

Hopper Center

I, Donna Weaver, 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 projects, 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 8101. ESEA;
- Involve the parents and families 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 and families of participating children and make available the parent and family engagement plan to the local community;
- Involve parents and families, 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 plan and the joint development of the school-wide program plan;
- 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;
- 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 (4) or more consecutive weeks by a teacher who is not highly qualified;
- Provide each parent timely notice information regarding their right to request information on the professional qualities of the student's classroom teachers and paraprofessionals.

Donna M. Weaver

Signature of Principal or Designee

10-16-17

Date Signed

Mission Statement

Parent and Family Engagement Mission Statement:

Response:

Hopper Center Title I Program promotes the belief that all children can learn and acknowledges that parents share the school's commitment to educational success for all students. We recognize that a student's education is a responsibility shared by school, family and community.

Involvement of Parents/Families

Describe how the school will involve parents and families 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 parent and family engagement will be used. [ESEA Section 1116]

Response:

Response: In the fall of the year, the Title I Parent Involvement Team and the School Advisory Council will meet to discuss the Title I Parent Involvement Plan and activities for the 2016-2017 school year. This team of volunteers will collaborate with Administration to discuss the established workshops and how funds will be spent to meet the needs of the parents and students. This year our efforts will be combined with our sister campus, Lake Orienta Elementary, a Title I Elementary school in Altamonte Springs. Our Activities to promote Parent Involvement will be coordinated jointly with the Lake Orienta PTA, SAC and Parent Involvement Team.

The School Advisory Council (SAC), which includes parents, community members, and staff participate in the development of the parent involvement plan. The plan includes strategies that will improve student achievement as well as questions related to parent involvement events on its annual parent survey. The survey address the areas of curriculum, discipline, communication, and school safety. The survey is sent to parents and is available on our school website. The School Advisory Council and staff of Hopper Center then evaluate the survey results to determine the effectiveness of the parent involvement plan.

In an effort to link home and school and boost academic success of our students, the Parental Involvement Policy is distributed to families of our students to maintain compliance with the requirements of the No Child Left Behind Act of 2001-Title I, Part A Section 1118.

School Advisory Council members are elected at the first SAC meeting per the SAC By-laws. A PNS (parent notification system) is sent out to all families asking for parents who are interested in serving as a SAC member to contact the principal for more information. Every effort is made to ensure that the make-up of the SAC council is equitable to the enrollment of students based on race, socio-economic and ethnic make-up of the school.

Parent input is documented through the parent survey and SAC meeting minutes.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents and families how to help their children at home. [ESEA Section 1116]

count	Program	Coordination
1	ESE	The school receives support from ESS to support parents of students with disabilities.
2	Title I Annual Parent Information Meeting	Parents will be informed about the guidelines, purposes, goals and expectations of the Title I program through formal Title I and SAC meetings, newsletters and the website. Discussion and the opportunity for input will be provided regarding the development, implementation and evaluation of our program on a yearly basis.
3	Homeless/McKinney Vinto	The school receives support for its homeless population via Title 1 Families In Transition program
4	Title III--ESOL	ESOL teachers and Staff will encourage and support ESOL families to attend events at Hopper by making phone calls home and sending home newsletters and flyers in their native language.
5	Title II	Title II provides schools with supplemental funding to support the professional development needs of staff related to parental involvement. Funds are used to support attendance at state and regional conferences and pay for consultants related to parental involvement.

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, Adequately Yearly Progress, and school choice.

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	K-5 Curriculum Night & Title 1 Annual Mtg. Develop agenda, Title 1 Brochure & PowerPoint	Principal and Assistant Principal	Aug. 29, 2017 (6-7 PM), Also scheduled individually to meet parent's needs.	Copies of Agenda, PowerPoint presentations, Parent folder and Sign-inSheets
2	Develop and Disseminate Invitations	Principal and Assistant Principal	August	Parent newsletter
3	Advertisement of Events	Principal and Assistant Principal	August-May	Listed on school website and in parent newsletter and student success sheet
4	K-5 Curriculum Night & Title 1 Annual Mtg. Develop agenda, Title 1 Brochure & PowerPoint	Principal and Assistant Principal	Aug.29, 2017 (6-7 PM), Also scheduled individually to meet parent's needs.	Copies of Agenda, PowerPoint presentations, Parent folder and Sign-inSheets

