee | Provides parents with tips related to parenting and strategies to improve students’ academic and social emotional progress. | Yearlong | Newsletter, Flyers, Listserv, Climate Survey |

**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 | Volunteer/ Mentor Training | Administration/ Office Staff | Volunteers and mentors will be able to assist teachers more effectively in the classroom. | Yearlong | Increase in number of volunteer/mentor hours and partners. |
| 2 | School Problem Solving Team | Referral Coordinator | Analyzes data and determines proper placement for students in order to improve student achievement. | Yearlong | Student specific data |
| 3 | Faculty Meetings/ Progress Monitoring Meetings | Administration | Provides professional developments for teachers as it relates to students and families on the topics of students achievement, whole child development, safety, effective forms of communication, communicating behavior information with parents, and on sharing district requirements with parents. | Yearlong (monthly) | School Climate Survey, Student Data |
| 4 | SAC Meetings | SAC Chairman | All stakeholders are involved in joint decision making to ensure improvement of student achievement. | Quarterly | Agendas, Sign-in Sheets |
| 5 | Faculty Book Study and Professional Development | Administration/ Reading Coach | Provides ongoing professional development for teachers on Growth Mindset, lesson planning, curriculum and classroom engagement. | Yearlong  (monthly) | Agendas, presentations, exit tickets, surveys |
| 6 | Parent Involvement Professional Learning Community | PLC Chairman | Provides training specific to the topic of parental involvement. | Yearlong | Parent Surveys, Agendas |

**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:**  We will have a parent resource room with relevant literature and a computer so that parents can have access to relevant websites and programs. We also send home monthly newsletters by mail and a weekly Mustang Memo that highlights important school information. Parents are solicited to participate as partners, mentors and volunteers. They are also encouraged to actively participate in field trips, PTO and SAC meetings and other school events. |

**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 be given information about Title 1 and how the program is utilized at the school during beginning of the year meetings such as Open House and SAC. Also, Administration will send home Right to Know letters and Parent Compacts at the start of the school year to make parents aware. Title 1 information will also be shared through the listserv, flyers, newsletters, and on the school website.  Parents will learn about the curriculum used at the school and in the district as well as how students will be assessed in order to measure student mastery through several avenues. Parents will be invited to SAC meetings, attend grade level meetings, parent teacher conferences and meeting with our Problem Solving Team. Parents will also receive information from teachers through school-wide agenda books, the remind app, class dojo, and other forms of communication.  Parents are encouraged to actively participate and/or have representation in the PTO, SAC, TAC, and DAC meetings. This gives them the opportunity to have input on the Parent Involvement Plan and School Improvement Plan. Parents are also asked for their input through surveys presented in multiple medias throughout the year. |

**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:**  School will provide translations as needed for parents who have limited English proficiency. We can offer translations by school and district personnel or by software. We will also hold meetings at various hours to accommodate a multitude of work schedules and strive to make events family friendly so that parents rarely have to find other childcare. |

**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 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]; and | Professional development will be aligned with school improvement plan | Principal/SAC Chair | Professional development is based on specific teacher need(s) as identified on DPPs or SLOs as they relate to the SIP | Yearlong |
| 2 | Providing necessary training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | To provide literacy training for parents as needed | Parent Involvement Committee Chairperson | This will enable parents to assist students with their school work and provides learning opportunities for parents | Yearlong |
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9); | Will use outreach program through PTO to get additional parents involved in school-based activities | Parent Involvement Committee/PTO/SAC | This will build outreach initiatives for building parent capacity within the school community | Yearlong |
| 4 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or in 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)(10)]; | Will schedule parent conferences at the convenience of the parent | Principal/Parent Involvement Committee | Providing multiple opportunities and a variety of times for parent involvement reduces the barriers for parents to attend school based activities | Yearlong |
| 5 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Implement Joyce Epstein’s frame work for parent involvement | Principal/Faculty | Provides the framework for forging relationships between families and schools | Yearlong |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations in parental involvement activities [Section 1118(e)(13)]. | Outreach to community businesses through Business Partners program, Mentor and Volunteer Programs | Assistant Principal/PTO/SAC Parent Involvement Committee | Forges relationships between local community businesses and the school community | Yearlong |

**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 | Language Barriers | Written communication (notices and letters) will be translated into students’ native languages especially for ELL students.  Translators provided for parent conferences, IEP meetings, MTSS meetings, etc. |
| 2 | Communication Barriers | Use multiple forms of communication when trying to reach parents. (Phone numbers are often unreliable.) School will utilize: Class Dojo, Remind App, Email, Listserv, Facebook, Printed letter and flyers, School Marquis, and Postings around the community. |
| 3 | Parent Availability Barriers | Offer meetings at varied times during the day and throughout the year. |
| 4 | Participation of Middle School Parents Barriers | Vary the topics of parent meetings to include high-interest subjects that attract these students. |

**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 | LCS “Dads Take your Child to School” Day | 1 | 101 | Students and parents learned how to strengthen their relationships with each other to become more involved in school-related activities. |
| 2 | Fall Family Event | 1 | 125 |  |
| 3 | Spring Family “Cuddle Up with a Good Book” Literacy Week Showcase | 1 | 70 | Students and parents learned strategies to increase comprehension and vocabulary acquisition through reading, as well as learned about the author Shel Silverstein in conjunction with “Celebrate Literacy Week”. |
| 4 | STEAM Night | 1 | TBD | Students learned to incorporate reading techniques to help them explore and inquire in other subject areas, as well as data collection skills and note taking strategies. Additional vendors such as High Touch High Tech, the public library, and FWC were highlighted as community partners for this event. |

**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 send written communication (notices and letters) translated into students’ native languages especially for ELL students. Translators will be provided for parent conferences, IEP meetings, MTSS meetings, etc. The school will use multiple forms of communication when trying to reach parents. (Phone numbers are often unreliable.) School will utilize: Class Dojo, Remind App, Email, Listserv, Facebook, Printed letter and flyers, School Marquis, and Postings around the community. The school will offer meetings at varied times during the day and throughout the year.

**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 | Monthly | 56 | Provides ongoing leadership and  professional development for teachers  as it relates to student achievement, parent communication and involvement, and  school safety. |
| 2 | SAC Meetings: Relevant School Based Decisions | Monthly | 16-21 | All stakeholders are involved in joint decision making to ensure improvement of student achievement. |
| 3 | Professional Learning Communities |  | 56 | Provides ongoing professional development and training. PLC’s also plan events and celebrations with students and families. |
| 4 | Book Study | Monthly | 56 | Provides ongoing leadership and professional development for teachers as it relates to the “Growth Mindset” model. |

**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.