

Okeechobee Achievement Academy Title I, Part A Parent and Family Engagement Plan 2018-2019

I, **Randal Weigum**, 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 family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlines in section 1116 of the Every Student Succeeds Act (ESSA);
- Involve parents and family members of children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for family engagement are spent;
- Jointly develop/revise with parents and family members a written parent and family engagement policy and distribute it to parents and family members of participating children and make available the parent and family engagement plan to the local community;
- Involve parents and family, 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 school parent and family engagement policy and the joint development of the schoolwide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement policy;
- If the plan for Title I, Part A, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency;
- Provide to each parent and family member an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- 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 has not met applicable state certification and licensure standards; 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.

Signature of Principal or Designee

Date Signed

1. FAMILY ENGAGEMENT

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 family engagement will be used.

Okeechobee Achievement Academy will involve parents in the planning of ongoing Family Engagement Programs through workshops and SAC meetings. Parents of all students through our multiple grade levels will be invited to participate in the planning. Parents will be included in the review of the Title 1 programs through timely annual meetings and via communication between school and home by distributing the family engagement policy. All parents will be encouraged to be involved in decisions regarding how family engagement funds can be used when organizing thematic educational activities. Parents will be informed through an ongoing calendar, newsletter/newspaper article as well as social media when an activity (school orientation to programs, etc.) was funded by Family Engagement funds.

2. COORDINATION AND INTEGRATION

Describe how the school will coordinate and integrate 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.

Program	Coordination
Title I, Part C	Information related to school and parent programs will be presented and activities will be sent home in language friendly format that will encourage parent support in the education of their children using community based programs like Footsteps to Brilliance and Communities in Schools. Migrant advocates can communicate the information to meet needs of parents and students requesting such programs and activities. Parents will be able to participate in Migrant Parent Advisory Council Meetings.
Title I, Part D	Give the parents of children who are identified as Neglected & Delinquent the opportunity to participate in joint SAC meetings.
Title I, Part A	Funds will be allocated in the amount \$256 for skill reinforcing activities (i.e. games, flashcards, and books) that can be practicable by both parents and students and will educate parents of the value of their contribution in student achievement. It is feasible and appropriately language friendly and provides reasonable support for parental involvement. It will build partnership between parents and school.

3. 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 (schoolwide 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.

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Presentation on Title I, Part A	Randal Weigum	September 2018	Sign in sheet, Exit Survey or parent climate survey

4. FLEXIBLE PARENT MEETINGS

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to family engagement.

Teachers, the principal, dean, and other support services personnel are able to meet with parents at various times throughout the school day. The school will offer flexible meeting times for parents in both the afternoon and the evening as well as morning hours. If necessary, the principal and support personnel will meet with parents at home. Translation in the appropriate language will also be available to parents.

5. BUILDING CAPACITY

Describe how the school will implement activities that will build the capacity for strong family engagement, in order to ensure effective engagement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. Also, 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 family engagement activities.

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Parent Orientation	Principal, Teachers	Parents will meet teachers and learn about each grade academic expectations.	August 09, 2018	Parent Climate Survey, sign in sheets
Suncoast Behavioral Health	Principal	This is a mentoring program that addresses the needs of students as gauged by teachers	Weekly	Survey, student performance data

		and parents in drug, alcohol, and violence prevention.		
Guiding Good Choices	Principal & Community Partners	Outside community agencies present different parental skills.	Quarterly	Survey and attendance
Voluntary Prekindergarten Education Parent Orientation	Principal, Teachers	Parents will meet teachers and learn about PreK academic and social expectations.	Each Semester	Survey and attendance
Class Dojo	Principal, Teachers	Teachers, Parents, & students will be able to monitor classroom behavior in live time from anywhere and communicate progress.	Daily	Student behavioral performance data, and parent engagement
Behavioral Tools	Principal, Teachers	Parents and students will learn behavioral management techniques and tools.	Teachers certified at preschool, used daily in classroom, work with parents during parent conference	Survey, student performance data, and attendance
MTSS Data Chats	Principal, Leadership Team	Regular discussions about student behavioral and academic performance shared with parents during parent meetings.	Each Monday, with individual parents as needed	Survey, student performance data and attendance
Vocational Rehabilitations	Principal, Staff	This is a program that addresses the school to work transition	Referral basis as needed	Survey, student performance data and attendance

6. STAFF TRAINING

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools.

