

OKEECHOBEE ACHIEVEMENT ACADEMY Title I, Part A Parent and Family Engagement Plan

I, Randal Weigum, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent;
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community;
- Involve parents, 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 parental involvement policy and the joint development of the schoolwide program plan;
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy;
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Okeechobee Achievement Academy is committed to providing our students a positive, stimulating, and safe learning environment that promotes the development of individual responsibility, acceptable social skills, and academic growth. Upon entering their next step in education, students will be able to make appropriate decisions and experience success in completing their education. We are committed to promote meaningful parental involvement not only in their students' academic lives but in their personal lives.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status: Adequate

Review Comments:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used.

Response: Okeechobee Achievement Academy will involve parents in the planning of ongoing Parental Involvement Programs workshops, and SAC meetings. Parents of students in multiple grade levels will be invited to participate in the planning. Parents will be involved in the review of the Title 1 programs through timely annual meetings and via communication between school and home by distributing the parental involvement policy. Parents will be provided the opportunity to be involved in decisions regarding how parental involvement funds can be used when organizing thematic educational activities. We will inform parents through an ongoing calendar, newsletter/newspaper article as well as social media when an activity (school orientation to programs, etc.) was funded by Parent Involvement funds.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;

- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities.

Review Status: Adequate

Review Comments:

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

count	Program	Coordination
1	Title I, Part C	Information related to school and parent programs and activities can be sent home in language friendly format that will encourage parent support in the education of their children using community based programs like Communities in Schools. Migrant advocates can communicate the information to meet needs of parents and students requesting such programs and activities. Parents will be able to participate in Migrant Parental Advisory Council Meetings.
2	Title I, Part D	Give the parents of children who are identified as Neglected & Delinquent the opportunity to participate in joint SAC meetings.
3	Title 1, Part A	Funds will be allocated in the amount of \$281 for skill reinforcing activities (i.e. games, flashcards, and books)

		that can be practicable by both parents and students will educate parents of the value of their contribution in student achievement. It is feasible and appropriately language friendly and provides reasonable support for parental involvement. It will build partnership between parents and school.
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Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status: Adequate

Review Comments:

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Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Presentation on Title I, Part A	Randal Weigum	September 2017	Sign in Sheet, Exit Survey or Parent Climate Survey.

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Flexible Parent Meetings

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

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

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status: Adequate

Review Comments:

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Martha's	Principal	This is a	Weekly	Survey,

	House		program that addresses the needs of students as gauged by teachers and parents in social emotional skills.		student performance data.
2	Parent Orientation	Principal, Teachers	Parents will meet teachers and learn about each grade's academic expectations.	August 10, 2017	Parent Climate Survey
3	New Horizons of the Treasure Coast Inc	Principal	This is a mentoring program that addresses the needs of students as gauged by teachers and parents in drug, alcohol, and violence prevention.	Weekly	Survey, student performance data.
4	Guiding Good Choices	Principal & Community Partners	Outside community agencies present different parental skills.	Quarterly	Survey and Attendance
5	Voluntary Prekindergarten Education Parent Orientation	Principal, Teachers	Parents will meet teachers and learn about PreK academic and social expectations.	Each Semester	Survey and attendance
6	Voluntary Prekindergarten Education Literacy Night	Principal, Teachers	Parents & students will learn literacy tips and tricks for Reading and Math.	Each Semester	Survey and Attendance
7	Class Dojo	Principal, Teachers	Teachers, parents, & students will be able to	Daily	Student behavioral performance data, and

			monitor classroom behavior in live time from anywhere and communicate progress.		parent engagement
8	Behavioral Tools	Principal, Teachers	Parents and students will learn behavioral management techniques and tools.	Teachers certified at preschool, used daily in classroom, work with parents during parent conference	Survey, student performance data, and attendance
9	MTSS Data Chats	Principal, Leadership Team	Regular discussions about student behavioral and academic performance shared with parents during parent meetings.	Each Monday, with individual parents as needed	Survey, student performance data and attendance
10	Vocational Rehabilitation	Principal, Staff	This is a program that addresses the school to work transition.	Referral Basis As Needed	Survey, student performance data and attendance

