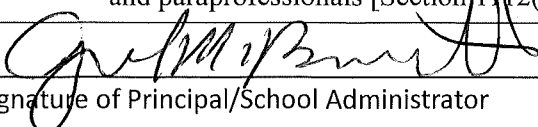


## Edward W. Bok Academy 2023-24 Title I Part A Parent and Family Engagement Plan

I, April Barnhardt do hereby certify that all facts, figures, and representations made in this plan 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.

- 
- 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 ESEA Section 8101(39);
- 
- 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 1116(a)(b)(1) and (c)(3)];
- 
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(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 schoolwide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- 
- Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement plan [Section 1116(a)(2)(C)];
- 
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and families 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 1116(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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
- 
- Provide each parent and family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

  
Signature of Principal/School Administrator

12/14/23  
Date Signed

# NEEDS ASSESSMENT

The Need Assessment is the foundation of the Parent and Family Engagement Plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way, decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

### Fiscal Overview from the Previous Fiscal Year

Total Parent and Family Allocation from the Previous	Total Funds Expended	Total Funds Remaining
\$2,428.00	\$2,422.00	\$6.00
<b>If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.</b>		
This current year, we will continue to gather feedback from families on how to increase and enhance parent involvement opportunities		

### Programmatic Overview from the Previous Fiscal Year

Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual Open House	244	Curriculum Overview & Annual Title 1; Feedback Fomrs
New Knight Night	N/A	Retention of Student Applicant

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year.
Continue to focus on how to increase and enhance parent involvement opportunities while offering meaningful and relevant activities that meet student and family needs and interests

## Barriers

<p>Using previous year's financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.</p>
<ol style="list-style-type: none"><li>1. Limited number of bilingual staff members</li><li>2. Transportation - location of the campus</li><li>3. Lack of parent involvement</li></ol>
<p><b>(1) Prioritize the Top 3 barriers (it may be possible to combine some), and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).</b></p>
<ol style="list-style-type: none"><li>1. Limited number of bilingual staff members : providing translators</li><li>2. Transportation - location of the campus : offering flexible time and locations</li><li>3. Lack of parent involvement : various outlets of communication to families</li></ol>
<p><b>What are the outcomes/goals for the current school year for parent and family engagement?</b></p>
<p>Strategic in planning meaningful events relevant to students and family needs in order to bridge the gap between school and home</p>

# COMMUNICATION AND ACCESSIBILITY

Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved, so they are fully engaged.

<b>Accessibility</b>
<p><b>Describe how the school will provide full opportunities for <u>all</u> parents and families to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs, such as parents with special transportation needs, parents who work multiple jobs, court-appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, and parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?</b></p>
<p>We will ensure that all parent involvement events are communicated and advertised through a variety of communication methods (flyers/brochures, weekly call-outs, school website, social media - Facebook/Instagram) with advanced notice. Translators will be present at events.</p>
<p><b>Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and languages that the parents and families can understand.</b></p>
<p>Various communication means will be utilized in order to share information regarding parent involvement opportunities: flyers/brochures, weekly call-outs, school website, social media - Facebook/Instagram</p>
<p><b>What are the different languages spoken by students, parents, and families at your school?</b></p>
<p>Spanish, Haitian, &amp; English</p>

<b>COMMUNICATION</b>
<p><b>(1) Describe how the school will timely communicate information about Title I and Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.</b></p>
<p>1. Information about Title 1, Part A programs and activities will be communicated at least 2 week prior to events and opportunities</p> <p>2. The tools and resources for communication needs include: flyers/brochures, weekly call-outs, school website, social media - Facebook/Instagram</p>

**How will the school describe and explain (1) the curriculum at the school, (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?**

1. The school will describe and explain course curriculum during the Annual Title 1 Open House, parent-teacher conferences, and academic nights. Parents are encouraged to attend monthly School Advisory Council meetings and development sessions for School Improvement Plan.
2. The forms of assessment used to measure student progress will be shared during Open House, parent-teacher conferences, and academic nights. Parents are encouraged to participate in the annual Developmental Meeting and can be a partner in the decision-making process at the Annual Title 1 meeting.
3. The achievement levels students are expected to obtain will be shared during Open House, parent teacher conferences, and academic nights. Parents can also schedule conferences as needed to review student data and progress.

**(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?**

1. Parents are encouraged to attend monthly School Advisory Council meetings and development sessions for School Improvement Plan. Parents are encouraged to participate in the annual Developmental Meeting and can be a partner in the decision-making process at the Annual Title 1 meeting.
2. Parent involvement events are communicated and advertised through a variety of communication methods (flyers/brochures, weekly call-outs, school website, social media - Facebook/Instagram) with advanced notice.

**How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]**

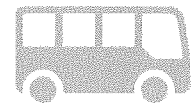
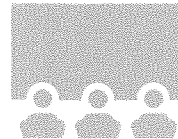
Copies of the activity evaluation forms will be scanned and sent to the district Title 1 office after each event. These documents will also be uploaded into the digital compliance site. If there are concerns about the implementation of the Title 1 school-wide plan that is not satisfactory to parents, their concerns will be sent directly to the district Title 1 specialist.

**How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families?**

The Parent and Family Engagement Plan will be posted on our school's website. We will also include hard copies of the plan in our parent room and main office. They can also be sent home via the student upon parent request. This plan will be presented and discussed during School Advisory Council meetings.

