



Title I, Part A: Parent and Family Engagement Plan

School: Holley-Navarre Primary

I, Alexandra Timmons, 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 the appropriate state and federal staff. I further certify that all expenditures will be obligated 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 school wide 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)].

Alexandra Timmons
Signature of Principal or Designee

9-10-2020
Date signed

Mission Statement

Parental Involvement Mission Statement

Response:

The mission of Holley-Navarre Primary is to provide a safe, child-centered, academic and technology -rich environment which enables each child to reach his/her full potential while establishing the foundation for a lifetime of success in learning. At Holley-Navarre Primary, learning is primary.

Engagement of Parents

Describe how the school will involve parents and families in an organized, ongoing, and timely matter in the planning, review, and improvement of Title I programs including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

Response:

Holley-Navarre Primary School will include students (as appropriate), parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education. We will support this commitment by the following:

1. Conducting an annual meeting for parents. All parents will be invited and encouraged to attend. During this meeting, we will focus on explaining the requirements of Title I Program, the right of parents to be involved, Parent Compact, Florida Report Card (accountability report), Parent Family Engagement Plan, School Grade/AYP, and our School Climate Survey.
2. Offering a flexible number of meetings to accommodate the varying schedules of parents. Child care may be provided if applicable.
3. Establishing a parent involvement advisory committee (School Advisory Council) that includes faculty, staff, parents, business members, and community members. All parents are encouraged to attend/observe meetings. The Council is reflective of our school diversity. The School Advisory Council will provide input for our school, assess the effectiveness of the Parent Family Engagement Plan, and make recommendations for positive changes regarding parent involvement. The Council shall serve in an advisory capacity to the school principal, to assist in the development of the educational program, and in the preparation and evaluation of the School Improvement Plan required pursuant to Section 230.23 (18), Florida Statutes.

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, Home Instruction Programs for Preschool Youngsters, Voluntary Pre-Kindergarten, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116]

Response:

Pre-K to Kindergarten Transition: Pre-K to Kindergarten Transition Pre-K provides parents with transition activities. Receiving kindergarten schools are provided with student information.

HNP will meet with Pre-K schools to let them know incoming kindergarten expectations and skills needed.

Initiative to improve school safety: Title I funds for the renewal of School Check-In which screens all visitors entering the school. This program also helps ensure the safety for all who visit the school. A safety committee will convene to address areas of concerns and improve protocols as needed.

Provisions of extended learning time: Title I funds University of West Florida tutors to work with struggling readers. Parents meeting specified requirements may apply for the tutoring positions.

Parent involvement: Title I funds provide materials, resources, and incentives for parent involvement activities. Some materials are designed for take home use and other are used at the school.

The district is the grantee for Head Start and as required by IDEA there are ESE Pre-K programs housed at different schools including HNP.

ESE transitional meetings are scheduled during the spring of each year to develop plans to effectively transition Pre-K students to kindergarten and primary students to the intermediate school.

Professional Development Title I funds many professional development activities for staff (e.g. AIS trainings for explicit reading intervention; phonics programs, professional conferences).

Academic Intervention Specialist: Title I funds a full time AIS. The AIS provides activities, trainings, and material for parents and faculty.

Santa Rosa County School District collaborates with the Panhandle Area Education Consortium (PAEC) Title I Part C funds Migrant services. Our school has no identified children in this program.

Services are provided by the district for educational materials and ESOL itinerant teachers Title III funds are used to support services for ESOL students. Parents attend LEP committee meetings led by ESOL instructors and school staff to explain services and address identified needs.

Teacher and Principal Training and Recruiting Funds ensure activities aligned with state academic concerns. Title II Part A funds provide training and support for instructional and administrative staff. Professional development enables teachers and administrators to better help parents with questions and concerns.

Annual Parent Meeting:

Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program, the nature of the program, and a description of how the meeting will cover adequate yearly progress (AYP), SCHOOL choice, and the rights of parents.

Response:

Announcements: Invitation from Principal/Phone call out will provide information on orientation which includes a Title I parent informational meeting with the teacher. Parent sign-in sheets will reflect effectiveness of advertising Administration will provide materials to classroom teachers.

Annual Title I meeting which will address Right to Know, PFEP, and SIP data. Parent input and suggestions for PFEP and SIP, including set aside. Parents' input and suggestions for the Student-Parent-School Compact.

Kindergarten 101 information video on the school's webpage and Facebook page.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how the school will provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement [Section 1116]

Response:

Parent involvement funds are used for meetings, activities, trainings and/or childcare. By scheduling meetings and/or activities for the daytime and others for the evening, it offers parents and guardians more opportunities to interact and be involved with the school. Meetings that are held after school, will typically have child care arranged with administration. Who are unable to attend morning meetings or meetings during the work day will have the opportunity to receive materials from our AIS, secretary, or administration. Also those parents are able to schedule conference times during a time of the day that best works for them. If they are unable to attend during the day, they are provided with an opportunity for a phone conference.

