

2018-2019 Title I, Part A Parental and Family Engagement Plan

I, [Taylor Croot](#), 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 involve parents of children served in the Title I, Part A school in decisions about how Title I, Part A funds are spend.
- The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA.
- The school will develop and revise it's Parent and Family Engagement Plan was jointly with parents and make available to the Title I, Part A parents and community.
- The school will involve parents and families in the planning, reviewing and improving of the school-wide plan.
- The school use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.
- The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.
- The school will outline a process in which it will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.
- The school will describe the process for how they will provide each family with an individualized student report about the performance of their child(ren) on the State assessments. [ESEA Section 1116]

Signature of Superintendent or Designee

_____ Date Signed

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Mission Statement

Palm Harbor Academy will utilize the Parent and Family Engagement Plan to assist in providing high quality instruction for its students through detailed guidelines, indicating how teachers, staff members, and families will be included and involved in the enrichment of each student's learning opportunities.

Engagement of Parents

Palm Harbor Academy will involve the parents and families of its students in the planning, review and improvement of Title I programs according to ESEA Section 1116, through an adequate number of scheduled open meetings, facilitated by designated representatives equally consisting of staff members and non-employed family members. Evidence of parental input will be provided through organized Minutes which will summarize the discussions and decisions of those meetings.

Coordination and Integration with other Federal Programs

In order to increase all PHA parents’ capacity for using effective practices at home to improve their children’s academic learning, specifically designed meetings and workshops will be held during the academic year for all parents whose students are enrolled in federal programs. To coordinate and integrate all parent involvement, a series of educational workshops will be provided that focus on methods of home support in correlation with the academic curriculum of the school/district. Topics will include, but will not be limited to, how to assist with homework assignments and projects, selecting educational games and activities depending on their child’s age, creating a parent/guardian account on all educational websites used in the classrooms (Class Dojo, I-Ready, etc) to monitor their child’s progress, both at school and at home, and other such related and beneficial topics. Based on parental input and students’ educational needs, teachers and staff members will conduct several workshops at various times during the day and evening to include optimal involvement. The overall goal of these sessions is to maximize the school’s efficiency to provide timely and effective parent training to assist in creating home conditions that are supportive for student academic achievement.

Annual Parent Meeting

STEP	CONTENT	RESPONSIBLE PARTY	TIMELINE	EVIDENCE OF EFFECTIVENESS
1	Workshop on effectively encouraging and utilizing parental involvement	Principal	August 2018	Increased staff participation in parent communication
2	Conferences with teachers	Principal, Title I Teachers	August 2018	Appropriate educational services matched to Title I eligible students
3	Planning Workshop for Title I Annual Parent Meeting	Principal, Title I Teachers	August 2018	Feedback from Parent Advisory Committee and staff.
4	Annual Title I Parent Meeting (topics include Title I status, school choice, AYP, parent rights, and other related topics)	Principal and Selected Staff Members	September 2018	Feedback from Questionnaire Forms
5	Parent Workshops	Staff Members	September – May 2019	Documented student academic growth

Flexible Parent Meetings

PHA will offer a sufficient number of flexibly scheduled meetings during the academic year, remaining sensitive to the work schedules of Title I parents. Various meetings and educational workshops will be offered either in the morning, afternoon, or evening depending on the majority of parent needs. Recorded minutes, or other documented summaries of such workshops (such as a PowerPoint slideshow) will be available to all parents and staff members following each meeting/workshop. Child care and transportation will be provided during any evening meeting/workshop to ensure increased parental participation in these events. In addition, home visits will be coordinated and scheduled as needed by school staff members.