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements, and how to monitor their child’s progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status: Adequate

Review Comments:

Staff Training

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	School Compact	Principal	Teachers will have a better idea of how to use these documents to increase home-school communication and encourage students' academic achievement.	By the end of the 1st grading period.	Documentation in agendas, parent climate survey results.
2	Parent-Teacher Communication through MTSS/Class Dojo/Edmentum/ConnectEd	Principal, Teachers	Increased communication will allow teachers and parents to have a better understanding of students' areas of weakness and strengths.	Daily/weekly	Surveys (teacher, parent, & student)
3	Professional Learning Communities	Principal	Teachers will learn best practices for their students using school based communication tools and data systems.	Quarterly	Surveys and collaborative evidence in MTSS documents
4	Behavioral Tools Training	Principal/Leadership Team	Staff will have better ways of dealing with behaviors from students and communicate	Quarterly	use of skills with students and parents

			intervention strategies to parents.		
5	Guiding Good Choices Parent Involvement Nights	Principal, Community Partners	Teachers will learn the same techniques as the parents in order to create a consistent environment.	Quarterly	Attendance and use of skills in classroom

Review Rubric:

Content and type of activity including the following:

- Valuing of parental involvement,
- Communicating and working with parents,
- Implementation and coordination of parental involvement program,
- Building ties between home and school,; and
- Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children.

Response: Parental Resources will be provided by the Student Support Services personnel and Classroom Teachers throughout the school year. They will implement activities to encourage and support parents to participate in the education of their children. Our community partners in cooperation with the staff will present quarterly meetings on different parental skills. New Horizons of the Treasure Coast, Inc., Suncoast Mental Health, and Martha's House will be used on a quarterly basis to encourage and support parents in more fully participating in the education of their children.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;

- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Communication

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

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- If the schoolwide program plan is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency.

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

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status: Adequate

Review Comments:

Accessibility

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

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

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent’s native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status: Adequate

Review Comments:

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training; and	Essential communication with all stakeholders to discuss student's progress in Literacy and test scores through MTSS/RtI/GGC Meetings.	Principal, Student Support Services, Teachers	Greater involvement of the parent with the student's growth in literacy curriculum	3 times a year
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;	Parents are called and given the leeway of stating the best time for a SBIT/MTSS meeting on their student with the principal and student support services. If they are not able to make it in, then the principal and support services personnel will set up a meeting at the home. Parents also have the option of attending by phone. Translators are	Principal and Student Support Personnel	Since parents and school staff will be on the same page, the student will be able to achieve more in academic, emotional, and societal goals.	Began August 10, 2017

		available when needed.			
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.	Community partners are participating in our quarterly parent involvement activities and the leadership team.	Principal and Community Partners	This is a mentoring program that addresses the needs of students as gauged by teachers and parents.	Began August 10, 2017

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status: Adequate

Review Comments:

Upload Evidence of Input from Parents in you school PI folder. [OAA PI folder](#)

Review Rubric:

Review Status:

Review Comments:

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

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact.

Review Status:

Review Comments:

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

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Review Rubric:
Review Status:

Review Comments:

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Evaluation of the previous year's Parent and Family Engagement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title 1 Annual Meeting	1	7	Parents will know what resources are available from the Title 1 funds to promote parent involvement
2	Guiding good Choices - Parent meetings	4	174	Parents are made aware of the software being used at school and its accessibility. They are made aware and assisted with obtaining community services.
3	Make it-Take it Programs	6	134	Make it/Take activities for PreK parents and students in Literacy and Math
4	MTSS Meetings	65	102	Academic and Behavioral

				Strategies designed for specific students.
5	Parent Engagement Training	2	57	Training for parents to engage with their children

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Behavioral Tools	3	52	Learning tools to deal with student behaviors along with the parents to develop stronger relationships.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

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

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies.

Review Status: Adequate

Review Comments:

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Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status:

Review Comments:

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