Flexible Parent/Family 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, childcare, or home visits, as such services related to parent and family engagement. [ESEA Section 1116]

Response:

Meetings will be offered at different times during the day to accommodate parent schedules; morning, mid-day, and evenings. Light dinner or refreshments will be offered as well. At the Hopper Center, we provide complete flexibility and accommodations to ensure that the scheduling of parent meetings are never an issue. The Principal and Assistant Principal offer an open-door policy for parents to discuss concerns/progress. Parents are invited to attend the sister school (Lake Orienta) parent involvement activities which are advertised on the school marquee and school calendar.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent and family engagement. Describe how the school will implement activities that will build relationships with 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(ren). Include information on how the school will provide other reasonable support for parent and family engagement activities as parents and families may request. [ESEA Section 1116]

count	Content & Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Florida Standards: School-wide activity nights in the areas of mathematics and reading	Classroom Teachers and Administration	Parents knowledge will be increased and expanded in both subejct areas to better assist students with academics	August-May	Presentations, handouts and Climate Surveys
2	Individual Education Plans (IEP) and Parent Conferences	Teachers, Administration, Support Team	Address specific strengths and weaknesses of student performance and ability and develop IEP's to address identified needs	August-May	On going data collection to support progress on IEP goals and objectives.
3	Academic and Behavioral Action Plans: All academic disciplines	Administration, Support Team, Teachers	Giving specific information about academic areas	August-May	School Improvement Plan Results, Sign-In sheets of meetings and participation
4	Parent Communication	Classroom Teachers,	Teachers consistently make themselves available to parents	August-May	School Improvement Plan Results,

		Administration, Support Team	anytime needed to ensure academic and behavioral success.		sign-in sheets of meetings
5	Parent Trainings	School Psychologist and Administration	Provides parents multiple opportunities for parent training throughout the year. If a parent asks for a specific need then those needs are also addressed	August-May	School Improvement Plan and Results
6	Parent - Teacher Conferences	Administration, Teachers	Provides parents with information on their child's academic and behavioral progress. Allows parents an opportunity to discuss strategies to use at home. Research shows that parental involvement helps to improve student scores.	August-May	On going data collection to support progress on IEP goals and objectives.

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other staff in how to reach out to, communicate with, and work with parents and families as equal partners, in the value and utility of contributions of parents and families, how to reach out to, communicate with, and work with parents/families as equal partners and how to implement and coordinate parent/family programs, and in building ties between parents/families and the school. [ESEA Section 116]

count	Content & Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Workshops are also upon request	Administration and School Psychologist	Parent Involvement will positively impact student achievement	August - May	Calendar of events, Sign-In Sheets Increased student learning gains and test scores on FSA
2	Specific Behavior Intervention Training	Teachers and Administration	Teachers and Parents collaborate to work on improving student achievement by improving students daily behavior in the classroom	Ongoing	Classroom Behavior Logs
3	Classroom Management & Behavior Modification	Administration	The entire staff is trained and also individual student needs for both academic and	August - May	Calendar of events, Sign-In Sheets Increased

	Monthly PD - tailored for the needs of the teachers regarding individual student IEPs		behavior are addressed. Teachers are trained to have parent involvement since it will positively impact student achievement		student learning gains and test scores on FSA
4	Curriculum & Instruction for High Yield Instructional Strategies Monthly PD tailors for the needs of the teachers regarding individual student IEPs	Administration	High yield instructional strategies are discussed to impact learning for all students. Parent Involvement will positively impact student achievement. Teachers are trained to have parent involvement since it will positively impact student achievement.	August - May	Calendar of events, Sign-In Sheets Increased student learning gains and test scores on FSA

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more fully participating in the education of their children. [ESEA Section 1116]

Response:

For the 2017-2018 school year, Hopper Center will continue to support and expand the Parent Resource Center for parents to use for meetings, trainings and volunteer work for the school. The Parent Resource Center is located in the media center with computers available for parent use to research educational materials, and books for parent check-out. The Parent Resource Center also serves as a food and clothing pantry maintained by PTA parents and one of our paraprofessionals.

