

Sign In Using The QR Code

FPC Parent/Student Sign In Family
Night



FPC Family Engagement Information Night

FORT PIERCE CENTRAL HIGH SCHOOL

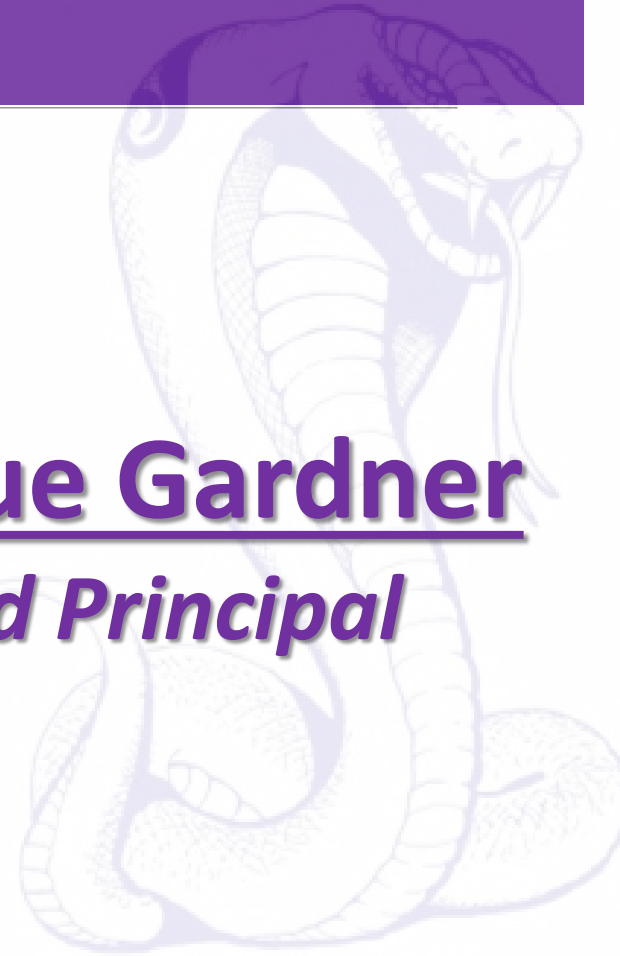
SEPTEMBER 20, 2023

ELDRIQUE GARDNER, PRINCIPAL

The Administrative Team Principal



Eldrique Gardner
Proud Principal



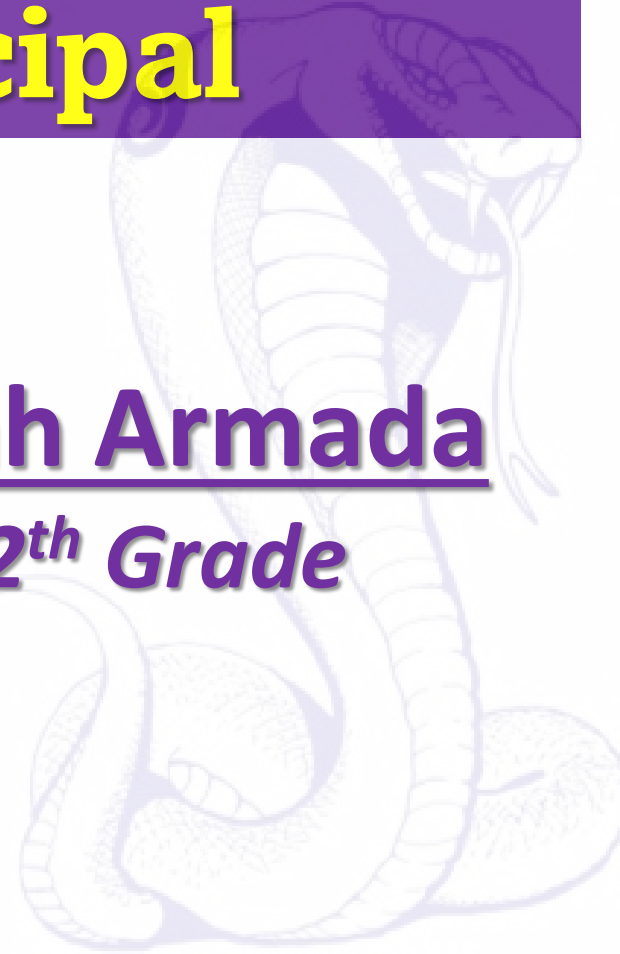
OBRAS

The Administrative Team

Assistant Principal



