I, Vincent F. Foster, 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

1/22/18
**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]

The school will host an annual parent input meeting in the spring each school year. Parents are invited to join and participate in the School Advisory Council (SAC). Meetings are scheduled at various times during the school year to offer parents full opportunity to be involved in the education of their child, as well as to meet the needs of our parents.

**Coordination and Integration with Other Programs**

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

<table>
<thead>
<tr>
<th>Choose all that apply</th>
<th>Program</th>
<th>Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IDEA (Students with Disabilities)</td>
<td>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.</td>
</tr>
<tr>
<td>✓</td>
<td>VPK</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Title I, Part D</td>
<td>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.</td>
</tr>
<tr>
<td>✓</td>
<td>Title IX, Part A</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Supplemental Academic Instruction (SAI)</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Violence Prevention Programs</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Title II</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Parent Academy</td>
<td>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 &amp; Advocacy, and Personal &amp; 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.</td>
</tr>
</tbody>
</table>

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

The school will host a series of Parent Nights throughout the school year to educate parents on how to assist their students with study skills, promotion and graduation requirements, applying for financial aid and college/career goals.

**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?

The school will hold an Annual Title I Parent Meeting in the Fall each school year prior to November 1st. Although feedback is always accepted, this meeting is not for collecting input. Staff, parents, families and community members were invited multiple ways and encouraged to
attend. We utilize parent flyers, School CNXT and School Messenger to alert parents to parent meetings and school events. The format will be presentation and discussion.

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

The purpose was to inform parents of the requirements and benefits of Title I and the school’s participation as well as the parents’ rights to be involved.

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?

The following topics will be discussed during the Parent Nights:
- Promotion/Retention/Graduation Criteria
- Analysis of Baseline student data in Reading and Math
- Parent Compact

Parents will be provided an opportunity for a question and session with the school counselor and administrator. School structure will also be explained along with the right for parents to know the state certification of their child’s teacher.

**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
- [x] 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?

School will provide bus passes to families with transportation challenges. In addition, a staff member will be designated to provide babysitting services during the meetings.

**Building Capacity**

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

After the Title I Developmental meeting, school administration will review of Title 1 program, assessment data and explain standards and graduation requirements.
SAC Meetings will provide an opportunity to share instructional practices. SAC parents who attend have an opportunity to ask questions and provide feedback into their needs. The meetings are publicly advertised and open to everyone. Minutes are posted online so that parents and community members who are unable to attend can have access to this information.

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

Through a collaborative partnership with Communities in Schools and the I’m A Star Foundation, we will utilize mentors and local business professionals to provide externships for students. The externships will allow students to learn from a professional of their desired career path. Mentors will meet at least monthly with students to encourage regular school attendance and provide motivational support. Likewise, community partnerships will also share information with our parents.

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

Parents will be to select and attend learning opportunities provided by the Parent Academy. Parents will be trained on how to access the Grade Portal, review student progress and communicate with students. Training materials will be handed out at the training and will be available in the parent engagement area.

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

Parents are provided opportunities to volunteer during the school day and will receive training to complete their tasks successfully. Interested persons will complete the District screening process.

**Parent and Family Engagements Events:**

<table>
<thead>
<tr>
<th>Count</th>
<th>Name of Activity</th>
<th>Person Responsible</th>
<th>Anticipated Impact on Student Achievement</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Annual Title I Meeting</td>
<td>Principal</td>
<td></td>
<td>October 2017</td>
<td>Parent Survey</td>
</tr>
<tr>
<td>2</td>
<td>Quarterly Parent Night</td>
<td>School Counselor</td>
<td>Parents will be better equipped to assist their student in reaching academic goals</td>
<td>Sept – March 2017-18</td>
<td>Sign in sheets, conversations with parents; parent survey</td>
</tr>
<tr>
<td>3</td>
<td>Financial Aid Night</td>
<td>School Counselor</td>
<td>Families will be able to complete FASFA documents increasing the likelihood of</td>
<td>October 2017</td>
<td>Sign in sheets, conversations with parents, parent survey</td>
</tr>
</tbody>
</table>
### 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)?