Communication

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

- Timely notification 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 achievement levels students are expected to obtain;
- If requested by parents and families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);
- If the school-wide program plan is not satisfactory to the parents and families of participating children, the school will submit the parents’ and families’ comments with the plan that will be made available to the local education agency. {ESEA Section 1116}

Response:

Each classroom teacher will meet with each parent a minimum of two times during the year. Parents will be invited to parent workshops in the areas of math, reading, and behavior. Parents are encouraged to

attend monthly SAC meetings and our PTA, (which has been joined with the Lake Orienta PTA), sponsors Family Nights to promote positive social interactions for the Hopper Students. Parents are invited to attend a Thanksgiving Luncheon sponsored by administration. Other activities are available and encouraged by teachers and administration to strengthen and expand parent involvement. All Parents are contacted by phone, student daily success sheets and flyers are sent home before and every meeting. We also utilize our school website and Skyward to disseminate information to parents.

Accessibility

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

Response:

Parent communication is of the utmost importance. Parents are made aware of the availability of childcare and that a light meal will be provided for all activities and events. Any parent who is in need of physical assistance is asked to notify the school in advance of the activity. Any parent who is not fluent in English is given assistance when the school is notified at least 72 hours in advance of the conference, meeting or activity. Two Spanish speaking staff members have been added.

Discretionary Activities

Discretionary School Level Parent and Family Engagement Plan Components List all the activities that is required, but not paid for through Title I , Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

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 [Section 1118(e)(7)]; and	Book Fair Literacy Week/Night	Coaches and Administration	Parents will gain knowledge of reading strategies that can be used at home. English for speakers of other languages is provided for parents. Content specific workshops chosen by parents are provided.	November 2017, February 2018
2	Maximizing parental involvement and participation in their children's	During School Tutorial, Home Visits, Phone Conferences, Before/After School	Administration	Every effort is made to provide school meetings at a variety of times for parents who are	Ongoing

	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 [Section 1118(e)(10)];	hours Conferences and Activities		unable to attend. Substitutes are hired during the day to provide tutorial to students who are unable to remain after school.	
3	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Based Upon Student Individual Needs of Student IEPs	Administration and Teachers	Needs assessments are done for individual students and plans are created for their specific needs. Those plans are shared with the parents so they are involved in the decision-making process regarding academic and social education of the student.	Ongoing

add more rows if needed

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents and families to help their children. Describe the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children). [ESEA Section 1116]

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Title I Parent Meeting	1	15	Research shows that increased parental involvement results in increased student achievement
2	Summer Reading Kick-Off	1	5	Research shows that increased parental involvement results in

				increased student achievement
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Staff Development 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 and family programs; and how to build ties between parents, families, and the school.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Behavior/Classroom Management Training based on individual student needs assessments	4	52	To help build an effective environment at the school in which positive behavior is more effective so that academic success can be achieved. Parents are communicated with daily and are included in academic and behavioral decisions made for individual IEPs.
2	Curriculum and Instruction - Based on learning maps and individual student needs assessments	4	47	The Academic and Behavioral Professional Development focused on providing high quality instruction and intervention matched to student needs. Data collected on IEP goals. Parents are communicated with daily and are included in academic and behavioral decisions made for individual IEPs.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents and families 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	Parents that work at night	Schedule meetings at different times and days
2	Parents of limited English Proficiency	Provide translation when feasible
3	Parents uncomfortable in a school setting	Train staff to ensure that parents feel welcome in their child's school

4	Teachers who are not accommodating	Provide training via Professional Learning Communities and in-service to train teachers on parent involvement best practices
5	Parents who work multiple jobs	Schedule meetings at different times- before and after school
6	Lack of child care	Provide child care
7	Transportation	Facilitate carpooling and/or send information home

Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with the other LEAs and schools as a best practice.

count	Content/Purpose	Description of the Activity
1		

***Please attach evidence of parent/family input on the development of the parent and family engagement plan and the school compact.**