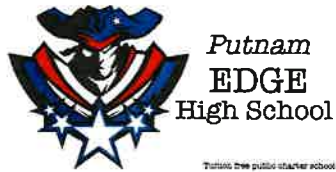


PUTNAM EDGE HIGH SCHOOL



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2019-2020 Parent and Family Engagement Plan

As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:

- Invite and encourage parents/families to jointly review, revise, and improve the Schoolwide Plan, the Parent and Family Engagement Plan, and the Parent-Student-Teacher Compact;
- Invite and encourage parent/family attendance to the school's Annual Title I Meeting;
- Involve parents/families in decisions about how Title I, Part A funds are spent;
- Provide parent/families with timely information in an understandable format

Involvement of Parents

Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.

The school will conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all of its Title I, Part A programs consistent with Section 1116 of the Every Students Succeeds Act (ESSA). Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]

How do you use the review of the previous year's plan to retain, revise, or replace strategies to design more effective engagement?

Stakeholder and parent feedback forms will be reviewed by the school's leadership team. All parent comments and suggestions will be taken into consideration and implemented if possible into the Parent Involvement Plan.

How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?

The school will work to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part will develop a Home-School Compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [ESSA Section 1116(d)]

What evidence do you have to document parent/family participation in writing/reviewing your

Parent Input Evaluations, sign-in sheets, agendas, PowerPoint handout, and minutes from meetings.
Be sure these items are in the audit box with clear documentation that these topics were discussed.

<p>Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals;</p> <ul style="list-style-type: none"> Provide an individualized student report on their child's performance on State tests; and Provide a description within the PFEF of how the school will carry out the requirements of Section 1118 of ESSA. 	<p><i>PFEF? What evidence do you have that documents parent/family input in spending PFE funds?</i></p> <p><i>Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEF. How will this plan be made available to the community?</i></p>	<p>A means to document parent comments/concerns regarding the school wide program plan when it is not satisfactory to the parents of participating children. The school will include documentation of parent comments/concerns with the plan that will be made available to the local education agency; Collecting all written comments on the Parent Survey Evaluation sheets and submit to the LEA.</p>
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Flexible Parent Meetings

<p><i>Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.</i></p>	<p>The school will offer flexible opportunities for parents and families to participate in organized and ongoing workshops and meetings by:</p> <p>Times and dates of parent meetings at PEHS Charter will be based on input from parents.</p> <p>Meetings will be offered at flexible times throughout the school year such as before and after school, planning days, evenings after the parent work day and by appointments.</p>
<p><i>Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.</i></p>	<p>Teachers are encouraged to keep an open line of communication between themselves and the student's families. This can be accomplished through flexible scheduling for parent conferences. This includes home visits to meet the needs of all families. Our school provides.</p>

Annual Parent Meeting

<i>Date and time you will hold your Annual Title I Meeting</i>	September 24, 2019 at 6pm.
<p>Notification and Invitation:</p> <ul style="list-style-type: none"> How will the school inform and invite parents/families in a timely manner about the Annual Meeting? How will the school assure the notification and invitations are in a language all parents can understand? 	<p>The school will provide parents of participating children with:</p> <p>Timely information about the Title I program and activities by;</p> <p>Conducting the Annual Meeting. Announcements of additional parent meeting opportunities on the school website.</p>
<p>Information:</p> <p><i>Please describe how your meeting will cover the required information about:</i></p> <ul style="list-style-type: none"> Benefits to all students in a Title I schoolwide program; Right-to-know 4-week out-of-field letters & teacher and paraprofessional qualification information,; explanation of curriculum; assessments used to measure student progress,; expected achievement levels on state tests; PFE funds; School Compact and; opportunities provided for engagement. 	<p>The Title I Parent and Family Engagement Coordinator provides each school with a PowerPoint Presentation that incorporates information on; 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child's teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school's curriculum. Putnam County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter on their school website and in a parent and family information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.</p>
<p>Barriers:</p> <ul style="list-style-type: none"> What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations 	<p>Below are solutions to barriers to increase PFE</p> <p>Door prize for the first 10 families</p> <p>Meals</p> <p>Transportation</p> <p>Childcare</p> <p>Arts and Crafts</p> <p>Gift Card giveaways</p> <p>Are these barriers? Or, are these solutions to increase PF Engagement?</p>

Evaluations:		Parent Input Evaluations, sign-in sheets, agendas, PowerPoint handout, and minutes from meetings.				
<ul style="list-style-type: none"> How will you get feedback from parents about the meeting? 						
Parents who do not attend? <ul style="list-style-type: none"> How will you get the information home to parents who did not attend the meeting? 		Mallers Facebook Post Twitter Instagram Phone Blast Newsletter				

