**The Chiles Academy Title I, Part A Parent & Family Engagement Plan previously known Parental Involvement Plan.**

I, Anne Ferguson, 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 1116 (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 1116 (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 1116(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 1116(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 1116(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)].

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 9-22-17

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| **Signature of Principal or Designee** | Date Signed |



# Mission Statement

Parental Involvement Mission Statement

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| The Chiles Academy believes that parent involvement is essential to student achievement. The Parent & Family Engagement Plan strengthens our partnership with parents as we work together to teach children. At TCA, we know that through the collaborative efforts of all people who support our students, we will continue to excel at teaching the skills that children need to be productive members of society. |

# 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 [Sections1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].

100% of our students are pregnant and parenting teens and the children of teen parents ages 0-5. The funds for parental involvement include parenting instruction for 100% of our students (Health for Expectant Parents, Parenting 1, Parenting 2, Family Dynamics, and Nutrition and Wellness) throughout the 180 days school year. Our students (parents) earn high school credit throughout the four grading periods each year. The goal is to increase proficiency in family literacy and parenting skills for all of our students.

The School Advisory council (SAC) meets on a weekly and monthly basis and is responsible for the planning, review, and improvement of the Title 1 program. Early Head Start, The Chiles Academy, the student parents, and our community families are invited to be members of SAC. SAC members provide input on the plan and the budget as well as other areas related to school improvement in this close knit community. Parental input is appreciated throughout the year during school council meetings, MicroSociety, and communication with the Principal, School Counselor, Life Coach, and Family Care Coordinators.

# 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 1116(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Title I, Part C | TCA is a voluntary program and if they meet the criteria to enroll in our school we will serve all Children/Youth between the ages of 0-21 years old that have moved with a family member/guardian, or on their own at any time in the last 36 months to seek or obtain work in agriculture or fishing. |
| 2 | Title X, Homeless | Title X coordinator provides services to families to ensure that students will have school supplies, access to community resources, and transportation. |
| 3 | Title I, Part D | Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs. |
| 4 | Title I Part A | ​​​​​​​​​​Combination of a Parenting curriculum, family literacy, community Resources, a Life Coach, and Family Care coordinators ensures that families stay involved with our environment that strengthens the partnership between the home and school. |
| 5 | Title II | TCA falls under the blanket of the Part A for Teacher and Principal Training and Recruiting Fund assists to implement of Florida’s Standards. |
| 6 | Title III | The goal of the ESOL program is to ensure that all English language learners entering Volusia County Schools will acquire oral language development, English language literacy, and content knowledge to prepare them to participate successfully with their English-speaking peers in all academic areas of the general education curriculum. |
| 7 | Volusia County Health Department | On site WIC, dental services, immunizations, and family planning services once a week all day for all students (parents) their children, and community families in the neighborhood. |
| 8 | Bethune Cookman University | Community Nursing and Psychology students intern daily and weekly on our campus to earn 180 hours of community service per semester. |
| 9 | Daytona State University | Occupational Therapy Assistant students observe and interact and partner with parents throughout the year. |
| 10 | Stetson University | Retired associate professor of Reading volunteers in our community library and develops programs to read to children (all age groups) during the year. |
| 11 | Daytona Beach City Island library | Partnership to develop school wide reading programs in PreK and academic classrooms, library membership drive, and school wide reading projects during the school year. |
| 12 | University of Central Florida | Nursing students intern on campus and provide educational health workshops and interact with students (parents) in the parenting classroom. Projects are specifically designed to meet their needs as pregnant and parenting teens. |
| 13 | Foster Grandparent Program | Grandparents provide daily assistance in the child care environment. They develop relationships with our students and their families and provide a unique opportunity for our “young” students to interact with an older member of the population. |
| 14 | Healthy Start of Volusia/Flagler counties | Case workers meet with our students/parents/children to discuss informal school based relationship or home visiting provided in a more formal contract throughout the year. |
| 15 | Western Governor’s University | On-site internships for nursing students to engage with our students in an organized, curriculum based fashion. There are lesson plans, pre and post surveys, and evaluations that must be completed throughout the year. |