Sarah Armada
12th Grade

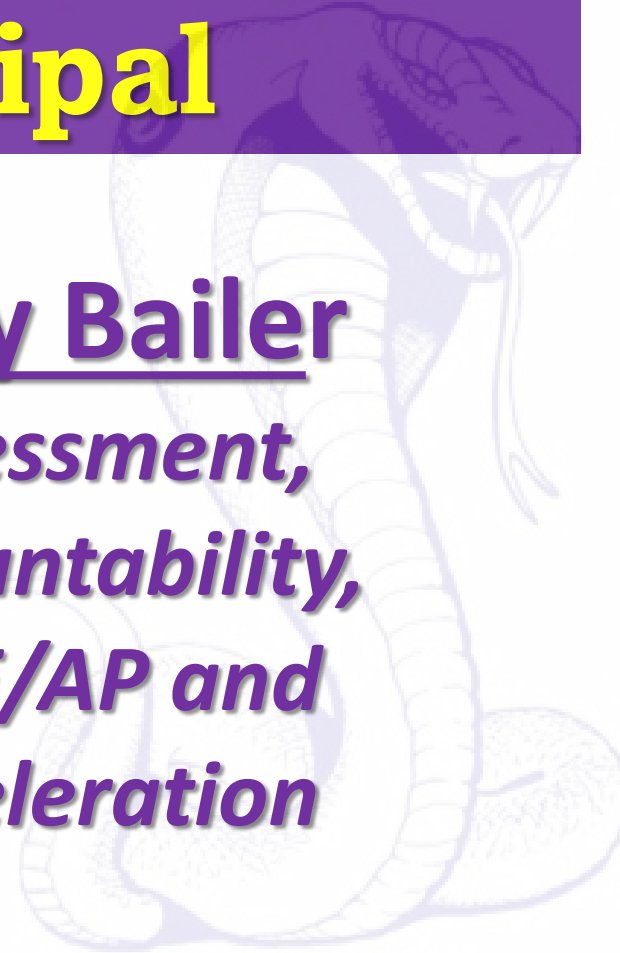


The Administrative Team Assistant Principal



Kelly Bailer
***Assessment,
Accountability,
AICE/AP and
Acceleration***

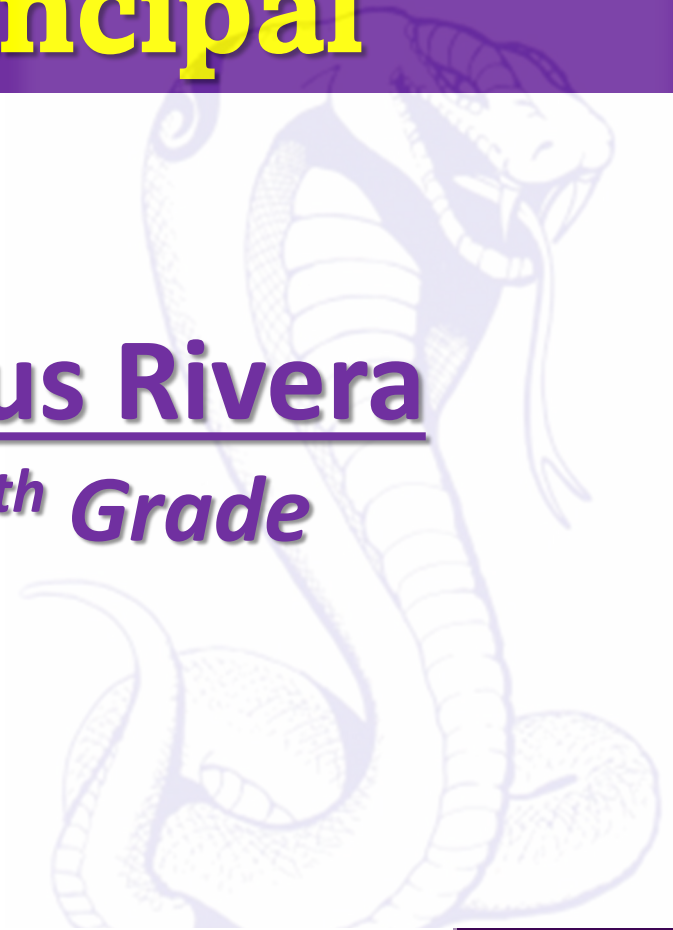
OBRAS



The Administrative Team Assistant Principal



Jesus Rivera
9th Grade



OBRAS

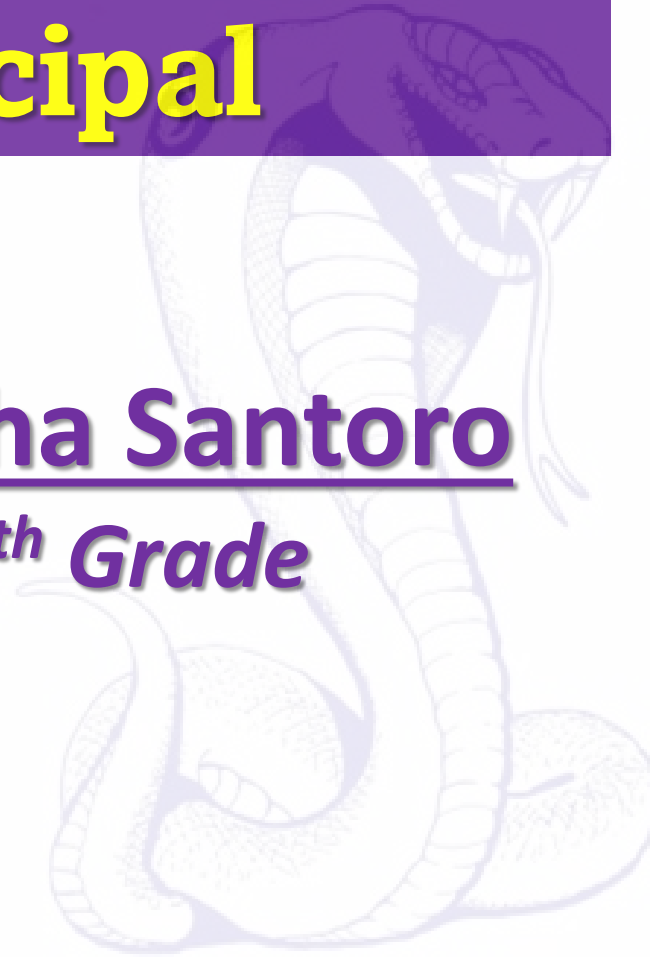
The Administrative Team Assistant Principal