<u>Title - Topic</u>	<u>Impact on Student Achievement</u>	<u>Materials</u>	<u>Tentative Date/Time</u> Is this flexible to accommodate parent schedules?	Transportation	Refreshments	Childcare	Translation
Title I Annual Meeting	Improve ability of parents to work effectively with their child to increase achievement.	PowerPoint handout, Parent Survey Evaluation, Sign-in sheet, and Agenda	September 24, 2019 6pm	x	X	x	
Graduation & Testing Requirements	Improve parents understanding of the credits and test scores needed for their student of graduate high school.	Parent Survey Evaluation, Sign-in sheet, and Agenda	November 2019	x	x	x	
PBIS & Student Progress	Improve ability of parents to motivate and work effectively with their child to increase achievement	Parent Survey Evaluation, Sign-in sheet and Agenda	February 2020	x	x	x	

<ul style="list-style-type: none">How do you assess the needs of parents?How does parent input inform what types of events or workshops you have at your school?	Parent needs are assessed through surveys and feedback forms provided at each activity. Feedback on workshop events will be provided through our PTO and or School Advisory Council (SAC).								
<ul style="list-style-type: none">How do you evaluate the effectiveness of capacity building activities?	Parents are encouraged to complete a feedback form at the conclusion of each activity.								
<ul style="list-style-type: none">Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements	PEHS will implement school organizations such as SAC (School Advisory Council) and PTO (Parent Teacher Organization) which will be comprised of various members from the community. The members of these organizations will serve as our liaison between the school and the community. Through partnerships with businesses and various organizations in the community support will be provided to our students to improve student achievement. Support through donations of supplies, monies, displaying of our students achievement in local business, etc								

- Examples of capacity building events/activities: literacy training, using technology, Florida standards/curriculum, testing, progress monitoring, transition information, (K, MS, HS), College and Career, Graduation requirements & scholarships.
- Agendas must document that parent/family activities had an academic component that facilitated parents and family being able to support their child's Academic achievement. Sign-in sheets are required documentation.

Building the Capacity of Staff (Professional Development)

Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on

- *how to reach out to, communicate with, and work with parents/families as equal partners,*
- *the value and utility of contributions of parents/families*
- *how to implement and coordinate parent/family programs*
- *how to build ties between parents/families and the school*

Please describe below how you will provide professional development

<u>Topic-Title</u>	<u>Purpose?</u> How does this activity help staff build school/parent relationships?	<u>Implementation format:</u> (workshop, book study, etc.) <u>Presenter?</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Effective Parent-Teacher Conferencing	Effective and continual dialog between the school staff and parents allows for clear communication of student progress on Florida State Standards	Workshop through Professional Learning Community, Administration	All school staff	November 30, 2019 during teacher planning period
Graduation & Testing Requirements	Improve parents understanding of the credits and test scores need for their student to graduate high school.	Workshop through Professional Learning Community, Administration	All school staff	November 30, 2019 during teacher planning period
PBIS & Student Progress	Improve ability of parents to motivate and work effectively with their child to increase achievement	Workshop through Professional Learning Community, Administration	All school staff	Ongoing

Communication	
<p><i>Describe how you notify each family in a timely manner in an understandable format when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is out of field?</i></p>	<p>Schools are required to 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. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant.</p>
<p><i>Describe how you provide each family with timely notice in an understandable format information regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals.</i></p>	<p>Parents will be notified of the Annual Parent Meeting through monthly newsletters, fliers and on the school marquee.</p>
<p><i>Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain.</i></p>	<p>Teachers have flexibility in scheduling parent conferences to discuss student academics. Parents are encouraged to participate in school activities/meetings and to provide input focused on increasing student safety or achievement.</p>
<p><i>Describe how the school will provide each family on individualized report about their child's performance on state assessments.</i></p>	<p>Student score reports are made available through the office at parent request. Score reports not picked up are distributed to students with the first interim reports, at the beginning of the school year.</p>
<p><i>Describe how you ensure that your school holds parent-teacher conferences during which the compact is discussed as it relates to the individual child's achievement. How is this requirement documented that it occurred? (This is a requirement for elementary schools only)</i></p>	<p>Each Title I school is required to hold at least one face to face conference with each student's parent/family. Each school is required to have an agenda for what is expected of teachers to cover as part of the conference. Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing.</p>

Coordination and Integration

Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.

