

Pinellas Gulf Coast Academy

Parent and Family Engagement Plan

I, Bonnie Solinsky, 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 parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, 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 parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, 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 [Section 1118(b)(4)];
- 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 [Section 1111(h)(6)(B)(I)];
- 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 is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Bonnie Solinsky

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: *The Pinellas Gulf Coast Academy community recognizes and supports the multiple and unique opportunities for students to achieve graduation requirements necessary for college and career readiness and so agrees to work together for student success.*

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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Pinellas Gulf Coast Academy believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of the School Advisory Council (SAC) that is established under the Director of Educational Alternative Services. Parents are provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation is conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or administrator. A parent may also request support any time of the school year.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	Principal and Title I Liaison.	September, 2020	Title I audit box housed in Title I Parent Center.
2	Annual Title I Parent Meeting	Principal	September, 2020	Agendas and sign-in sheets
3	Create sign-in sheets	Title I Liaison.	August, 2020	Sign-in sheets for meetings
4	Advertise/publicize event	Principal	August/September, 2020	School Messenger messages, school marquee, and posting on school website
5	Develop and disseminate invitations	Principal, Title I Liaison	September, 2020	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Title I Liaison	September, 2020	Copies of agendas, PowerPoint presentation, and handouts

Flexible Parent 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, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: *Pinellas Gulf Coast Academy seeks to provide the highest level of parental and community involvement to achieve student success by making staff available to parents through multiple efforts, including phone, email, and conference meeting(s). Further, parental meetings will be coordinated to best accommodate parent's availability, through flexible scheduling agreeable to all parties. Events will be planned to accommodate parent/staff availability through morning, daytime, and evening times.*

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Back to School Meet and Greet event	Principal and PGCA Staff	Assist parents and students with school-wide and classroom	September 2020	Sign-in sheets, handouts,

			expectations so that their child will be successful at PCGA		agendas, and presentation materials
2	Title 1 Annual Meeting	Principal and Title I Coordinator	Parents will be provided with information on how to participate in their child's learning success through parental involvement	September 2020	Sign-in sheets, handouts, agendas, and presentation materials
3	Curriculum/Literacy/Cultural Outreach Success Events – Demo Websites	Principal, Staff, and Title 1 Coordinator	Parents will be provided with content specific information aligned with Florida Standards identifying strategies they can use at home to promote highest student achievement in literacy across all content areas to support 100% student mastery through cultural awareness..	September, 2020-May, 2021	Parent Contact Log in Focus, parent conference summaries.
4	Holiday Celebrations	Principal, Staff, and Title 1 Coordinator	Parents will have opportunity to participate in Holiday celebrations reflecting cultural awareness and community.	November, December, 2020	Website, flyers, community partnerships
5	On-going “Parent Engagement”	PGCA Staff	Staff contact parents via phone, email, in person to provide ongoing updates on student progress. Parents have the opportunity to discuss student strengths and any issues. Together we work towards improving school culture.	August 2020 through May, 2021	Parent Contact Log in Focus, parent conference summaries.

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with,

and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Ongoing PLC	Principal, Assistant Principal, Curriculum Specialist	Improve the ability of staff to effectively work and communicate with parents.	August 2020- May 2021	Conference agenda and other appropriate documentation as required
2	Progress Monitoring Parent Out Reach	PGCA Staff	Work with teams to identify students' strengths and areas of support and reach out to parents to work with them to support their children throughout the year	August 2020- May 2021	Team Planning agendas

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: *Pinellas Gulf Coast Academy staff will provide and maintain resource information for parents on its website and through flyers. PCGA will support and maintain teacher-parent communication protocols to keep parents informed and involved in their child's learning. PCGA will inform and provide parents with Title 1 Parent Resource Center contacts, location, and materials available. School staff will participate in Title 1 events to promote positive and productive communication and student learning and success outcomes.*

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- 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)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: *Pinellas Gulf Coast Academy will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Open House / Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. The presentation will be available on the school website. Sign-in sheets will be maintained by the Principal and T1 Coordinator. Title 1 documentation and the dissemination of information, distribution methods, and timelines will be completed by Principal and/or Title1 Coordinator, or Staff, as appropriate, and necessary. Parents will be provided a response form to complete to provide input or to ask questions. The Principal/Title 1 Coordinator will respond by phone/email to all questions presented. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal/Title 1 Coordinator, who will then provide parent(s) contact information with the Area Superintendent. Up-to-date information will also be kept at the "Title 1 Parent Station" located at the front office area for parent convenience.*

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school 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 1118(e)(5) and 1118(f)].

Response: *Pinellas Gulf Coast Academy will make the Parental Involvement Plan (PIP) available to parents in English and Spanish on the school's website. A hard copy of the PIP will be housed at the "Title 1 Parent Station" located in the front office area and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.*

Discretionary Activities

School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

☒ Not Applicable

Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

- Upload evidence of parent input in the development of the plan

Upload Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Open House	1	60	Parents and students had the opportunity to get to know the teachers and learn ways to support students at home. Parents were also able to learn about the school's goals and initiatives for the year.
2	Parent Engagement	Daily	All staff	Every day staff dedicated time to reach out to parents via phone and email. Parents had the opportunity to learn about the student's progress and strategies they could use to support progress at home.
3	Parent Engagement	Daily	All staff	As needed/desired, parents and staff were invited to participate in face to face conferences and review student's progress.
4	Annual Title I Parent Meeting	1	60	Parents and students learned about Title I, what our Title I goals were for the year and how to become involved in our school.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Staff Training 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 programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Ongoing PLC's with Curriculum Specialist	24	14	Teachers and staff engaged in ongoing progress monitoring, data analysis, personalized instruction planning and targeted student mentoring.
2	Team Planning	24	14	Teachers and staff engaged in learning and practicing restorative strategies for social emotional and academic learning.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Low parent and student attendance at open house and Title I meeting. (All subgroups!)	Survey parents about another time of the day that would be convenient to attend.

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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- **Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.