

**Sandalwood High School: Title I, Part A Parent and Family Engagement Plan 2017-2018**

School Name

I, Saryn L. Hatcher, 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 9101(32), ESEA;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Engage 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 school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1118(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 with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

01/10/2018

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**Signature of Principal**

**Date Signed**

## Involvement of Family

How the school involves the parents and families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used? [ESEA Section 1116]

- 1). School Advisory Council (SAC) and Parent Teacher Student Association (PTSA) meetings will be held monthly to involve parents in the coordination and improvement of school activities.
- 2). Annual Title I Meeting it will be placed on the school website, communicated through School Messenger and hard copies available in our Parent Resource Room.

## Coordination and Integration with Other Programs

How the school coordinates and integrates Parent and Family Engagement programs and activities with other Programs?

Choose all that apply	Program	Coordination
<input checked="" type="checkbox"/>	IDEA (Students with Disabilities)	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input type="checkbox"/>	VPK	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
<input type="checkbox"/>	Title I, Part D	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input type="checkbox"/>	Title IX, Part A	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.

<input type="checkbox"/>	Supplemental Academic Instruction (SAI)	This “super categorical” is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input type="checkbox"/>	Violence Prevention Programs	Primary Youth Violence Prevention Programs focus on utilizing a positive youth development approach, target youth at high risk for violence but who are not necessarily engaging in violence yet and would include programming considered “primary prevention”. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	Title II	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.
<input checked="" type="checkbox"/>	Parent Academy	Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range from one time workshops to programs over the entire school year.

How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESEA Section 1116]

- 1). Grade level Set Up Days: Students and parents are given the opportunity to clarify questions with administration and other members of the faculty. Furthermore, parents are invited to walk the campus, purchase necessary items, and interact with the expectations that their students will face at Sandalwood.
- 2). Title I Parent Involvement: School will promote parental involvement activities /workshops to enhance student achievement, and provide parents with resources and strategies to assist students to be successful academically and in life.
- 3). Parent Academy: School will promote the DCPS Parent Academy, enhancing how their student learns best/
- 4). School will use family nights (Saints Day, College Night, Graduation Night) to give further information to parents.

## Annual Family Meeting

A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?

- 1). What are the academic program at Sandalwood?
  - Curriculum overview
  - Assessments and proficiency
  - Services for students with identified areas of need
- 2). How can parents be involved:
  - Open house
  - Saints conferences

A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?

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- 1). Perform a needs assessment involving parents
- 2). Prepare written parent involvement policies
  - District
  - School
- 3). Convene an annual Title I parent informational meeting
- 4). Build parent capacity through training, information and support

A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?

- 1). School choice, especially DCPS schools, covers closest schools and bus routes available to other schools (MMS, JTA).
- 2). Meeting covers:
  - *School Data:*

	<i>Rdg</i>	<i>Rdg</i>	<i>Rdg</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Bio</i>	<i>US</i>	<i>Grad.</i>	<i>Accel.</i>	<i>Grade</i>
	<i>FSA</i>	<i>Gains</i>	<i>BQ</i>	<i>FSA</i>	<i>Gains</i>	<i>BQ</i>	<i>EOC</i>	<i>EOC</i>			
15	51	-	-	35	-	-	66	65	84	56	B
16	50	44	31	45	46	49	84	77	90	85	B
17	54	52	39	77	60	65	77	80	97	91	A

## Flexible Family Meetings

How will the school offer a flexible number of meetings, such as meeting in the morning or evening? Check all that apply.

- AM Sessions at different times
- PM Sessions at different times
- AM & PM Sessions (Meetings offered at different times on the same day, same content)

How will the school provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement?

- 1). If necessary, school will provide JTA passes or Uber verifications.
- 2). For larger assemblies, school will have thoughtful childcare options.

## Building Capacity

How the school will implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)

At Sandalwood High School our mission is to empower parents to support their children's academic achievement from grades nine to twelve. We will accomplish this by providing training and program activities for parents as well as increasing our parent engagement through professional development to teachers.