# 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 1116(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual meeting dates and activities | Ex. Director, Child Care Director, School Counselor, SAC | August 2017 | Dates set on school calendar, website, student planners with sign in sheets/ surveys/evaluations |
| 2 | Prepare Agendas for Annual meeting | Executive Director & Child Care Director | August 2017 | Completion of agenda, sign in sheets, evaluation and surveys |
| 3 | Prepare information for Title 1 program, brochures, flyers, phone calls, website,facebook page | Family Care Coordinator | September 2017 | Distribution of prepared information |
| 4 | Train parents and students about annual | Executive Director & Family Care Coordinator | September 2017 | Powerpoint presentation |
| 5 | Advertise annual meeting | Executive Director & Child Care Director | October 2017 | Sign in sheets for attendance, agenda, survey, evaluation sheets |
| 6 | Prepare budget for parent input | Executive Director/Finance Director | October 2017 | Explain Title 1 budget to parents, partial salary for full time on-site parenting teacher |
| 7 | Gather documents for audit checklist | Executive Director & Family Care Coordinator | October 2017 | Document checklist completed |

# 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 1116(c)(2)].

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| Workshops and meetings will be scheduled at different times to accommodate parents' varying schedules and availability. Please be reminded that our students are our parents. Meetings may be scheduled during different times in the day. For example, activities such as the Family Reunion picnic on a Saturday, family literacy and reading workshops in the library throughout the day, and tutoring opportunities can be held in the afternoon. Generally, SAC meetings are held in the afternoons and/or evenings. Some programs, such as Reading time with babies are held in the child care classrooms throughout the day. Input is solicited from students, parents, and family members. The school has an open door policy and parents are contacted daily if their daughter is absent from school. These phone calls keep us in constant communication with parents and they have the opportunity to discuss any other concern about our school when we call. We have two family care coordinators who provide multiple resources to our families on a daily basis. Resources include physical and mental health agencies, transportation assistance, child care opportunities, academic tutoring, and parenting classes. |

# 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 1116(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 1116(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116(e)(14)].

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| **count** | | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | | Parenting Classes | Rebecca Faheem | Knowledgeable parenting skills | 180 school days | Progress Reports/  Report Cards |
| 2 | SAC training | | School staff | Increase parent knowledge of academic expectations and foster parent/school partnerships | September 2017 |  |
| 3 | Volusia County Health Department | | Patricia Boswell | Attendance/behavior/compliance with required documentation for WIC, dental, immunization, family planning. | Once a week year long | Compliance |
| 4 | Progress Reports | | School staff | Students/parents are aware of progress in the academic environment. Counseling with family care coordinator and/or school counselor helpful for positive situation | 180 days | Survey, report cards with GPA of 2.0+ |
| 5 | Grief Counseling | | School counselor | Coordinator with community resources to achieve knowledge | Yearlong | Survey/  evaluation |
| 6 | Early Head Start | | Child Care Director | Increase Parent Knowledge | Monthly meetings throughout the year | Surveys/  agendas/ |
| 7 | Bonner Chiles Library | | Glenda Taylor | Multi-generational literacy | Yearlong | Books checked out/meetings attended |
| 8 | MicroSociety | | Academic staff | School wide participation one hour a day/180 days a year | 4th period every day | Report cards |
| 9 | Creative Writing | | Co-teacher | Three days a week, three periods a day, co-teacher offering supplement to English/Creative writing curriculum | Year long | Passing state wide exams/report card grades |
| 10 | Peer Counseling | | Barbie Reed | Increase Parent knowledge with relationship conflict/abuse/self esteem/anger management | One period three days a week | Minimal conflict on campus/report cards/ |