Natasha Santoro

11th Grade

OBRAS

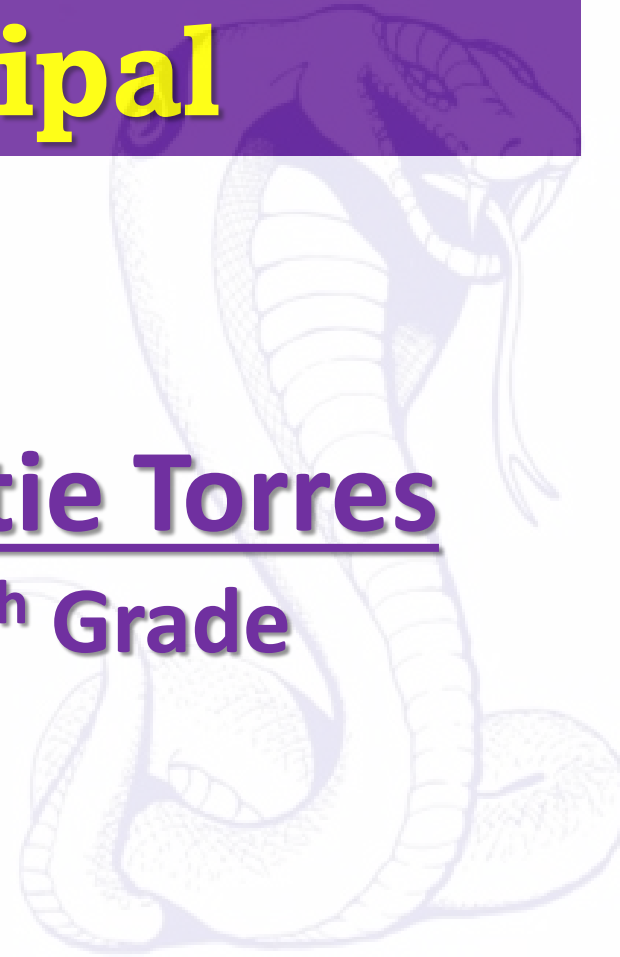


The Administrative Team Assistant Principal



Christie Torres

10th Grade



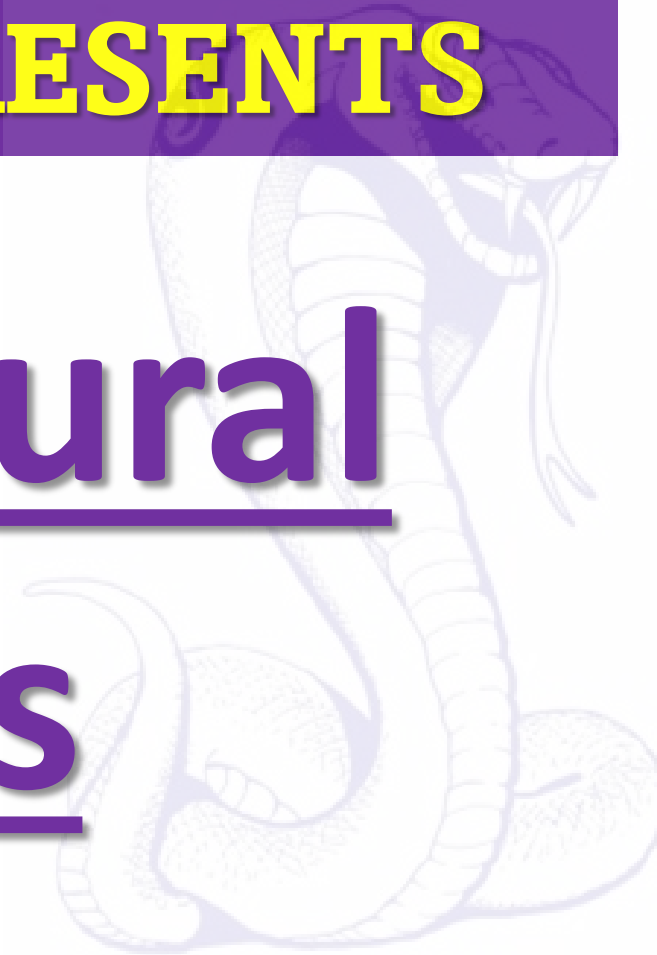
FPC DANCERS PRESENTS

Multicultural

Dances

FT. PIERCE
CENTRAL
HIGH
SCHOOL

COBRAS



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Sign In Using The QR Code

FPC Parent/Student Sign In Family
Night



FPC Title I Annual Meeting

FORT PIERCE CENTRAL HIGH SCHOOL

SEPTEMBER 20, 2023

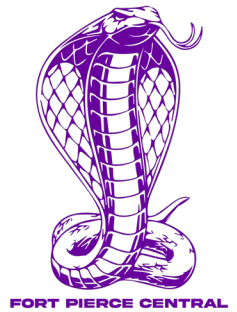
ELDRIQUE GARDNER, PRINCIPAL



Agenda

- Welcome and Introductions
-
- ESSA
 - Purpose
 - What is Title I Part A
 - Parent's Right to Know
 - Standards, Curriculum, Instruction and Assessment
 - School Achievement and Performance Data
 - Parent and Family Engagement Plan
 - School Compact
 - Family Engagement


Meeting Purpose



- **Understand your rights as a parent** under the Title I Part A program to be involved in the education of your child.
- Learn ways **you can be engaged** with the school.
- **Obtain your input and feedback** to assist us in meeting your needs.


Every Child Succeeds Act (ESSA)

Nation's education law for all K-12 public schools.

- **Accountability** requirements for states and schools
 - **Statewide education goals** and a plan to reach them
 - **Improved instructional quality** for all students.
 - **Safe and drug free schools**
 - **Accommodations** for students with disabilities
- 

What is Title I, Part A

Title I is a federally funded entitlement program that provides **supplemental resources** to schools based on family income levels. These resources are intended to:

- Promote **high academic achievement for all students**
 - Ensure **every student has a high-quality education**
 - **Increase parent and community engagement**
- 

Title I Process



The U.S. Department of Education provides funding to states each year for Title I programs.

The Florida Department of Education distributes those funds to eligible school districts.

The school district provides Title I funds to eligible schools.

Use of Funds

EXAMPLES:

- ADDITIONAL TEACHERS
 - BEFORE OR AFTER SCHOOL PROGRAMS, SUMMER SCHOOL, TUTORING
 - PARENT AND FAMILY ENGAGEMENT ACTIVITIES
 - SUPPLEMENTAL TEACHING RESOURCES AND MATERIALS
 - TECHNOLOGY
-





Who decides how funds are used?