Content and Type of	Person Responsible	Anticipated Impact on	Timeline	Evidence of
---------------------	--------------------	-----------------------	----------	-------------

Activity		Student Achievement		Effectiveness
School Compact	Principal	Teachers will have a better idea of how to use these documents to increase home-school communication and encourage students' academic achievement.	By the end of the 1st grading period.	Documentation in agendas, parent climate survey results.
Parent-Teacher Communications through MTSS/Class Dojo/Edmentum/Remind	Principal, Teachers	Increased communication will allow teachers and parents to have a better understanding of students' areas of weakness and strengths.	Daily/Weekly	Surveys (teacher, parent & student)
Professional Learning Communities	Principal	Teachers will learn best practices for their students using school based communication tools and data systems.	Quarterly	Surveys and collaborative evidence on MTSS documents
Behavioral Tools Training	Principal/Leadership Team	Staff will have better ways of dealing with behaviors from students and communicate intervention strategies to parents.	Quarterly	Use of skills with students and parents
Guiding Good Choices Parent Involvement Nights	Principal, Community Partners	Teachers will learn the same techniques as the parents in order to create a consistent environment.	Quarterly	Attendance and use of skills in classroom

7. 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.

Family resources will be provided by the Student Support Services personnel and classroom teachers throughout the school year. They will implement activities to encourage and support parents to participate in the education of their

children. Our community partners in cooperation with the staff will present quarterly meetings on different parental skills. New Horizons of the Treasure Coast, Inc., Suncoast Mental Health and Martha's House will be used on a quarterly basis to encourage and support parents in more fully participating in the education of their children.

8. COMMUNICATION

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

- Timely information about the Title I programs;
- 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 to participate, as appropriate, in decisions relating to the education of their children; and
- If the schoolwide program plan under is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency.

Okeechobee Achievement Academy will provide parents of participating children timely information about Title I programs through an annual meeting in September, parent-teacher conferences as needed, social media, newsletters and district Title I fliers. The description of the curriculum at the school will be provided through letters explaining the results of academic assessments used to measure student progress and the proficiency levels students are expected to meet. Additionally, the school's website, telephone mass-communication system (ConnectEd), and quarterly newsletter will be used to keep parents informed about curriculum and assessment. Parents will have the opportunity for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children by participating in SAC and PTO, as well as by scheduling meetings with teachers and office staff. Parents will also have the opportunity to provide feedback to the LEA on the schoolwide program plan through the parent climate survey, which is administered at the end of the school year. Documentation will include sign-in sheets, meeting agendas/logs/or minutes, climate survey, and copies of school newsletters.

9. ACCESSIBILITY

Describe how the school will provide full opportunities for participation in family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

Okeechobee Achievement Academy will provide full opportunities for participation in family engagement activities. These opportunities will include participation in SAC and GGC as well as our quarterly family engagement meetings. Translators will be used, when necessary, to increase the involvement of parents who do not speak English. Parents will be notified of meetings in appropriate home language through the school's website, social media, backpack notifications, ConnectEd, Remind, student agenda and the quarterly newsletters.

10. EVIDENCE OF PARENT AND FAMILY INPUT IN THE DEVELOPMENT OF THE PLAN

Upload Parent-School Compact to your school PI Folder. [OAA PI Folder](#)

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school PI Folder. [OAA PI Folder](#)

- ★ **Note:** As a component of the school-level 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.

Evaluation of the previous year's Parent and Family Engagement 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. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
Title I Annual Meeting	1	5	Parents will know what resources are available from the Title 1 funds to promote parent involvement
Guiding good choices - parent meeting	4	81	Parents are made aware of the software being used at school and its accessibility. They are made aware and assisted with obtaining community services.
Make it - Take it programs	3	36	Make it/Take activities for PreK parents and students in Literacy and Math
MTSS Meetings	65	105	Academic and Behavioral strategies designed for specific students.
Parent Engagement Training	2	28	Training for parents to engage with their children

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.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
Behavioral Tools	3	49	Learning tools to deal with student behaviors along with the parents to develop stronger relationships.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in family engagement 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).

Barrier (Including the Specific Subgroup)		Steps the School will Take to Overcome
Working		Offer different times for meetings if possible or offer a phone conference.
Unable to speak English		Provide a translator in the person's native language
Limited literacy		Provide a reader or allow a person that the parent is comfortable with to read documentation.
Economically disadvantaged		Provide free breakfast for students, and information about community services that may be able to assist the family. Refer the family to System of Care..
Chronic Absenteeism		Positive feedback to student for attending.
Historical Parent Non Participation		Work with guardians to provide a positive experience for both guardian and student.
Truancy		Continue to work with the district and guardians to get students in educations programs.
Advocacy		Meet with parents to understand ESE/BIPs as their input into student's education.