How will the school implement activities that will build relationship with the community to improve student achievement?

- 1). Family Technology Night: Allow parents the opportunity to sign up for FOCUS/OneView and discover how to track student's attendance and grades. The parent that is involved and informed statistically improves student performance.
- 2). Financial Aid Night: Allows opportunity for students and parents to begin FAFSA application with adult support. Increases student's ability to attend college, increases graduation rate.
- 3). Senior Parent Night: Opportunity for parents and students to receive important information regarding student progression plan, qualifying credits, GPA, Florida EOC information, SAT/ACT enrollment, college scholarship information, and guidance credit check information. Increase graduation rate, post-secondary plans, and current student work output.

How the school will provide materials and trainings to assist parents or families to work with their child(ren)?

- 1). Parents will have access to the Parent Resource Center (PRC) which maintains a collection of materials such as books, magazines, hands-on activities, etc. In addition, materials will be ordered that address the ongoing needs of our parents and community.
- 2). Parent Resource Center materials for ADD, SAT, ACT, explosive behaviors, military careers, and application processes.
- 3). The Parent Resource Center is located in the main office. Parents are both informed and reminded about the center by signage located in the front office, our website, and SAC/PTSA notice. Parents are free to access the center during school operating hours.
- 4). We are attempting to increase the amount of resources that the parents have access to that will stabilize their lives (professional materials, etc.). Additionally, there are resources involved that will guide parents towards helping their immigrant children transition to their new environment.

How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I General Meeting	CMP Coordinator	Build relationship with parents and teachers	Nov 2017	sign-up sheets
2	College Night	Counselor	Gives students and parents necessary information in college path	Nov 2017	sign-up sheets
3	Parent Portal Usage	AP	Show parents how to utilize the portal	Nov 2017	sign-up sheets
4	Create Title I parent resource room with desktop and printer	Principal	Parents can utilize desktop computer and printer on site for school related tasks	by Dec 2017	signup sheets
5	Parent Teacher Conference	Team Leaders	Parents will have an opportunity to meet all team of teachers	end of second and third quarter	sign-up sheets
6	State test info session	AP and Test coordinator	To inform the parents about upcoming state tests	In third quarter	sign-up sheets
7	Sandalwood EXPO	Principal	To present H.S. related showcase of Curriculum to the parents and community	Dec 2017	sign-up sheets

### **Other School wide Activities:**

How other activities such as the family resource center, the school will conduct encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1	Parent Resource Center	S. Hatcher	Increase in SAT/ACT/ability to find post graduation options	Ongoing	
2	Increased SGA presence throughout school	A. Hyman	Pride in school and an increase in culture will trickle to increase positive, desired behaviors.	Ongoing	Decrease in disciplinary events.
3	Grade level orientations	Admin	Students and parents are given the opportunity to clarify questions with administration and other members of the faculty. Furthermore, parents are invited to walk the campus, purchase necessary items.	Beginning of year	

### **Staff Development**

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on the assistance of parents and families and in the value of their contributions.

- 1). Preplanning activities on parent involvement: Teachers will be given the necessary tools to contact parents.
- 2). Pre-Planning Activities – small group instructions: During content area and departmental meetings, inform teachers about expected behaviors when calling and speaking to parents, how to increase rapport among parents and all shareholders.
- 3). Value of Parent Involvement: Improve the skills of the school staff to work effectively with parents by providing examples of best practices for parental involvement

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff on how to reach out to, communicate with, and work with parents and families as equal partners.

- 1). Parent-School workshops and training: provides teachers with the benefits and contributions of parent-teacher-student compacts and their role in setting parameters.
- 2). Value of Parent Involvement: Dr. Hatcher will provide teachers with research practices to improve the skills of effectively working with parents.
- 3). Early release Wednesdays: PBIS training with teachers will allow additional opportunities to share how to best communicate with parents the behaviors their children and improve behavior and academic outcomes.

