

## New Leaf Center Title I, Part A Parent and Family Engagement Plan

I, Katherine Vernon, 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 ESEA.
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community.
- Involve parents and family members, in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement plan review to design strategies for more effective family engagement and to revise, if necessary, the school's parent and family engagement plan.
- 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 has not completed the criteria for state level certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

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Signature of Principal or Designee

Date Signed

### Mission Statement

#### Parental Involvement Mission Statement (Optional)

How does your PFEP describe the shared responsibility? How does parent and family engagement assist in providing high quality instruction for all learners?

**Response:** New Leaf Center’s PFEP describes shared responsibility by making both staff and parents accountable for family engagement in the educational and home settings. This includes collaborative and ongoing decision-making relating to student achievement. Including parents and family in student learning assists the school towards providing high quality instruction for all learners.

**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 (ESEA Section 1116)

**Response:**

The New Leaf Center SAC along with selected members of the Leadership Team are responsible for the planning, review, and improvement of the Title 1 Program. SAC is comprised of business and community leaders who are appointed to our Board of Directors, as well as teachers and a Parent Advocate/Transition Specialist. Parents are notified of SAC meetings through the monthly school newsletter. The Parent Advocate/Transition Specialist stays in close contact with parents to ensure parental representation in all SAC meetings. The SAC meetings involve a continual review of the School Improvement Plan and the Parent Involvement Plan. Parent Advocate/Transition Specialist and committee input on how Title I and Parent Involvement funds should be used is documented in the meeting minutes.

All parents are invited to our open house as well as our Title 1 meeting held the night of orientation.

**Coordination and Integration with Other Federal Programs**

Describe how the school will coordinate and integrate parent and family engagement programs and activities?

How does the school coordinate and integrate parent and family activities that teach parents how to help their children at home? (ESEA Section 1116)

**Response:**

Program	Coordination
Voluntary Pre-K	The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinate meeting with parents, VPK teachers, and the kindergarten teachers to discuss the learning gains of the students, etc.
Kindergarten Registration	Upon registration for Kindergarten parents receive information concerning expectations for the coming year, curriculum information, and basic school information. Before the school year, parents are invited to an orientation with the student’s base school, where they receive more specific information on what to expect for their student. The first week of school, parents are invited to walk their child to class daily to assist in this transition.
Pre-K ESE	Pre-K students attending schools in Marion County with active IEP's are provided required services within the classroom setting.
HIPPY	Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement and school readiness program. HIPPY offers free home-based early childhood education for three, four, and five year old children working with their parent(s) as their first teacher. The parent is provided with a set of developmentally appropriate materials, curriculum, and books designed to strengthen their children's cognitive skills, early literacy skills,

	social/emotional and physical development. Representatives from this program will hand out flyers and can be contacted by interested families in our school.
Title 1	Parents will receive information regarding the Title 1 resource center so that they are aware of the tools available to them to help their children from home.
Title 1 Part A	The school will use Title I funds to provide supplemental instructional materials, equipment, and/or personnel to help students meet the rigorous state standard expectations. Staff development as well as Parental Involvement Trainings and Workshops will be coordinated with Title I, Part A.
Title 1 Part C	The administration will contact Christina Davidson in the Migrant Department of Grants & Federal Programs office. This office will provide support to the students and families with appropriate needs.
Title II	Staff and faculty members will participate in district professional development opportunities.
Title III	The administration will coordinate with MCPS ESOL Department to identify students. ESOL paraprofessionals will provide students with the appropriate resources and support that they might need.
Title X	The administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support that they might need.
Federal Nutrition Program	Guidance identifies families in need and coordinates a weekend food backpack program providing nutrition supplements.
Individuals with Disabilities Act IDEA	Our school coordinates with the ESE, Student Services Department of MCPS. Supplemental instructional support will be shared with parents as they are invited and attend their child's IEP meetings. Teachers and staff will follow the MTSS policies and processes.

### Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program?

Describe the nature of the Title I program (schoolwide or targeted assistance)

Describe how the meeting will cover (AYP) , school choice, and the rights of parents.

### Response:

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Annual Meeting Notification- send announcement flyer home with all students	Principal	September 2017	Flyer
Annual Meeting before Open House PowerPoint	Principal	October 2017	Survey/sign in sheets
Open House/Science Night	Principal	October 2017	Survey/sign in sheets

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

How will school provide with Title I funds, transportation, child care, or home visits, as services relate to parent and family engagement? (ESEA Section 1116)

### **Response:**

New Leaf Center teachers and administration will ensure that workshops and meetings are offered at flexible times. At the annual meeting there will be discussion with parents asking specific questions including times, dates and needs of parents for parent involvement workshops, parent-teacher conferences, SAC meetings, etc. The Parent Advocate/Transition Specialist will meet with parents during enrollment of the student to address parent needs. The information will be gathered and reviewed by the SAC and Leadership Team to ensure that we are providing parents with a convenient time for parent activities. The school's scheduled orientation, open house, and the Annual Title I meeting will be held in the evening. This allows many of our working parents to participate.

## Building Capacity

How will the school implement activities that will build the capacity for meaningful parent/family involvement?

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

How will the school provide other reasonable support for parent/family engagement activities?