**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 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Business Partners/VIP training | School staff | Staff will understand how to utilize community resources on highest level | September 2017 | Sign in sheet/ Q & A to ensure understanding/resources connected throughout the year |
| 2 | Title 1  Annual meeting | Executive Director | Staff will learn about all Title 1 programs and services and resources | October 2017 | Sign in sheets/agenda/  presentation materials |
| 3 | Early Learning Coalition staff | ELC staff | Better attendance/better grades/ healthier lifestyles/happier home life | Year long | Surveys/  communication/ |
| 4 | Title 1 District office | Staff | Parent training activities/ meetings/ | Year long | Sign in sheets/pre-post surveys |
| 5 | Health & Human Services Expo | One Voice for Volusia | Parent participation/community resources/  communication with other agencies | October 2017 | Surveys/feedback forms |
| 6 | VCS online staff development | Staff | Improved family involvement strategies | Year long | Evaluation forms |
| 7 | MicroSociety workshops | Ashley Foster/Tammy Jones | Real World experience | Year long | Progress reports/report cards/credits earned |
| 8 | PST meetings | Staff | Improve knowledge and understanding of all students(parents) | Weekly throughout the year | Progress reports/report cards/behavior/attendance |

# 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 1116 (e)(4)].

The Chiles Academy uses our Early Head Start office as a resource for all of our parents. It is open daily from 8:00 am to 3:00 pm. The office provides educational materials to be used by our families to support student learning. The Chiles Academy holds numerous family activities throughout the year in the cafeteria, auditorium, library, child care classrooms. Parents are encouraged to volunteer on our campus. Information on Title 1 programs is shared at the Annual Meeting using brochures and Q and A sessions. Family literacy is a major goal on our campus and reading programs are offered to our families all year. The Bonner Chiles Library has been established to provide a resource center for parents to gain access to online parenting course, peer education, and internet resources to help parents strengthen their families. Parenting and peer counseling classes are offered for high school credit to our students (pregnant and parenting teens) to encourage lifelong positive parenting skills. We are the only school wide MicroSociety high school in the United States. Daily Micro classes allows students to experience a real life business opportunity in a safe and productive environment.

# Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(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 1116(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 1116(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 1116(c)(5)].

Information about Title 1 programs is provided through newsletters, brochures, and a Q and A session offered during the first week of school and the Annual Meeting. The Title 1 Parent Involvement Plan brochure and Title 1 booklet are handed out during our enrollment process and they are available at the front office for anyone interested in receiving additional copies. Curriculum and assessment information is shared by teachers at the Annual meeting, during parent teacher conferences, and through newsletters throughout the year. FCAT Retakes (for adult students), FSA, and EOC assessment information is sent home with the students and available on-line through parent portal. The Family Care Coordinator calls our absent students every day. Our School Counselor meets with individual students on a daily basis. Parents also receive information through phone calls, meetings with the Principal and/or School Counselor, progress reports, and student report cards. Parents are provided the opportunity to share their ideas about our school through surveys. Self-addressed stamped post cards are sent home to our families asking them "How are we doing?" Parents will be asked how they might want to volunteer and partner with our school.

# 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 1116(e)(5) and 1116(f)].

Information regarding parent participation is provided to parents via school website, newsletters, Facebook, parent/teacher conferences, flyers throughout campus, workshops, and meetings. District information is available in English and Spanish. 20% of the staff at TCA is bilingual in English/Spanish. Someone is available to translate in the front office and at every parent/teacher conference. Parents with special needs are accommodated. TCA is handicap accessible.