Every school has a **School Advisory Council (SAC)** composed of:

Parents, teachers, other staff that work at the school, the principal and students (at middle and high school)

The School Advisory Council helps the Principal develop the Title I School wide plan or School Improvement Plan (SIP) which includes how the school's Title I funds and used.

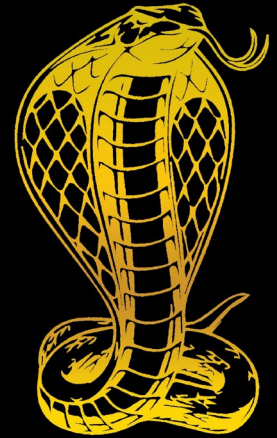
Feedback and input on the plan can be shared throughout the year.

School Allocation

Fort Pierce Central High School is provided \$438,600.00 to pay for services and programs for our students.

Title I funds pay for the following:

- ❑ Reading Coach
- ❑ Staff Professional Development
- ❑ Supplemental Academic Materials and Equipment
- ❑ Before and After School tutoring
- ❑ 1% of District Title I Allocation is set-aside for Parent Engagement activities.



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Parents' Rights To Know

As parents you have the right to:

- Receive information on your child's level of achievement and academic growth on state assessments
- Request and receive information on the qualifications of your child's teacher
- Be informed if your child is taught by a non-highly qualified teacher for four or more consecutive weeks
- Be involved and request regular meetings to express your opinions and concerns

Educational Standards

FLORIDA STATE STANDARDS

- Florida's academic content standards establish high expectations for all students.
- The Florida Standards are designed to ensure that ALL students reach their greatest potential. The standards reflect what all students should know and be able to do in each grade from kindergarten through 12th grade.

FLORIDA STATEWIDE ASSESSMENTS

- Florida Assessment of Student Thinking (FAST) ELA & Math in grades VPK-2; 3-10
- Statewide Science Assessment (grades 5 and 8)
- End of Course Assessments (EOCs) – Biology 1, Civics, Geometry & U.S. History

Ask us or visit [Academics \(fldoe.org\)](http://fldoe.org) website for more information.

Grade Level Standards

Florida's academic content standards establish high expectations for all students.

Florida Standards identify what your child needs to know and be able to do in all content areas.

Measures of Student Success

ACCESS for ELLs- Access 2.0 measures English language proficiency

Florida Assessment of Student Thinking (F.A.S.T.)

