

## **2018-2019 Parent and Family Engagement Plan (PFEP)**

1. Using the data of choice, provide the LEA measurement of parent and family engagement and the basis for the identified need. Please identify the source data that is used.

Sign-in sheets and attendance counts from the schools and district will be used as the measurement of family participation for family engagement events.

### **2. Parent and Family Engagement Mission Statement**

The Flagler County Schools district mission for Title I is to raise student achievement by enhancing relationships between the district, schools, families and our community. The goal is to empower parents by increasing parental awareness of meaningful family engagement, ways to support student education, awareness of community resources and active participation of parents. The LEA commits to strive to build capacity at the school levels that strengthen partnerships with parents/families and schools.

### **3. Engagement of Parents**

Describe the actions the LEA will take to engage parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan (Sections 1112(d)(1 and 2); and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

A Title I family stakeholder meeting will be held at the beginning and end of the school year to get parental input on the LEA-wide PFEP and the how the funds reserved for parent and family engagement are spent. Additionally, each school is required to share their PFEP at their SAC meetings allowing an opportunity for parental feedback and suggestions. The district Title I Parent Specialist will attend SAC meetings at the school level to hear parental input on School PFEPs. The liaison will also deliver data from the annual Title I Parent Survey to schools and review all Title I school-level PFEPs to assure the district PFEP reflects the input of parents and needs of our schools. To encourage the participation of ELLs in our district, a verbal translator will be offered at school-based meetings as well at the district ESOL Parent Leadership Committee meetings where parental input is also solicited.

Schools are also required to have a link on their school website where parents can access the school PFEP or a summarized newsletter of the PFEP and schools should have the PFEP assessable to parents at the front office.

SAC meeting date and times will be publicized on school websites, in school newsletters and through school call master phone or email message announcements. Schools and the LEA will keep sign-in sheets and agendas as documentation of parental input events.

### **4. Technical Assistance**

- Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].
- Include a description of the process the LEA will use to review the school-level PFEP to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

The LEA will provide ongoing technical assistance to schools throughout the year. The LEA will meet with Title I administrators several times during the year to plan for parental involvement activities and to monitor that planned activities have occurred. The LEA will also provide support to Title I schools at their initial Title I Parent meeting where parents will learn what Title I is, the goals of Title I school dollars, and what programs Title I dollars are being spent on.

Schools will be required to submit their PFEP's when completed for review by the LEA along with evidence of parental input. Feedback and suggestions will be made as the LEA deems appropriate.

The Title I Parent Specialist will also attend school-based activities when feasible, to further support schools in the family engagement efforts and offer training on the importance of family engagement.

**5. Coordination and Integration**

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other Federal Programs (including but not limited to Head Start, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-kindergarten, Title I, Part C and Part D, Title III and Title IV Part A)[Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please include the name of the federal program and describe how parent and family engagement strategies are coordinated.

The LEA Title I Department will coordinate parent engagement opportunities throughout the school year with other programs including but not limited to:

- Head Start: The Title I Parent Specialist will coordinate with Head Start to work together in educating parents of rising Kindergarten students in an attempt to educate parents on how to help their rising Kindergarten students be more successful academically by teaching families some summer take-home strategies for academic success.
- Families in Transition: The Title I Dept. will help support tutoring for Families in Transition
- English Language Learners: The Title I Dept. will host ESOL Parent Leadership Meetings to get input from ESOL families and to empower them as ELL families in the academic journey of their child(ren). Guests will occasionally be brought in to help ESOL families with resources and choices available in the district for language acquisition. Title I dollars will also help support tutoring for ELLs.
- Exceptional Student Education: The Title I Parent Specialist will work with the ESE Parent Specialist to host Family Café parent meetings to help with educating parents and Grandparents as Parents meetings bringing various community resources that are available.

**6. Annual Evaluation**

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

The LEA will hold two Parent/stakeholder meetings during the first and last quarter of the school year to evaluate the effectiveness of the PFEP. Parents will be given the results of the Panorama Parent Survey(s) to help determine if this PFEP reflects and met the needs of our families. Also, a link for parental input will be on the district website for family input on the LEA PFEP.

