

School Name

I, Jessica Mastromatto, 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)].

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]

Primarily, SAC and PTSA are the main avenues of Parent involved decision making. Guidance is the other listening tool for parent feedback. SAC has a monthly agenda of times and events planned for the school year. During the meetings, parents will give input on how Title I money is spent, what programs and workshops they would like to happen at Peterson. We will have an annual parent nigh on September 14, 2017. We will have an ACT/SAT parent night workshop on October 8th, 2017. Our Junior parent night is on November, 2017. We will have a 9th grade parent night on December 19th, 2017. Our Financial aid night will be January, 2018. FCAT night for Senior Parents is scheduled March, 2018. Parents give their input at a Parent Involvement Plan Development Meeting on September 2017. We will place our Parent Involvement Plan on our school website, a copy will be in our Parent Involvement Center as well as in the front office. Hard copies will be available upon request.

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. |

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| <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 checked="" 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]

We host an FSA parent night each fall to educate parents about each test, and which ones are given in each grade in each subject, and what must be passed to meet graduation requirements. We also have parent nights through our CTE Academies to involve parents in the education process.

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. Develop agenda, handouts and presentation materials that address the required components.
2. Advertise the event through automated calls home, posting on the school marquee, and posting on the school website, as well as during afternoon announcements.

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

Targeted assistance programs are shared with parents, such as targeted tutoring for passing the graduation-reading requirement, and targeted tutoring for students attempting to become college ready in reading and math. The graduation coach also speaks about his support in helping students sign up for ACT/SAT. The reading interventionist provides targeted support daily by providing pull out session for specific students in reading. Parents will also learn about parent-school compact, families in transition support, migratory families support, and parent events planned for the year.

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?

Yes, all of our students went through the school choice office to attend our school, so they are well aware of the options for their students. We reiterate the standards that must be met to stay at a magnet school, such as a 2.0 GPA or higher. We also present the data from the previous year and what our new goals are for the current school year. Parents will also be informed that they may at any time acquire the state certification information on their child's teacher. An letter was sent home to all parents in October listing teachers that are currently out of field, and the reason they are out of field.

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?

We will offer childcare for parents during parent nights. We will also provide transportation to parents to and from parent nights if needed. Home visits are made by our Social Worker as needed.

Building Capacity

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

We will utilize feedback from parents that was expressed during SAC, PTSA, and other parent events. Parents will also be educated by our dean on positive behavior interventions.

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

Each academy has four advisory board meetings a year. Business partners from the city are present at each one, they go over the vision, mission, and goals of each academy that includes industry certification, graduation rate, and performance on the reading and math state assessments. The business partners provide mentorship, programs, and experiences to enhance student achievement. Parents are welcomed and encouraged to join the advisory board of their student's academy. Every student is in an Academy. Each academy also hosts a parent night, to educate parents on how to support their students in their student's future career and/or college goals.

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

When we offer trainings on PBIS and academic success, resources will be made available such as online resources that may be accessed at home, handouts with important dates, and strategies for studying and managing time. We provide FSA parent nights, financial aid parent night, senior parent night, and 9th grade parent night.

If parents were not able to attend, the resources are available in the parent resource area in the Guidance office. The Resources are also posted online.

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

All parents are invited to volunteer, they are also encouraged to share their experiences as they relate to one of our 8 academies.

Parent and Family Engagements Events:

| <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 | ACT/SAT parent workshop | Deborah Thompson | Improved scores on the ACT/SAT so more students graduate college ready. Parents will receive information on online resources that can help students | December | Gains on the ACT/SAT and increased registration for each test. Parent feedback from surveys. |
| 2 | 9 th grade parent night | Christine Bicksler | Parents received information about requirements to promote in each grade, as well as which assessments must be passed, and how to help their | September | Increased attendance in proficiency on State Tests, and increase in GPA. Parent feedback from surveys. |
| 3 | Financial Aid Night | Deborah Thompson | Parents received help signing up for the FAFSA. Information on available scholarships and how to apply for scholarships. | November | Increase in students who applied for FAFSA and an increase in scholarships received. Parent feedback from surveys. |
| 4 | FSA Parent Night for Seniors | Deborah Thompson | Improved scores on the ACT/SAT/FSA so more students meeting the reading and math graduation requirement. Parents will receive information on the FSA and online resources that can be used to help students | October | Gains on the ACT/SAT and increased registration for each test. Parent feedback from surveys. |

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| 5 | Senior Parent Night | Jared Lichniak | Parents received information on College Readiness, how to register for ACT/SAT, and tutoring available. They also received information on graduation requirements | February 2018 | Gains on the ACT/SAT and increased registration for each test. Parent feedback from surveys. |
| 6 | Title I Developmental Meeting | Christine Bicksler | Parents will give feedback on what parent activities they will like to see to help their children outside of school improve academically and behaviorally | March 2018 | Parent Survey |
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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 | Open house | Christine Bicksler | Parents are able to meet each teacher and provided information on available tutoring, what is required of their students and who to | August | Decreased number of earned D's and F's on report cards. Increase in proficiency on state tests. Parent feedback from surveys. |

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| | | | contact for support. | | |
| 2 | Academy parent nights | Academy Lead Teachers | Parents learn of the available internships, job opportunities, and certification available to their students | October - February | Increase in earned industry certifications. Parent feedback from surveys. |
| 3 | Earn your wings | George Villela | The ceremony inspires students to meet the requirements of being college ready in math and reading and earning an industry certification. | January and March | More seniors graduate college ready in reading and math and with an industry certification. Parent feedback from surveys. |
| 4 | | | | | |
| 5 | | | | | |
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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.

During planning period professional development in November, teachers were presented with tools and strategies about how and when to communicate with parents about student achievement and behavior. Professional development will be conducted in January and February addressing cultural awareness and listening techniques.

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.

During early release training and monthly planning period professional development teachers will be provided training on how to have effective parent conferences, how to communicate effectively via email and how and when to touch base with parents.

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]

During common planning time and on early release days, teachers will meet with their academy cohorts to discuss how to attain more business partners, and get parents more involved. Professional development is also given by several high performing teachers about building positive relationships with parents communicating effectively.

Communication

How the school will provide timely information about the Title I program and activities? Call outs happen twice the week before the event, the event is posted on the school's website at least 2 weeks in advance, post cards are sent out 3 or 4 weeks in advance

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?

Curriculum is explained at open house and during the math and reading FSA parent nights.

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)?

All parents are encouraged to actively participate in SAC and PTSA. Parents are also encouraged to schedule Parent teacher conferences when the need arises. Administrators and counselors are also available to meet with parents as needed to address concerns.

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]

We will upload the feedback onto the district website.

Accessibility

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

Meetings will be held at the school, in the evening, and parents will be notified via callouts, and on the school website. Activities will be held at flexible times and at central and accessible locations. Spanish-speaking parents will have a chance to utilize Rosetta Stone to learn and practice English so that they will be able to understand better and become more involved in their child's education.

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?

Translators will be available as needed, and ESOL parent night was held in November to extend extra support opportunities if needed. Information is presented verbally and in written format in language that is proper to the audience with translation available upon request.

Barriers

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

Meeting times that were too early in the day.
Parents had difficulty with child care during the meetings.
Insufficient notice given of meeting time and content.

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]

We will schedule meetings later in the evening.
Our Early Child Hood academy will offer free babysitting for as many events as possible.
We will make a call out for every meeting at least a week in advance, post the event on the marquee the week of the event, and send post cards/or letters home at least 2 weeks in advance.