Building Capacity

Describe how the school will implement activities building the capacity for meaningful parent/family involvement, relationships with the community to improve student achievement, materials and trainings to assist parents/families to work with their children, and any other reasonable support for parent/family engagement activities [ESEA Section 1116]

Response:

Kindergarten and first grade report card conferences at the end of the first 9-weeks. Teachers review the first 9-weeks skills and mastery level end of the first 9-weeks report cards.

Conferences as needed among instructional staff, administration, parents. Address areas of academic, behavioral, or attendance concerns, documented through August-June conference logs.

Progress monitoring plan conferences focusing on PMP's written for math, reading, attendance, behavior. Response to Intervention/MTSS meetings. MTSS team will monitor interventions and progress.

Home access to Renaissance overseen by Media Specialist; Provide access for selecting reading books and materials.

Summer Reading Program led by instructional and Non-Instructional staff in order to increase access for reading materials and resources. (Depending on pandemic guidelines)

Climate survey to measure success of implemented plans.

School-wide SeeSaw program has been purchased to increase family communication and share student work while at school and at home.

Title I Training/Volunteer Orientation training: Administration and AIS provide support for all areas of the school.

Positive Behavior Support Program to increase student learning by limited disruptive behavior.

Standards literacy training for writing and math to increase student learning.

Universal Design for Learning training for reading and writing to maximize instructional time and increase student learning.

Renaissance training focusing on curriculum-based measurement in math and reading. Will help identify areas in math and reading that students are struggling and provide support.

AIS invites parents to small group reading to provide an opportunity for parents to participate in their child's small group reading intervention group and see how their child benefits from being provided small group instruction.

Boosterthon-Character Education and fitness education to provide students with an opportunity to learn from character education and fitness while fundraising to support a need at the school.

Staff Training

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families in:

1. The value and utility of contributions of parents/families;
2. How to reach out to, communicate with, and work with parents/families as equal partners;
3. Implementing and coordinating parent/family programs and in building ties between parents/families and the school. [ESEA Section 1116]

Response:

Ruby Payne: A Framework for Understanding Poverty (Creating Relationships)

Capturing Kids Hearts. School-wide training and professional development.

SeeSaw training-Used to effectively use program to communicate with families.

Communication

Describe how the school will:

1. provide timely information about the Title I programs;
2. describe and explain the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain;
3. if requested by parents provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);
4. submit parents/families' comments if the schoolwide plan is not satisfactory to them. [ESSEA Section 1116]

Response:

Holley-Navarre Primary families will receive communication concerning Title I Program and Activities:

Sandpiper folder given to each student for student to take home for daily communication between school and home.

School website

School electronic marquee

newsletters

Parents Right-to-Know

Meetings

Letters sent home from school

School Facebook Page

Surveys

HNP uses state/district adopted textbooks, and all curriculum with the Florida State Standards. Students are administered the STAR and other classroom assessments except for some ESE students who are alternately assessed. Students will be administered STAR assessments in the fall, winter, and spring. Teachers will be required to conference with parents/guardians to inform them of their child's performance and what strategies and interventions will be used to meet their academic needs. All k-2 teachers will have a report card conference for their first 9-weeks of school.

Accessibility

Describe how the school will:

1. provide full opportunities for participation in parent/family engagement activities for all parents/families;
2. share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages the parents can understand.

Response:

Kindergarten registration begins in the spring prior to the upcoming school-year. Health nurses, our full-time ESOL paraprofessional, secretary, and other staff members that can speak Spanish are available during these times.

Many of the registration form have been translated into several languages.

Most district information and/or forms have been translated into several languages.

Staff includes members who are fluent in Spanish.

County health department nurse or private providers administer seasonal health screenings on campus.

Parents can access information about our school through the school, district, and state websites.

A school brochure has been created to facilitate military families relocating to our area.

Provide two full-time military Family Life Counselors.

Barriers

Describe the barriers that hindered parent participation in the previous school year. What steps will the school take during the upcoming school year to overcome the barriers (with attention paid to families who are disabled, have limited English proficiency, and parents/families of migratory children. [ESEA Section 116]

Response:

ESOL Population: Full time ESOL teacher and paraprofessional. Secretary is also proficient in Spanish to assist Spanish speaking families.

Military/Deployment: Use and involve our two full-time Military Family Life Counselors

Working Parents: Offer a variety of times for meeting and activities

Homeless/Lack of resources at home: Utilize social worker, weekend food program, parent resource center.