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school’s participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents, and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



## INVOLVEMENT OF PARENTS and FAMILIES

**Explain how the school involves 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 Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].**

Parents and families are invited and encouraged to attend our School Advisory Council meetings, Parent Teacher Organization meetings, and parent involvement events at the school. These meetings will be communicated and advertised through a variety of communication methods (flyers/brochures, social media - Facebook/Instagram) with advanced notice. These meetings are an opportunity for families to be involved in the decision-making process for how Title 1, Part A funds are used.

**How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]**

- Transportation: vans provided by the district as needed
- Home Visits: social worker and/or administration/Title 1 designee visits homes as requested to relay information regarding information shared at engagement events
- Additional Services to remove barriers to encourage event attendance - a translator will be provided if needed for those who do not speak English

# FLEXIBLE FAMILY MEETINGS

<b>How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]</b>
Parent input is gathered by feedback forms.
<b>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</b>
1. Parent feedback forms 2. School Advisory Council and Parent Teacher Organization meeting minutes
<b>How flexible meetings will be offered to accommodate parents? Check all that apply.</b>
AM Sessions based on documented parent feedback PM Sessions based on documented parent feedback

# REQUIRED ANNUAL MEETING

**Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the school's Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]**

1. The principal and school Title 1 Coordinator will create the Annual Meeting invitation for Open House and initial School Advisory Council meeting. The Title 1 Coordinator will create the agenda, sign-in sheets, and meeting evaluation form.
2. Families will be informed communicated and advertised through a variety of communication methods (flyers/brochures, weekly call-outs, school website, social media - Facebook/Instagram) with advanced notice.
3. Families will complete the evaluation form after the meeting.

**Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.**

This Title I meeting is intended to reach and inform all of our parents and families. School Advisory Council meetings inform members and families will be informed of the guidelines involving a Title 1 program and its funds. Parents will also learn about the various groups of students that are protected and provided services under Title I.

**Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.**

School Advisory Council meeting will address and strategically review current school trend data focus on yearly progress and develop action plan for new year to include Problem Identification and Analysis, School Choice/Academy Preference, School improvement Plan, and Community Involvement and Engagement.

**How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?**

We will continue to communicate with parents through website, emails, weekly call-outs, flyers/brochures, and school social media accounts. Information is available in the front office.

## Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

**Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.**

Leadership team will meet and evaluate parent and family involvement from the current year can collaborate on next year's course of action.



# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child’s academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child’s progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align with this section to achieve the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

<b>Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?</b>
We will implement the activities gathered from parent interest surveys and feedback forms. Title I Workshops will be throughout the year schedule not only in the evening more flexible scheduling. This year focus is to meet objectives that we have not successfully met in the past such as hosting high interest meaningful parent events.
<b>How will the school implement activities that will build a relationship with the community to improve student achievement?</b>
We will implement various relevant school events after gathering and analyzing needs assessment data to plan parent activities that best meet the needs of our parents.

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

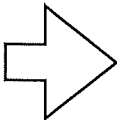
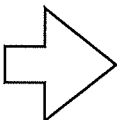
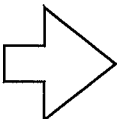
<b>Name of Activity</b>	<b>Person Responsible</b>	<b>Measurable Anticipated Impact on Student Achievement</b>	<b>Month Activity will take Place</b>	<b>Evidence of Effectiveness</b>	<b>Budget (if applicable)</b>
Annual Title 1 Open House	Jamie Lamb & Alicia Linder	Family Sign-In Sheet	September	Parent Feedback	
Literacy Night	Jamie Lamb & Alicia Linder	Book Sales & Giveaways	October	Survey Feedback	
Renaissance & Academic Night	Leadership Team	Attendance & Standards Based Information	January	Survey Feedback	

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

<b>Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff on...</b>
<b>...the assistance of parents and families and the value of their contributions.</b>
<ol style="list-style-type: none"> <li>1. Staff book study on parent and family involvement</li> <li>2. Monthly professional development meetings</li> </ol>
<b>...how to reach out to, communicate with, and work with parents and families as equal partners.</b>
<ol style="list-style-type: none"> <li>1. Staff book study on parent and family involvement</li> <li>2. Monthly professional development meetings</li> </ol>
<b>...implementing and coordinating parent and family programs and building ties between parents and families and the school.</b>
<ol style="list-style-type: none"> <li>1. Staff book study on parent and family involvement</li> <li>2. Monthly professional development meetings</li> </ol>
<b>(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?</b>
The staff will engage in professional development regarding parent and family engagement during the week of preplanning.(2) The documentation that will be collected to demonstrate the professional development for parent engagement will include a sign in sheet and handouts.

# COLLABORATION OF FUNDS

Choose all that apply.	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school-level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/> 	<b>IDEA - The Individuals with Disabilities Education Act</b>	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 1 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"/> 	<b>Title IX, Part A - The McKinney-Vento Homeless Assistance Act</b> provides equitable opportunities to children and youth experiencing homelessness.	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"/> 	<b>Title III, Part A – Helping English Language Learners</b> achieve English proficiency.	Each classroom is equipped with Spanish/English dictionaries. Students and families are provided with specific translated materials and ELL translators are made available. Additional staff and paraprofessional to support student learning. Software and dedicated language support for English language learners.