- The FAST is administered to students in grades VPK-2 and 3-10

Star Early Literacy

District Assessments

Additional school-based and classroom assessments

End of Course (EOC) Assessments



SCHOOL IMPROVEMENT PLAN (SIP)



FORT PIERCE CENTRAL

Goals

- Increase Daily Attendance to 90%
- Increase Graduation Rate to 95%
- Increase Acceleration Rate to 90%
- Increase Math Learning Gains to 45%

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Fort Pierce Central High School

- ▶ Our current school grade is a B
- ▶ 47% proficient in English Language Arts
- ▶ 21% of our students scored proficient (3 or higher) on the Mathematics Assessments
- ▶ 52% Of our students scored proficient (3 or higher) on the Biology EOC.
- ▶ 64% Of our students scored proficient (3 or higher) on the U.S History EOC.

Parent Family Engagement Requirements



Convene an annual meeting to inform parents of Title I requirements and their rights to be involved in the Title I program.



Offer meetings at flexible times to maximize participation



Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

Parent and Family Engagement Requirements

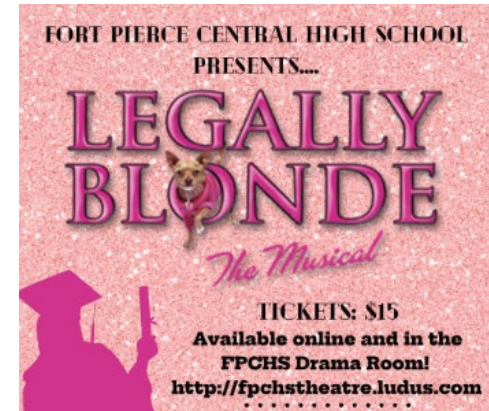
Strategies we use to communicate timely information about our school including Title I programs.

- Telephone (School Messenger)
- Traditional Notices
- During Parent Engagement Activities
- School Website
- Facebook



Parent and Family Engagement Activities

- Band, Chorus, and Drama events
- Sporting Events
- Attractor Program (St. Lucie County)
- Dual Enrollment Informational Meeting
- SAC Meetings (Monthly)





School-Parent Compact

Annually, schools must jointly develop and revise a school compact.

The compact must:

Outline how parents/families and the school staff will share the responsibility for improved student academic achievement.

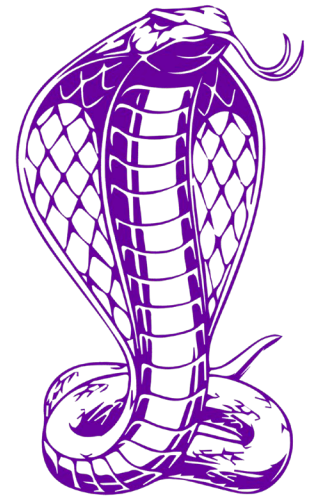
Provide frequent reports to parents on their children's progress

Offer opportunities to volunteer in or observe their child's class

Ensure there is regular two-way* meaningful communication between family members and school staff in a language they understand. Provide parents opportunities for input and feedback through a committee, conference, survey for in-person.

We Want Your Input

- **School Level Parent Engagement Plan**
- **School-Parent Compact**
- **School Improvement Plan**
- **School Advisory Council (SAC)**



FORT PIERCE CENTRAL

A decorative footer graphic consisting of a large orange trapezoidal shape at the bottom, flanked by two blue trapezoidal shapes on either side, all set against a white background.



Working Together

Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. **When the most important adults in a child's life are working together, students benefit enormously.**