Building Capacity

ACCOUNT	CONTENT/TYPE OF ACTIVITY	PARTY RESPONSIBLE	ANTICIPATED IMPACT ON STUDENT ACHIEVEMENT	TIMELINE	EVIDENCE OF EFFECTIVENESS
1	Parent Workshop – Importance of School and Home Connection (Parents will receive handouts and Class Dojo codes).	Principal, Title I Teachers	Parents will have the necessary tools and training to effectively use Class Dojo and other interactive educational applications to promote accountability and continuing education at home.	September 2018	Parent Feedback Response Forms, electronic methods of communication (Class Dojo, email, etc)
2	Curriculum Meetings with Parents: Teachers will provide the first I-Ready Diagnostic results to parents/guardians	Teachers	Parents will have evidence of student expectations and will be aware of grade standards	October 2018	Increased student participation, leading to higher scores
3	Parent and Community Talent Survey	Principal	Increased parent and community involvement in school activities and events	October 2018	Increased number of parents taking leadership roles in workshops and activities during the academic year
4	Reading Workshop	Title I Teachers	Student Reading Logs in order to promote increased reading at home	Quarterly	Agenda, Workshop Feedback, Reading Logs, growth in student reading levels
5	Math Workshop	Title I Teachers	Parents will assist and monitor math homework more effectively.	Quarterly	Agenda Workshop Feedback, completed homework sheets and books, growth in student math levels
6	Ready Curriculum	Principal and Selected Teachers	Parents will monitor children's Ready homework more effectively	Quarterly	Parents will utilize the parent component of I-Ready Assessment Data more frequently
7	Regularly scheduled meetings	Principal/Parent Liaison	Increased parental involvement in	Ongoing through 2018-2019	Agenda, Feedback Forms, increased parent

			student learning process	academic year	attendance and involvement
8	Book Fair	Parent Volunteers	Increased reading engagement	Fall 2018 and Spring 2019	Increased level of student independent reading

Staff Development

ACCOUNT	CONTENT TYPE/ACTIVITY	PERSON RESPONSIBLE	ANTICIPATED IMPACT ON STUDENT ACHIEVMENT	TIMELINE	EVIDENCE OF EFFECTIVENESS
1	Engaging Parents as Partners in Education	Principal, Title I Teachers	Increased parent contact implemented by teachers, resulting in stronger parental involvement in student education	Fall 2018 through Spring 2019	Increased participation from parents in educational school programs and activities
2	Planning Meeting	Principal, Title I Teachers, selected staff members	Development of Parent Survey, listing specific parents' areas of expertise that can benefit the success of school programs and activities	October 2018	Increased parental involvement in classroom activities and projects
3	Professional Development Workshops: 1. Title I Guidelines 2. Anticipated Educational Services for Eligible Students	Principal, Title I Teachers	More accurate placement of individual Title I student needs to specific educational services	August – October 2018	Improved student learning and diagnostic scores in Reading and Math
4	Professional Development Workshop: Conducting Effective Parent/Teacher Conferences	Title I Reading Teacher	Increased number of parent/teacher conferences, resulting in an increase of parental support of academic learning at home	October 2018	Parent and Teacher Feedback, Conference logs, Survey on Usefulness of workshop
5	Professional Development Workshops: Reading and Math for Title I Students	Title 1 Teachers	Increased number and effectiveness of interventions and Title I support for	Ongoing	Increased level of support and programs for struggling Title 1 students

			eligible students		
6	Professional Development Workshop: Danielson Domain 4	Principal	Teachers involving of parents in academic events/programs	November – December 2018	Increased teacher and parent participation in school related functions
7	Individual Teacher Data Conferences	Principal	More effective use of student data to determine appropriate type/level of instruction (whole group, small group, etc)	Quarterly	Increased level of interventions for struggling students

Other activities

Through a series of parent and teacher workshops during the academic year, the school will inform parents of available resources within the community and the district, as well as where to obtain relevant and useful educational resources (i.e. the Flagler County School Parent Guide, Code of Conduct, etc). In addition, the school will send home notices periodically, informing parents of specific school/district events and community agencies that are available for the purpose of personal growth and support for their children’s learning opportunities both at school and within the home. Furthermore, parents will receive a list of the locations of specific community centers (i.e. local libraries) that hold educational activities for school-aged children.

Communication

During the first annual Title I Parent Meeting, school leaders will address/discuss certain topics that give the parents a clear understanding of the school’s goals and objectives for the academic year, as well as the expectations for student achievement levels. These topics will include, but are not limited to: school curriculum, assessment performance, and using assessment data to direct instruction. In addition, a survey will be sent out to parents regarding our school-wide plan, in which parents will have the opportunity to provide input and suggestions.

In addition to the school’s regularly scheduled Title I Parent meetings, supplementary informative meetings will be provided throughout the academic year in order to involve parents in the planning of specialized Title I programs, as parent input is critical for assessing Title I programs already in place, as well as in the planning of new Title I programs required to support students’ educational needs as they appear. Notices will be sent to parents promptly once new Title one programs are anticipated. Some programs, according to student needs, include after-school tutoring, FSA Boot Camp, Saturday subject-concentrated classes/extra instruction. These notices will also encourage parental involvement in the planning and designing of these specialized Title I projects.