<ul style="list-style-type: none"> • Homeless 	<p>This program is designated to assisting homeless and in-transition families and children by eliminating barriers to school enrollment, attendance, stability, and overall academic success. We work to ensure children experiencing homelessness have the same opportunities for educational success as housed students.</p>
<ul style="list-style-type: none"> • Migrant 	<p>Coordination: The school will identify the families that are receiving Migrant Services and will provide them with information about trainings regarding the Leadership Academy for Migrant Participants (LAMP). We will provide resources such as clothing, school supplies, and food as needed.</p>
<ul style="list-style-type: none"> • Headstart 	
<ul style="list-style-type: none"> • Title II 	<p>Funds are used for staff development.</p>
<ul style="list-style-type: none"> • Title III - ELL 	<p>ESOL report will be run quarterly and staff notified of students and families who need support. Information will be sent home in their native language.</p>
<ul style="list-style-type: none"> • Title I 	<p>Parent involvement activities will be provided to all parents in improving their children's education.</p>
<ul style="list-style-type: none"> • Title V 	<p>Rural and low-income school services</p>
<ul style="list-style-type: none"> • ESE 	<p>Coordination: Supplemental instruction and academic support is reviewed with parents of ESE students during the planning and development of IEPs and 504 plans.</p>
<ul style="list-style-type: none"> • Neglected and Delinquent 	<p>School registrar (data clerk) help to identify these students and families in order to enlist the support needed Conferences are held with the parents in order to provide resources to assist them.</p>
<ul style="list-style-type: none"> • SAC 	<p>SAC meeting dates will be sent out to members for approval at the beginning of every academic school year. The SAC listens to the needs of the surrounding community and our school and attempts to brainstorm a resolution.</p>
<ul style="list-style-type: none"> • PIDAC/MPAC (Migrant Parent Advisory Council) 	<p>District Support: Title IA staff supports PIDAC/MPAC meetings held monthly at Federal Programs. Parents from PEHS are invited to participate.</p>
<ul style="list-style-type: none"> • PTO/PTA 	<p>PTO works in conjunction with the parents, school staff and community to align resources to help meet the academic needs of our students.</p>

<ul style="list-style-type: none"> Community Agencies 	The surrounding community supports our school through a variety of events that provide technology and other resources to our students.
<ul style="list-style-type: none"> Business Partners 	Business partners work in conjunction with SAC and PTO to align resources to meet the academic and social needs of our students.
<ul style="list-style-type: none"> Other 	

Accessibility

<p><i>What opportunities do parents have to participate in their child's education?</i></p> <ul style="list-style-type: none"> • Volunteer? • Mentor? • SAC? • PTO/PTA? • Other? 	PEHS will provide parents with opportunities to volunteer, mentor, and participate in the school's SAC.
<p><i>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</i></p> <ul style="list-style-type: none"> • school and parent programs • meetings • school reports • other activities 	<p>School Newsletter</p> <p>Parent Teacher Conference night</p> <p>Open House</p> <p>Community Events at the School</p>
<p><i>What barriers hinder participation by parents in parental engagement activities?</i></p> <p><i>What steps will you take this school year to overcome these 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.</i></p> <p><u>Please address the subgroup populations that are included in</u></p>	<p>Lack of communication between school and parents.</p> <p>Communicating in a variety of ways to get information to parents/families (Facebook Flyers, Newsletter)</p> <p>Barriers: Parent Contact Information not updated or can't locate.</p> <p>Sign in Sheets (include contact information on sheets at each activity)</p>

<i>Your schoolwide plan data.</i>	
<p><i>How does your school provide information to parents in their native language?</i></p> <p><i>What languages do you provide?</i></p> <p><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain.</i></p>	<p>The school will provide full opportunities for participation in parent & family engagement activities for all participants (including parents with limited English proficiency, disabilities, migratory, and homeless children) by:</p> <p>Utilizing quarterly Skyward reports as a means to identify families who may need accommodations in order to actively participate in school activities.</p> <p>At PEHS parents are encouraged to participate in all school activities.</p> <p>Parents are notified through mail correspondence, notifications sent home with students, postings on the school website.</p> <p>ELL enrollments are checked monthly to ensure that information is provided in a language parents can understand.</p>
<p><i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i></p> <ul style="list-style-type: none"> • <i>Parent/Family Resource Centers</i> • <i>Parent Liaison</i> • <i>Other</i> 	<p>Parents will be included in the formulation of suggestions and decision making through the following:</p> <ul style="list-style-type: none"> - One-on-one meetings with teachers, administrators, and/or support personnel - Parent Surveys - Participation in SAC to review the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEF), and School Compact <p>If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and needed updates.</p>