Lee and Marleen Canter

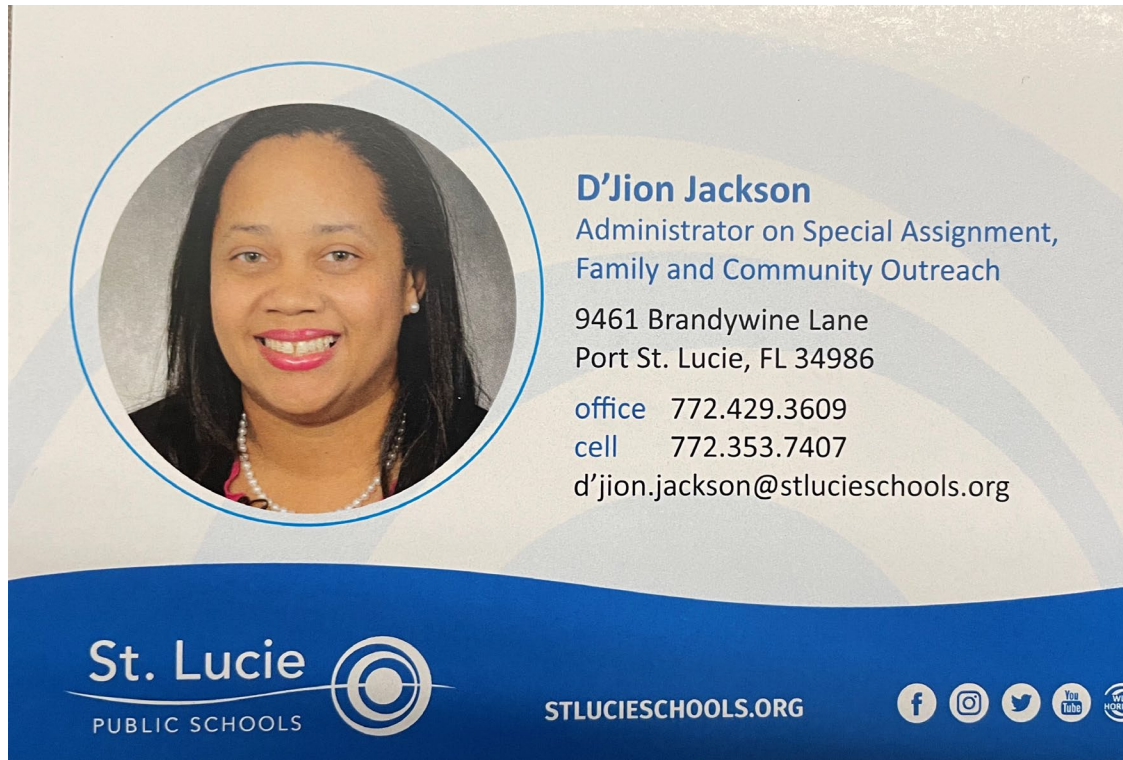




Questions?

Family & Community Outreach Administrator

- ✓ Educator, and Administrator with SLPS for over 28 years
- ✓ Involved in community organizations such as Alpha Kappa Alpha Sorority, Inc.; Mount Olive Missionary Baptist Church-Media Ministry and Outreach Ministry
- ✓ Wife, Mother, Grandmother, Member of a Pioneering Family in SLC.



D'Jion Jackson
Administrator on Special Assignment,
Family and Community Outreach

9461 Brandywine Lane
Port St. Lucie, FL 34986

office 772.429.3609
cell 772.353.7407
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2023 Attendance Awareness Campaign



Secondary Series

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SHOWING UP
TOGETHER!



Keep Your Child On Track in Middle and High School: Pay Attention to Attendance

01



Today's Discussion Points

- Attendance: A Shared Responsibility
- Absence Reasons
- District Policy Highlights
- Chronic Absenteeism
- Problematic Absenteeism
- Truancy vs. Chronic Absenteeism
- Pupil Progression Plan (Absences/Tardies)
- Did You Know ? (Educational Statistics)
- District/School Supports
- Community Partnerships/Resources

Student Attendance is Everyone's Responsibility



Parents

- Making sure that their children get to school on time every day a priority.
- Limiting appointments to after school hours.
- Communicating with schools and community agencies if there are barriers to school attendance.
- Monitoring their child's attendance.



Schools

- Creating positive conditions for learning and student engagement.
- Implementing foundational strategies aimed at encouraging better attendance for all students.
- Providing school-based supports and interventions to limit the barriers of non-attendance.
- Connecting families and students with community resources.



Community and Agency Partners

- Making attendance a community priority.
- Partnering with the school district to nurture a culture of attendance.

Why are so many students missing so much school?