Palm Harbor Academy acknowledges the importance of honest parental feedback and therefore encourages its parents to participate in communicative procedures with which to do so, by means of surveys, parent workshop response forms, or even verbally during conferences and other school activities. Parents/Guardians are also welcome and encouraged to make appointments to visit their children’s classrooms or attend specific meetings/events with which to provide input on the school’s curriculum and the quality of any observed instruction. Palm Harbor Academy recognizes that its teachers are professionally trained to determine the best means for whole and small group instruction within the classroom, but also understands the value of parental input and involvement. PHA therefore operates under the credo that the entire school community is collectively responsible for school success and considers its student’s parents/guardians as full partners in their children’s education. With this in mind, parents/guardians are always included in any and all school activities as deemed appropriate during the academic year.

Finally, PHA will offer opportunities for parents to learn and review the school's curriculum, grading criteria and expectations, attendance guidelines, and other related factors. These topics will be discussed and explained during special meetings, parent/teacher conferences, and through school-developed literature sent home. Parents will also be invited and encouraged to attend special ceremonies that celebrate the success of their children.

Accessibility

In order to account for parents with limited English proficiency, migratory children, or disabilities, the school will be prepared to provide accommodations such as language translations of all school/home materials, flexible scheduling options, and childcare during meetings. Furthermore, enacting a Parent Outreach (home visits by a designated representative) will fortify the likelihood of involvement and participation from parents regardless of the barriers mentioned in this section. Palm Harbor Academy is accessible for those with physical limitations/disabilities, and this information is made available in the PHA Handbook and other notices that are sent home annually, allowing parents/guardians with such limitations to comfortably take part in all parent meetings and events on campus.

Fidelity

This school will hold monthly PTO meetings in which a selected panel of parents, teachers, and staff members will be responsible for reviewing, discussing, and planning the events/activities listed in this parent and family engagement plan in order to ensure they occur during their estimated timeframes. The first PTO meeting will be held during the first full week of the academic year, with notices sent to all eligible participants no later than July 31, 2018, with follow-up contacts in order to determine attendance. It will be at this first meeting that a PFEP committee will be selected, and from there will determine the schedule for their meetings throughout the year. The PFEP committee will meet at least once per month but may increase the frequency of meeting dates if called upon due to an upcoming event. This committee will not necessarily be responsible for the planning and coordination of all events/activities but will be set in place to ensure the proper authorities responsible are prepared to do so and offer assistance when needed. The number of participants on this committee may vary, but must consist of at least one administrative staff member, one faculty member, and one non-employed parent of an enrolled student.

PFEP committee meetings will be recorded in the form of minutes, and a copy of those minutes will be given to the school leader or staff member with access to the school's website in order to ensure families and stakeholders have access to the outcome of the meetings, as well as the upcoming parent and family engagement activities. Other forms of communication will also be distributed when such events occur, such as take-home notices and email.

In order to monitor family participation, the PFEP committee will provide a sign-in sheet at all meetings, as well as those events in which it is appropriate to do so. The sign in sheets will require enough information in which to keep track of all necessary data (attendee name, name of that attendee's enrolled child(ren), email address, etc...) for future use. The PFEP committee will keep attendance rosters on file in order to monitor any possible decrease in participation of events over the course of the academic year, and act accordingly in response.

Discretionary Activities (optional)

Barriers

ACCOUNT	BARRIER (Including the specific subgroup)	STEPS THE SCHOOL WILL TAKE TO OVERCOME
1	Economically Disadvantaged – Transportation	Provide transportation within reason, as well as meals/refreshments at meetings
2	Economically Disadvantaged – Childcare	Provide adequate childcare for parents/guardians at meetings

Attach evidence of Parental Input on this PFEP

Attach school compact and evidence of parental input on school compact

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

- Include a description of the parent and family engagement activity strategy implemented the previous school year that the school considers the most effective including content/purpose and a description of the activity.
 - The most effective strategy was providing transportation to parents to enable them to attend school activities.

Building Capacity Summary

- Include a summary of the activities offered to help build the capacity of parents and improve their children's academic achievement to include:
 - A. Content and Type of Activity
 - a. Number of Activities
 - b. Number of Participants
 - c. Anticipated Impact on Student Achievement