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on implementing and coordinating parent and family programs and building ties between parents and families and the school. [ESEA Section 1116]

- 1). Preplanning activities on parent involvement: Teachers will be given the necessary tools to contact, as many parents as possible.
- 2). Early release Wednesdays: PBIS training with teachers will allow Dean Brown, Mr. McNair, and Mr. Dean the opportunity to share how to best communicate with parents the behaviors their children are exhibiting and the desired behavioral paradigms deemed beneficial to the school community.
- 3). Administration involvement in Parent-Teacher conferences: aid in demonstrating best practices to teams of teachers on how to build relationships with parents and develop goal oriented plans for increasing student success.

## **Communication**

How the school will provide timely information about the Title I program and activities?

- 1). Parent Involvement Meeting
- 2). Annual meeting
- 3). Promote district Title I meetings

How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

- 1) Individualized calls made by accountability teachers prior to testing window. ELA 9, ELA 10, Biology, US History, Algebra, Geometry.
- 2) Grade level orientation meetings
- 3) Senior Graduation Nights
- 4) Family Literacy Night
- 5) FAFSA and financial aid nights
- 6) Phone blasts prior to assessment calendar
- 7) We will track the progress reports through sign out sheets administered by the teachers as they hand out the report. All newsletters and regular screen shots of the school counselor blog will be compiled into one notebook. Parent Link, website and the school marquee will also be utilized for parent notification of specific events.

- 8) Information is translated for parents/families of limited English proficiency upon request or when determined necessary by school personnel
- 9) Progress reports will be sent home with students at least once quarterly to keep parents informed of students' academic progress with the option for parents to request a parent-teacher conference.

How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child(ren)?

- 1). Comments and concerns will be shared with administration (Dr. Hatcher)
- 2). Parent and students are given opportunities during yearly IEP/504 meetings to provide feedback to Ms. Colvin and passed to admin or cluster office.
- 3). If the school wide program is not satisfactory to parents of participating children, they can voice their concerns in writing or in person. If the parents prefer to write down their concerns they can be turned in to the front office for the Principal's attention. The parents are also welcome to voice their suggestions or concerns during the monthly PTSA/SAC meeting.

How the school will submit parents' and families' comments to the LEA if the school-wide plan is not satisfactory to them? [ESEA Section 1116]

- 1). Comments and concerns will be shared with administration (Dr. Hatcher)
- 2). Parent and students are given opportunities during yearly IEP/504 meetings to provide feedback to Ms. Colvin and passed to admin or cluster office.
- 3). If the school wide program is not satisfactory to parents of participating children, they can voice their concerns in writing or in person. If the parents prefer to write down their concerns they can be turned in to the front office for the Principal's attention. The parents are also welcome to voice their suggestions or concerns during the monthly PTSA/SAC meeting.

## **Accessibility**

A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?

- 1). Increase the presence of Spanish language translators at events.
- 2). Create a section for only Spanish language speakers with the same information for graduation, financial aid, seniors, SGA, and events during family and parent nights.

A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand?

- 1). School will increase presence on social media through administration, and with push it notifications that parents can set up on their phones using social media (Snapchat, Facebook, Twitter, Website)
- 2). Flyers will be approved through the district
- 3). School Messenger
- 5). Communication strategies for native Spanish speakers will go through Mr. Chiatovicz

## **Barriers**

A description of the barriers that hindered participation by parents during the previous school year?

- 1) Incorrect information in FOCUS
- 2) Family apathy
- 3) Communication that does not attract at the correct events.

A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESEA Section 1116]

- 1). Increase technology - Facebook, Twitter, Snapchat and other social media in order to address the community and create interest.
- 2). Utilize sporting event or advertise during upcoming SAC/PTSA/SGA and other performances/events.
- 3). Using student incentives (pep rallies, behavior rewards, A/B honor roll, attendance, discipline).
- 4). Install two digital signs in the hallways and main office.