Physical Health

Mental Health

Family responsibilities

Transportation

Lack of relationship with a trusted adult

Pattern of non-attendance

Homelessness

Food insecurity

Anxiety

Social and peer challenges

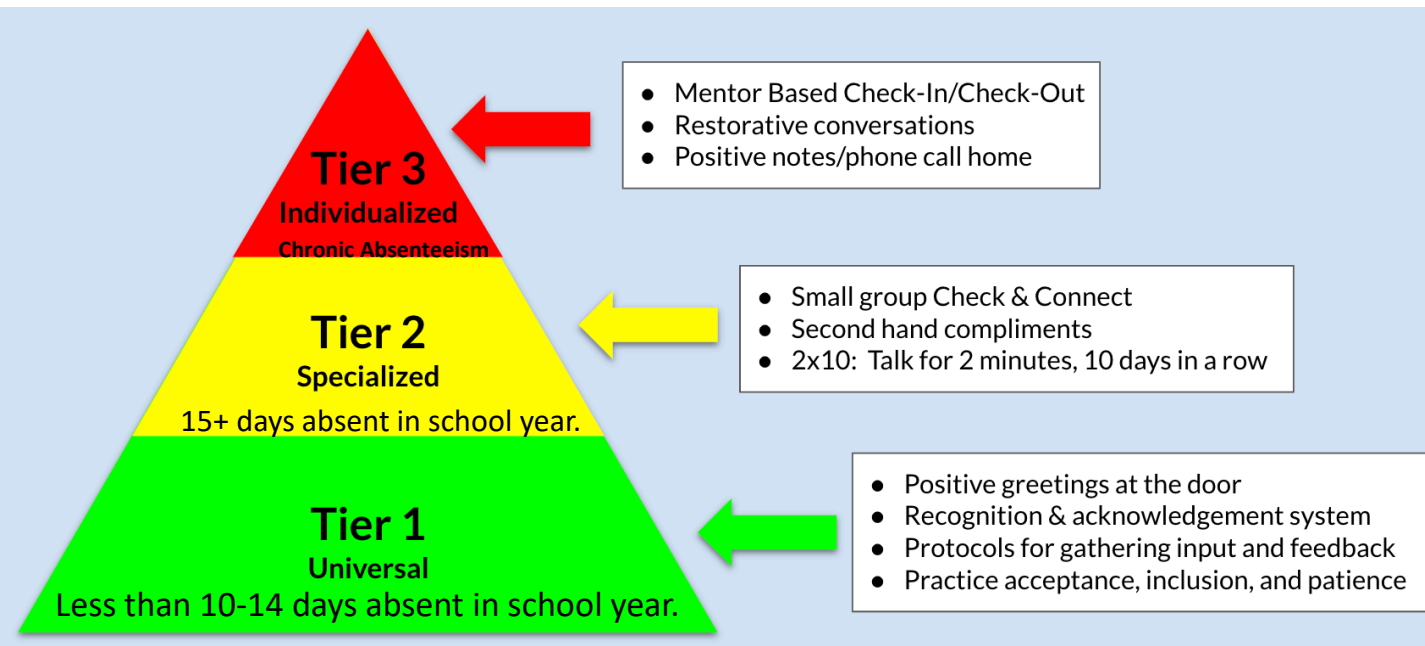
Lack of Engagement

Suspensions

District Policy Highlights

The **student progression plan** identifies the excused and unexcused absence policy which all families should be familiar with.

**The tardy policy has consistent language with (excused/unexcused) absences.*



District Policy Highlights (Con't)

POLICY HEADLIGHTS CONTINUED

School's attendance committees were formulated in the past year with regular meeting dates to discuss generated action plans. In the Spring (last year), each school outlined the plan to meet school's attendance needs (Feb.-March). We recognize there were (2) different scenarios that schools face with chronic absenteeism:

1. Each scenario is unique, there is no one "quick-fix" solution for students or their families
2. At the K-8 and middle school levels, there are family situations that impact attendance.

There might be circumstances that impact attendance (health, documentation, etc.) There are two data points schools should consider when monitoring attendance:

**Average Daily Attendance (Increase)*

**Chronic Absenteeism (Decrease)*

To move the school in a positive direction, schools should look at their data points, and have an action plan to increase the average daily attendance and decrease the amount of chronic absenteeism with targeted students.





CHRONIC ABSENCE
18 or more days

WARNING SIGNS
10 to 17 days

SATISFACTORY
9 or fewer absences

Note: These numbers assume a 180-day school year.

When do absences become a problem?

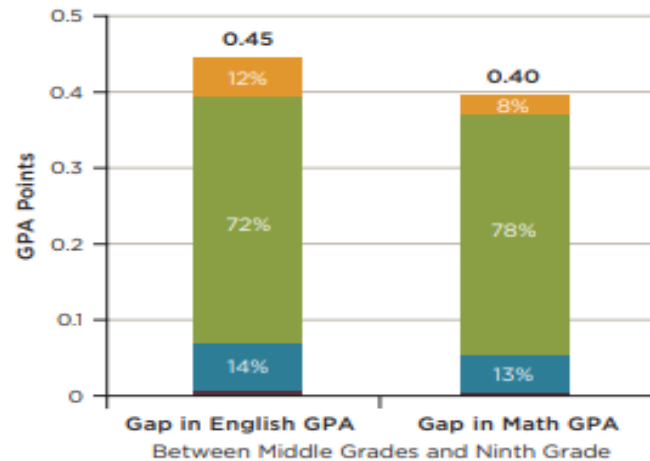
Why it Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers (Applied Survey Research, May 2011).

Declines in Academic Effort Explain the Decline in Grades 6-12

Declines in grades are explained by the increase in absences

Gap in GPA Between Middle Grades and Ninth Grade, and Which Variables Account For It



- Explained by Differences in Background and Test Scores
- Explained by Differences in Study Habits
- Explained by Differences in Absences
- Unexplained

What happens when absences become problematic?

Truancy court can occur for students with chronic absenteeism.

- Used as a last resort.
- Families can utilize resources within the district to support improved attendance.



Pupil Progression Plan: Absences/Tardies



The Pupil Progression Plan defines a student's excused absence as:

Excused Absences - Absences are excused when a written explanation, including electronic correspondence is provided by the parent/guardian within 3-days of the student's return or by the parent's physician, when the physician authorization threshold has been reached. The written explanation must include the dates of the absences which are sought to be excused and the reason for the absence. (F.S. 1003.26)

The Pupil Progression Plan further defines an unexcused absence as:

Unexcused Absences – Unexcused absences are all failures to attend school other than those specifically excused by the principal or designees. (F.S. 1003.26)

Sorting Game/Activity: You will be given a deck of cards. Your job is to determine if the absences are excused or unexcused. You will have (5) min. with a partner to sort into the pile of excused or unexcused. Here is an *example provided*, can you determine if the absence/tardy will be excused or unexcused?

Truancy vs. Chronic Absenteeism

Truancy	Chronic Absenteeism
Counts only unexcused absences	Counts both excused, unexcused and out of school suspension
Emphasizes compliance with law and policies	Emphasizes academic and social impact
Relies more heavily on laws and administrative rules	Uses school and community-based positive strategies

Excused or Not Excused

That is the Question???



Advancing Student Success By Reducing Chronic Absence

A teacher asks her student, “Why did you miss the last (2) days of school?” The student responds, “I attended the *Take your child to work day at both my mom and dad’s jobs. I learned a lot!*”

Are these dates excused or unexcused absences?