**7. Building Capacity**

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C)(1-14)]. Please formulate your responses as follows:

- Content and type of activity
- Person Responsible
- Anticipated Impact on Student Achievement
- Timeline (frequency and duration)
- Evidence of effectiveness
- Research based evidence

Content	Person responsible	Anticipated impact on achievement	Timeline	Evidence of effectiveness	Research-based evidence
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Grandparents as Parents combined with Flagler Family Café	Diane Howes, Title I & Title III parent specialist and Sue McVeigh, ESE parent liaison	Supporting families and providing resources to empower them in their child's education will help to raise academic achievement.	Quarterly	Sign-in sheets will be kept to track attendance and participation in events. A post event parent evaluation will be done.	<b><u>Powerful Partnerships</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander
Head Start Parent Workshop	Diane Howes, Title I & Title III parent specialist	Providing families of rising kindergarten students will help strengthen parents abilities to help their child prepare to transition to kindergarten.	3 <sup>rd</sup> quarter	Sign-in sheets will be kept to track attendance and participation in events. A post event parent evaluation will be done.	<b><u>Powerful Partnerships</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander
ESOL PLC	Diane Howes, Title I & Title III parent specialist	Supporting families and providing resources to empower them in their child's education will help to raise academic achievement.	1 <sup>st</sup> , 2 <sup>nd</sup> , and 4 <sup>th</sup> quarter	Sign-in sheets will be kept to track attendance and participation in events. A post event parent evaluation will be done.	<b><u>Powerful Partnerships</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander
DPAC	Diane Howes, Title I & Title III parent specialist	Getting family input as stakeholders in their child's education will help to empower families in their child's education.	1 <sup>st</sup> and 4 <sup>th</sup> quarter	Sign-in sheets will be kept to track attendance and participation in events. A post event parent evaluation will be done.	<b><u>Powerful Partnerships</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander
Back to School Jam	Sabrina Crosby, Community Engagement	Supporting families and providing resources to empower them in their child's education will help to raise	August 2018	A counter will take note of families in attendance.	<b><u>Powerful Partnerships</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander

		academic achievement.			

### 8. Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, 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 [Section 1116(e)(3)]. Please formulate your responses as follows:

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline (frequency and duration)	Evidence of Effectiveness	Research based evidence
The program specialist will offer professional development for new teachers and experienced teachers who desire training, and to office staff to communicate the importance of family engagement, effective ways to reach out to families, an overview of the Dual Capacity-Building Framework for Family-School Partnerships and to work with families strengths, all for student academic success. Periodically throughout the school year, fresh ideas for improving family engagement will be given to schools as we receive them from attending ECTAC Family Engagement meetings Schools will also review the Panorama	Diane Howes, parent specialist	Providing teachers professional development on the importance of family engagement and instruction on capitalizing on family engagement opportunities will increase family engagement which research shows results in increases in student achievement.	The program specialist will meet with new teachers three times during the school year and the program specialist and coordinator of federal programs will meet with Title I school administrators on an ongoing basis.	Attendance and agendas of professional development opportunities offered and various family engagement events, parent surveys and standardized test scores will be used to measure effectiveness.	<b>Powerful Partnerships</b> , by Karen L. Mapp, Ilene Carver, and Jessica Lander. Partners in Education by Karen L. Mapp and Paul Kuttner.

annual parent survey to verify that the needs of families is being addressed by the activities set forth in this PFEP.					
Panorama will provide administrator training to help school leaders with the importance of family engagement in the survey data and how to increase participation in surveys.	Diane Howes, parent specialist	Increased family engagement increases student achievement	Spring	Conference call attendees will be noted	<b><u>Powerful Partnerships</u></b> , by Karen L. Mapp, Ilene Carver, and Jessica Lander. Partners in Education by Karen L. Mapp and Paul Kuttner.
Teachers of ELLs will be provided professional development from Beatrice Polls who will train ESOL teachers in how to scaffold lessons for our ELLs as well as how to use the ACCESS 2.0 results data to drive instruction and supports for our ELL population. Teachers will learn how to apply WIDA ACCESS 2.0 to later share data to families.	Diane Howes, parent specialist	Increased family engagement increases student achievement	September	Sign in sheets and agendas	<b><u>Powerful Partnerships</u></b> , by Karen L. Mapp, Ilene Carver, and Jessica Lander. Partners in Education by Karen L. Mapp and Paul Kuttner.
LEA Title I office will meet with school administrators periodically to review school plans and results of Title I funded activities. And	Diane Howes, parent specialist and Tammy Yorke, Coordinator of Grants	Providing teachers assistance with family engagement planning opportunities will increase family	The program specialist and coordinator of grants will meet with Title I schools on an ongoing basis.	Agendas and sign in sheets	<b><u>Powerful Partnerships</u></b> , by Karen L. Mapp, Ilene Carver, and Jessica Lander. Partners in Education by Karen L. Mapp

will provide support to schools in preparing the PFEP.		engagement which research shows results in increases in student achievement.			and Paul Kuttner.

**9. Communication and Accessibility**

Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents (include parents with limited English proficiency, disabilities, and migratory children). Include how the LEA 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 [Section 1116(e)(5) and 1116(f)].