<table>
<thead>
<tr>
<th>Count</th>
<th>Name of Activity</th>
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<th>Anticipated Impact on Student Achievement</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parent brochures</td>
<td>Karen Roberts-Mills</td>
<td>The brochures will help parent to communicate more effectively with their student</td>
<td>August-June</td>
<td>Number of brochures needing to be refilled</td>
</tr>
<tr>
<td>2</td>
<td>School Advisory Council Meetings</td>
<td>Principal</td>
<td>Stakeholders will have an opportunity to keep abreast of school progression and offer feedback to enhance student achievement</td>
<td>Sept-June 2017-18</td>
<td>Minutes and Sign in Sheets; stakeholder survey</td>
</tr>
<tr>
<td>3</td>
<td>Website</td>
<td>Assistant Principal</td>
<td>A venue to share information and collect information</td>
<td>Aug-June 2017-18</td>
<td>stakeholder Survey</td>
</tr>
</tbody>
</table>
from stakeholders to improve student achievement

4
5
6
7

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.

Professional Development offered by the Office to Equity and Inclusion throughout the school year during Early Dismissal and Common Planning to include topics of Parent and Family Communication, Cultural Sensitivity, etc.

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.

Early Release Professional Development with the Data and Assessment Team to teach teachers how to access and use data effectively in order to drive instruction.

Collaboration with Nova Southeastern University to provide professional development on an assortment of different topics aligned with improving teacher quality and performance.

This training, gained during Early Dismissal and Common Planning, will increase instructional staff knowledge of understanding data. Then combined with training in parent communication, instructional staff will understand how to effectively share the information 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]

Professional Development offered by the Office to Equity and Inclusion throughout the school year during Early Dismissal and Common Planning to include topics of Parent and Family Communication, Cultural Sensitivity, how to promote a positive school culture, build a respectful relationship with parents, etc.

### Communication

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

Parents will be encouraged to attend and provide input at monthly School Council meetings. This allows all parents to have a voice in goals, school improvement initiatives, and concerns. Parents also will be given a copy of the student’s test scores through reports that will go home with their student. The school will provide parents an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be provided an explanation of grading procedures. The school will ask parents to complete a parent survey to get information from parents concerning the activities of the school they feel are most beneficial to support their child academically. Teachers will routinely contact parents on an individual basis to communicate about their child’s progress. Parents will be asked to engage in discussion of how they can support these efforts. Parents also will be involved in updating the School Parent and Parent Engagement Plan, the School wide Plan, and the School-Parent Compact.

**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?**

The school will provide parents timely information about the Title I programs, the school’s curriculum, academic assessments, proficiency levels students are expected to attain and other necessary information that parents need by having Open House where the curriculum is explained to parents by course. We will also select and obtain resources and services for parents that empower them to assist their children by involving the parent mentor and social worker as needed to provide information, and by planning, preparing for, and/or conducting workshops designed to increase the parents’ involvement in an effort to increase academic achievement.

**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)?**

Parents will have the opportunity to attend various events, such as SAC, conferences, and parent trainings in order to accomplish the following:
• Promoting a positive, welcoming and safe school environment for all students, parents, and community members
• Maintaining open communication with parents through devices listed in this plan (electronic, phone, print, and informal interactions).
• Providing flexible scheduling for parent conferences or meetings/activities and release time for teachers when needed to accommodate family/work commitments.
• Keeping parents abreast of student progress.
• Evaluating the effectiveness of current parent activities, events, and workshops.

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]

The school will provide opportunities for additional meetings if requested. Parents wanting to provide additional amendments to the Parent-Family Engagement Plan may provide feedback that will be presented to the district for consideration in a timely and appropriate manner.

Accessibility

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

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 relate to parent and family engagement.

Every effort will be made to translate all correspondence into the family’s native language for our ESOL students. We will also work closely with the ESOL department to better meet the family’s needs

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?

Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

Barriers

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

Location of Parent Meetings. Given that we do not have one school location (students attend several different site locations throughout the county) for many parents’ transportation is the primary barrier that we face in having parents participate in after school activities.

Economically Disadvantaged Families where parents and students are working multiple jobs with limited opportunities to attend meeting and activities.
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]

The school will hold Parent Meetings in different sites strategically located to multiple sites. The school will investigate the possibility of hosting parent events within their community to invite the community to participate.

The school will investigate the possibility of streaming parent meeting to allow parents to attend remotely.