Excused Absence

Mrs. Jackson-Harris sent an email to the attendance clerk that reads:

Dear Mr. Attendance Specialist,
Please excuse Bryce Harris’ (Ms. Sweer, homeroom teacher) absence on 8/15/23. He had a doctor’s appointment that lasted the whole day. You can find the note from Cornerstone Pediatric attached. If you have any questions, please call me at (772) 555-1234.

Thank you,

D’Jion Jackson-Harris, Mother

*This email was sent on 8/16/23

Is this date excused or unexcused?

Check your responses



Absences

- Illness of the student
- Major illness in the student's immediate family
- Medical appointment of the student
- Death of family member or friend
- Required Court Appearance
- Court Subpoena

Each absence has notes sent in within 3 days after absence.*

Unexcused Absences

- Take Your Son or Daughter to Work Day
- Failure to provide an explanation of the absence to the school within 3 days of the student's return to school.
- Failure to provide a Physician's Authorization when required
- Missing the school bus if the bus is less than 5 minutes early or less than 15 minutes late
- Immunization non-compliance
- Out of school suspensions



DID YOU KNOW?

- ◆ Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- ◆ Frequent absences can be a sign that a student is losing interest in school, struggling with schoolwork, or dealing with a bully, or facing some other difficulty.
- ◆ By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- ◆ By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- ◆ Missing 10%, or 2 days a month, over the course of the school year, can affect a student's academic success.



District and School Supports



School Counselors

School Social Workers

Health Paraprofessionals

Mental Health Counselors

Attendance Mentors

Parent Liaison

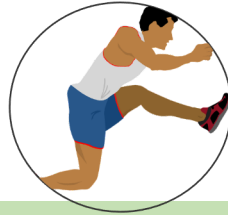
School Psychologists

Mental Health Collaborative

Make school attendance a priority

- Talk about the importance of showing up to school every day.
- Help your teen maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule medical appointments during the school day.
- Keep your student healthy, mentally and physically. Contact the school for assistance.

**ATTENDANCE
MATTERS.**
ALL DAY, EVERY DAY



Help your teen stay engaged

- Monitor your teen's academic progress and seek help from teachers when necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends may feel isolated.
- Encourage your teen to join meaningful after-school activities, including sports and clubs.

Communicate with the school

- Know the school's attendance policy – incentives and penalties.
- Check on your teen's attendance to be sure that absences are not adding up.
- Seek help from school staff, other parents or community agencies if you need support.



What you can do

**Video courtesy of Rebecca Benton
Life Skills Parent Educator, SLPS
Student Services Dept.**

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MORNING ROUTINE

Middle & High

If your child needs assistance to improve attendance in school

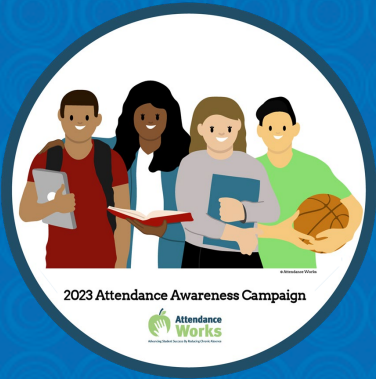
Personalized outreach is essential for identifying barriers to attendance – hunger, access to health care, homelessness, transportation or other challenges – and the supports or resources that would help improve attendance. If you are experiencing any of the challenges mentioned above, here are suggestions to assist in improving daily attendance:

- Reach out to your child’s teacher or trusted adult at the school, share barriers to arriving to school on time and with regularity.
- Talk to your child’s school counselor to seek help and support (Mental Health Collaborative, Check-in/Check-out systems) to support daily attendance.
- Discuss concerns with pediatrician, or clinic (health related concerns).
- School & School District Social Workers are available to assist with getting resources aligned to meet the needs of the family.
- Request to meet with the attendance team members to provide support.

Community Partnerships and Resources



Boys and Girls Clubs A+ Attendance Support Program



Boys and Girls Club Attendance Advocates serve an integral role in supporting attendance efforts throughout the district.

Boys and Girls Club provides 5 attendance advocates to support positive school attendance in 15 elementary and K-8 Schools.

Attendance advocates work with each school's attendance team to identify students that have a pattern of unexcused absences.

Attendance advocates work with students and families to break down any barriers to school absences.

Attendance advocates conduct outreach with families sharing attendance requirements and referring families to school and community agencies.

PSLPD Partnership



Two PSLPD officers are assigned to provide truancy intervention for PSL Schools.

Officer Willis Tumblin
Officer Alana Ludimerer

Referrals are initiated from school attendance teams and school social workers.

Assist schools with hard to locate students and families

Children in Need of Services & Families in Need of Services (CINS/FINS)



Programs are available to children ages 6-17 (and their families) who are habitually truant, homeless, ungovernable, or runaways.

Referrals are initiated by attendance clerk, school counselors, school social workers, law enforcement, and the general magistrate.

- Attendance and truancy
- Behavioral support
- Family conflict resolution
- Referrals for counseling
- Referrals for short



Our goal in SLPS is to show up together every day!



FPC GUITAR CLUB PRESENTS

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