



2020-2021

Title I, Part A Parent & Family Engagement Plan (PFEP)

I, Abby 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
- Jointly develop/revise with parents the school Parent & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community;
- 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's Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP);
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP;
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
- 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;
- Provide each parent timely notice when their child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; 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.

A handwritten signature in blue ink, appearing to be "Abby Ferguson", is written over a horizontal line.

7/30/20

Signature of Principal or Designee

Date
Signed

****Please use the data from the school's survey(s) (Advance Ed and 5Essentials) to complete this Parent & Family Engagement Plan!**

Mission Statement (optional)

Parent & Family Engagement Mission Statement

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.

Engagement of Parents & Families

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 parent and family engagement will be used.

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. Child Care Program families, The Chiles Academy, the student parents, and our neighborhood community members 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 meetings, Career Connections assemblies, parenting sharing circles, and communication with the Principal, School Counselor, and Family Care Coordinators.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement 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.

count	Program	Coordination
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.	
Title IX, Homeless	Title IX coordinator provides services to families to ensure that students will have school supplies, access to community resources, and transportation.	
Title I, Part D	Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs.	
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.	
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.	

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.
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.
Bethune Cookman University	Community Nursing and Psychology students intern daily and weekly on our campus to earn 180 hours of community service per semester.
Daytona State University	Occupational Therapy Assistant students observe and interact and partner with parents throughout the year.
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.
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.
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.

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 parent and family engagement.

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.

Parent & Family Engagement Activities (Building Capacity)

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents

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and families work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1					
1	Parenting Classes	Rochelle Hipp	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 2020	
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	TCA Child Care Program	Child Care Director	Increase Parent Knowledge	Monthly meetings throughout the year	Surveys/ agendas/
7	Bonner Chiles Library	Sheryl Bell	Multi-generational literacy	Yearlong	Books checked out/ meetings attended
8	Career Connections	Academic staff	School wide participation one hour a day/180 days a year	4 th period every day	Report cards

9	Creative Writing	Lisa Lute	Full course with certified teacher resulting in Annual Anthology open to all young mothers associated with program	Year long	Passing state wide exams/ report card grades
10	Parenting Sharing Circle	Rochelle Hipp	Increase Parent knowledge with relationship conflict/ abuse/self esteem/anger management	Once a week all year long	Minimal conflict on campus/ report cards/

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, 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 and family engagement programs, and build ties between parents and schools.

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 2020	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 2020	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 2020	Surveys/ feedback forms
6	VCS online staff development	Staff	Improved family involvement strategies	Year long	Evaluation forms

7	Career Connections workshops	Ashley Foster/ Tammy Jones	Real World experience	Y e a r long	Progress reports/ report cards/ credits earned
8	PST meetings	Staff	Improve knowledge and understanding of all students(parents)	W e e k l y throug h o u t t h e year	Progress reports/ report cards/ behavior/ attendance

Communication

Describe how the school will provide parents and families of participating children the following:

- Timely information about the Title I programs;
- 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;
- 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; and
- If the schoolwide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency.

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 parent and family engagement 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.

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.

Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan (PFEP).

Please upload into SharePoint and keep copies for your records.

Upload School-Parent Compact

Note: As a component of the school-level PFEP, each school shall jointly develop, with parents for all children served under this part, a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Please upload into SharePoint and keep copies for your records.

Upload Evidence of parent and family input in the development of the School-Parent Compact

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

Please upload into SharePoint and keep copies for your records

Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

Parent & Family Engagement summary (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. Include participation data on the Title I Annual Meeting.

***Please note that we were not a designated Title I school during the previous academic year, but we can include summaries from years prior.**

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.

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.

**Please note that we were not a designated Title I school during the previous academic year, but we can include summaries from years prior.*

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 parent and family engagement 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).

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*Please note that we were not a designated Title I school during the previous academic year, but we can include summaries from years prior.

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 parent and family engagement 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
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 submit completed Parent & Family Engagement Plan (PFEP) to your Title I Office Representative.

PFEP must be signed by the Principal and approved prior to being uploaded into CIMS

Approval check by PFE