# Discretionary Activities

Discretionary 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:

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance involvement of  Other parents (Section 1118 (e)(9) | Parenting classes | Rebecca Faheem | Improved parenting skills | Year long |
| 2 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in home conferences between teachers who work directly with children, with parents who are unable to attend a conference at school (Section 1118 (e) (10) | Multi generational family literacy through library resources and activities in MicroSociety | Glenda Taylor  Ashley Foster | Attendance  Parenting skills  Progress reports  Report cards  Behavior | Year long |
| 3 | Adopting and implementing model approaches to improving parental involvement Section: Section 1118(e)(11) | Volusia County Health Department on-site ancillary office providing WIC, immunizations, school physicals, family planning, and dental services to all parents and members of the community | Patricia Boswell | Attendance  Behavior  Progress reports  Report cards | Year long |
| 4 | Developing appropriate roles for community-based organizations and businesses, including faith based organizations, in parental involvement activities. Section 1118(e) (13) | Volunteers from BCU, UCF, DSC, WGU, ERAU, VCHD, VCS | Anne Ferguson | Improved parenting skills, improved communication skills, improved ability to contact community resources | Year long |

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the plan. Please upload into SharePoint and keep copies for your records.

# Upload Parent-School Compact

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 1116(d)].

Please upload into SharePoint and keep copies for your records.

# Upload Evidence of Parent Involvement in Development of Parent-School Compact

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 1116(d)].

Please upload into SharePoint and keep copies for your record

## Evaluation of the previous year's Parental Involvement Plan

**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 1116 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Family Literacy | 75 | 100 | Increased reading comprehension/passing standardized exams/family literacy |
| 2 | SAC training | 5 | 25 | Increased parent knowledge of academic expectations and partnership with parents and family |
| 3 | Bullying & Cyberbullying Awareness and Prevention | 4 | 100 | Safe and amicable environment for all students/children/families |
| 4 | Progress Reports | 4 | 140 | Signature required for student to provide for parent/guardian. Unsatisfactory reports include parent/teacher and parent/school counselor conferences. |
| 5 | Peer Counseling | 180 | 20 | Credit earned towards high school diploma |
| 6 | Parenting classes | 180 | 140 | Earned credit in Health for Expectant Parents/Parenting 1, Parenting 2, Family Dynamics, Nutrition & Wellness |
| 7 | Early Head Start parent meetings | 10 | 25 | Understanding importance of family literacy, parenting skills, communication skills |
| 8 | Bethune Cookman University | 100 | 50 | College student interns earn community service credit for psychology and nursing classes |
| 9 | DSC Occupational Therapy Assistant program | 6 | 50 | College student interns earn class credit while participating in on-site projects and activities |

# 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 1116 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Business Partner/VIP training | 2 | 50 | Understanding of community resources, increased communication |
| 2 | Title 1 Annual meeting | 2 | 100 | Understanding of Title 1 implementation in school wide school |
| 2 | Early Learning Coalition | 6 | 50 |  |
| 3 | Volusia County Health Department | 40 | 100 | Compliance with required documentation with WIC, dental, immunizations, family planning, school physical. |
| 4 | VCS online professional training | 12 | 4 | Improved family involvement strategies |

# 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 1116(a)(E)].

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| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Teen age Pregnancy/parenthood | Assist student/parent/guardian with all levels of barrier to provide a safe environment for them to move forward in a positive way. |
| 2 | Transportation | Votran passes, gas cards |
| 3 | Homelessness | Star Shelter, Family Renew, community resources |
| 4 | Domestic and Relationship violence | School counselor, family care coordinator, community resources |
| 5 | Generational Poverty | Access to community Resources |
| 6 | Non-attendance | Partnership with Volusia County Health Department to provide weekly WIC/immunizations/school physicals/family planning/dental prevention |

# 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)

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| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Effective Communication | Daily phone calls, communication with family care coordinator, school counselor, life coach, peer counselor |
| 2 | Building Capacity of Parents | Required parenting classes for high school credit |
| 3 | Increasing Parent Participation | Daily peer counseling classes, MicroSociety, parenting classes |
| 4 | Professional Development | Workshops, conferences, seminars, online learning |

Please return completed Parent & Family Engagement Plan to your Parent & Family Engagement Facilitator.