### **Response:**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Informational/Orientation	Principal Teachers Paraprofessionals	Outlines student expectations. Introduces parents to Florida Standards and what evaluative methods will be used this school year.	August 2017	Participation forms and Parent Survey
Parent Conference Day	Principal	Increase student achievement through behavior redirection with assistance from parents and academic goals being set with parent as partner for teacher	December 2017	Parent Feedback form and conference notes
Monthly Newsletters	Assistant Principal	Increase parental awareness of New Leaf Center's academic and behavioral goals. Enhance family-school relationships and encourage parent participation in school activities.	Monthly August 2017- May 2018	Parent participation in activities, Parent survey

Weekly contact with parents/ guardians	Teachers Paraprofessionals	Increase parent involvement in achieving student goals. Strengthen parent- teacher relationships and open up channels of communication for parents to express concerns and/ or ask questions, as well as for teachers to share student progress with parents.		Quarterly parent surveys
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**Staff Training**

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

What professional development activities will the school provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents/families in how to reach out to, communicate with , and work with parents/families as equal partners?

What professional development activities will the school provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents/families in implementing and coordinating parent/family programs and in building ties between parents/families and the school? (ESEA Section 1116)

**Response:**

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Effective conferencing with parents	Transition Specialist	To improve the ability of staff to work effectively with parents so that students can achieve their personal best in the classroom		Parent Conference forms completed
PBS Training	Assistant Principal of Discipline	Improving school wide expectations and behavior by developing common language among all staff members and encouraging use in students		Behavior points on treatment registers, posters, tracking forms, and discipline process
Academic Support	Assistant Principal of Curriculum	To assist teachers in providing parents with appropriate resources for helping their student academically and to reinforce skills learned in the classroom to master standards.		Student completion of parent-student home activities
MTSS Training	Principal	To assist teachers in navigating the MTSS process so that they have the ability to help struggling students and provide information to parents regarding the process so that struggling students can be identified and provided supports in order to be successful		Agenda from meeting and feedback from teachers

Call Log Implementation Training	Assistant Principal of Discipline	To implement a school wide program for making positive parent contact so that parents are able to hear about the positive accomplishments their student is making in school and increasing parent involvement in the learning process		Call logs from teachers
Teacher Newsletter	Assistant Principal of Curriculum	To provide teachers with professional development on newsletters. The newsletter will contain academic skills being focused on in the classroom and how parents can support their students in mastering those skills.		Newsletters

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children? (ESEA Section 1116)

**Response:**

Parent Conferences-Scheduled throughout the 2017-2018 school year to encourage effective communication between the school and families.

Parent Advocate/Transition Specialist: Will hold meetings with parents each semester to encourage and support parents.

Each parent will receive a calendar of events which will provide important dates for parent involvement throughout the year. Each parent will also receive a student handbook that will outline the expectations for parents, teachers, and administrators.

Parents and families will be encouraged to visit the District Title 1 Parent Resource Center.

The principal is responsible for ensuring that each of these activities is completed and effective.

Our school will hold an Orientation Day in August, 2017 to increase parent awareness of the school and teachers' goals and expectations.

**Communication**

How will the school provide timely information about the Title I programs?

How will the school 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?

If requested by parents, how will the school provide regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

How will the school submit parents/families comments if the schoolwide plan is not satisfactory to them? (ESEA Section 1116)

**Response**

Parent Conferences-Scheduled throughout the 2017-2018 school year to encourage effective communication between the school and families.

Parent Advocate/Transition Specialist: Will hold meetings with parents each semester to encourage and support parents.

Each parent will receive a calendar of events which will provide important dates for parent involvement throughout the year. Each parent will also receive a student handbook that will outline the expectations for parents, teachers, and administrators.

Parents and families will be encouraged to visit the District Title 1 Parent Resource Center.

The principal is responsible for ensuring that each of these activities is completed and effective.

Our school will hold an Orientation Day in August, 2017 to increase parent awareness of the school and teachers' goals and expectations.

The Parent and Family Engagement Plan will be sent out in print to each home through the student in October. It will be printed in English and Spanish. The PFEP will also be available on the school website. Teachers and administrators will be available to discuss the PFEP with parents as needed. Additional copies will be in the school office.

Notifications of workshops, conferences and other parent activities will be sent out at least a week in advance. All notifications sent by the school will be dated and a copy will be kept in the front office.

Monthly Newsletters and Calendars provide information with upcoming events and ways to support their child's education.

Teachers will complete weekly contacts with parents to discuss positive behavior and academic growth.

·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.[Section 1118(c)(4)(C)]

Parent Advocate/Transition Specialist will maintain regular contact with parents through personal calls in an attempt to reach parents who do not or cannot participate to seek input and increase involvement.

Home visits are provided by Social Services.

Bi-lingual materials in Spanish and French will be made available to identified parents by our Parent Advocate/Transition Specialist. The Transition Specialist will work with ESOL K-12 Academic Services to provide parents with school information translated in their native language as needed. Parents with limited English proficiency will be assisted at teacher conferences by appropriate personnel as needed.

Monthly newsletters and other communication will be provided for parents in English and Spanish (approved

by principal and copies are filed for documentation).

### **Accessibility**

How will the school provide full opportunities for participation in parent/family engagement activities for all parents?

How will the school share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable and uniform format and in languages that parents/families can understand?

(ESEA, Section 1116)

#### **Response:**

Parents with disabilities will be assisted based on their needs to ensure their full involvement in their child's academic success. Our facility is ADA accessible. Parents with disabilities are regularly invited to all parental involvement activities and if support is needed to accommodate a disability, appropriate arrangements will be made. The school will work diligently to provide a translator at specific parent activities as a way to provide opportunities for our ESOL parents to become more involved.

### **Discretionary Activities(optional)**

What activities does the school plan to implement that are not required, but will be paid for through Title I, Part A funding(for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

#### **Response:**