The LEA will provide full opportunities to families regarding parent and family engagement activities by offering activities at a variety of dates and times and when feasible, put links to recordings of events online, to accommodate family schedules. The LEA will communicate events using multiple means of communication including flyers, website, master call-out, emails, phone calls and/or radio advertisements. Notices going home will be in Spanish and/or Russian, when feasible and Spanish and/or Russian translators will attend events when feasible. All facilities are handicap assessable.

**10. Discretionary Activities**

The LEA parent and family engagement policy may include additional discretionary activities that the LEA, in consultation with parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement [Section 1116(e)].

Check here if the LEA does not plan to implement the discretionary parent and family engagement activities.

If you district does plan to implement these activities, please formulate your responses as follows:

- A. Description of Implementation Strategy
- B. Person Responsible
- C. Evidence of Effectiveness
- D. Timeline (frequency and duration)
- E. Research Based Evidence

Implementation of Strategy	Person Responsible	Evidence of Effectiveness	Timeline	Research Based Evidence
The program specialist will do home-visits as needed, when schools are unable to reach the parent to have documents signed (i.e. guidance forms, screening forms, etc.).	Diane Howes, parent specialist along with ESE parent liaison, FIT parent liaison, and/or social workers	Documentation will be kept on how many families were successfully reached and how many families we attempted to reach.	Ongoing	Getting families engaged in their child’s education increases student achievement. Evidence: <b><u>Powerful Partnerships a Teacher’s Guide to Engaging Families for Student Success</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander.

### Evaluation of the Previous Year's Parental Involvement Plan

#### 13. Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents to improve their the academic achievement of their child or children [Section 1116(e)(1-2)]. Please formulate your responses as follows:

Activity	Number of Activities	Evidence-based Research	Evaluation for Effectiveness
Grandparents as Parents and Family Café	Quarterly	<b><u>Powerful Partnerships a Teacher's Guide to Engaging Families for Student Success</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander	Parent sign-in sheets; parent surveys; post activity participant evaluations
ESOL PLC	3	<b><u>Powerful Partnerships a Teacher's Guide to Engaging Families for Student Success</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander	Parent sign-in sheets; parent surveys
Parent reading team meetings	3	<b><u>Powerful Partnerships a Teacher's Guide to Engaging Families for Student Success</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander	Parent sign-in sheets; parent surveys
Head Start parent meetings	2	<b><u>Powerful Partnerships a Teacher's Guide to Engaging Families for Student Success</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander	Parent participation sign-in sheets
LEA-wide series of family events including Back to School Jam, Resource Fair, Flagship Showcase, Summer Camp Showcase and School District Symposium.	5	<b><u>Powerful Partnerships a Teacher's Guide to Engaging Families for Student Success</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander	Attendance counters will be used to evaluate family participation.

#### Staff Training Summary

Provide a summary of the professional development activities provided by the LEA 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 [Section 1116(e)(3)]. Please formulate your responses as follows:

Content/Type of Activity	Number of Activities	Evidence Based Research	Evaluation
Periodic consultation with Title I school	3 per school	<b><u>Dual Capacity-Building Framework and The</u></b>	Title I school parent events are evaluated at

administrative teams on the importance of parental communication, building partnerships and increasing parental engagement.		<b><u>Powerful Partnerships a Teacher's Guide to Engaging Families for Student Success</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander; and The Flamboyant Foundation	the end of the year for parent participation and ties to academic learning; Parent survey results are used for feedback and input on parent engagement.
New teacher mentoring	Ongoing	<b><u>Dual Capacity-Building Framework and The Powerful Partnerships a Teacher's Guide to Engaging Families for Student Success</u></b> by Karen L. Mapp, Ilene Carver, and Jessica Lander; and The Flamboyant Foundation	Meaningful communication between parents and teachers results in student gains.

### 11. Private School Summary

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I Part A Program [Section 1120(1)(1)]. Please formulate your responses as follows:

- A. Content and Type of Activity
- B. Number of Activities
- C. Number of Participants
- D. Anticipated Impact on Student Achievement

Content/Type of Activity	Number of Activities	Number of Participants	Impact of Student Achievement
Summer backpacks for parent & families	1	9 - Christ the King 8 - St. Elizabeth Ann Seton 18 - First Baptist	Providing families with summer reading backpacks will help to empower families in their child's education thus increasing student achievement.

### 12. Barriers (LEA Plan):

Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)]. Please formulate your responses as follows:

- A. Barrier (including the specific subgroup)
- B. Steps the school will take to overcome

Barrier (including specific subgroup)	Steps schools will take to overcome
Child care (Single Parents)	Offer child care
Transportation (economically disadvantaged)	Put meetings online to be accessed when convenient for families
Language barriers (ESOL families)	Offer translators for Russian and Spanish, being the two largest languages in the district after English



13. Best Practices (Optional)

Describe the parent and family engagement activity/strategy implement during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

- A. Content/Purpose
- B. Description of the Activity