

## Crescent City High School



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### 2020-2021 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

## 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.*

This is designed to be an ongoing plan to involve parents in order to meet the specific needs of our community and families at Crescent City High School. Their specific input and feedback are vital to the plans ability to be proactive in meeting the needs of students and families as a whole. We will share this document, in its entirety, electronically for increased visibility beyond the actual meeting, virtually and face-to-face, so that families can take more time to make suggestions on how to improve the plan and the nature of it's expected outcomes.

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

The review process takes into account the level of participation by families and the nature of the expected outcomes. Then School Grade Data is provided to the current families involved to evaluate the effectiveness of the overall plan, and target areas that are critical to the success of students and families alike. Historically, low parent involvement has been an issue for all events, including the preparations of the PFEP. Therefore, all items from previous years are up for revision and replacement for the 2020-2021 PFEP. If parents are not able to review this document live, these documents will be housed for review and feedback can be sent via email or phone call to CCHS Administration.

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

Annual Meetings are required to be held at the beginning of each school year regarding the Title I budget review. Prior to that meeting held in August 2020, the PFEP is reviewed by a collaborative team of parents and school leaders. During the PFEP review, those parents are provided the opportunity to engage in conversations and suggestions of the Title I Budgeting and can better understand the needs for the school to utilize federal funding for student achievement. Funds directly related to the Parent and Family Engagement Plan will be determined in the PFEP meetings as designated by the PFEP Review. In addition, parents will also review and evaluate the Schoolwide Plan and the Parent-Student-Teacher Compact at this meeting and provide all feedback as needed. The funding for this event, and all other pertinent funding for Parent and Family Engagement will be documented and a collaborative decision will be made prior to the closing of the meeting unless other questions require research that cannot be done in the time designated for a clear and concise meeting.

<p>Parent-Student-Teacher Compact;</p> <ul style="list-style-type: none"> <li>· Invite and encourage parent/family attendance to the school's Annual Title I Meeting;</li> <li>· Involve parents/families in decisions about how Title I, Part A funds are spent;</li> <li>· Provide parent/families with timely information in an understandable format Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals;</li> </ul>	<p><b><i>What evidence do you have to document parent/family participation in writing/reviewing your PFEP? What evidence do you have that documents parent/family input in spending PFE funds?</i></b></p>	<p>An agenda is built each year for all Title I meetings, and a sign-in sheet will be utilized, even if the requirement is done so electronically should members utilize Zoom, FaceTime, and other forms of electronic communication. Google Forms will be utilized to provide feedback and input for those families who have access to Google Accounts. Otherwise, email will suffice the needs of communication. If a family has no electronic access, they will schedule an appointment with an administrator and the presentation will be made face-to-face with safe distancing expectations upheld. In this case, a handwritten copy of feedback will be saved for proper filing.</p>
<ul style="list-style-type: none"> <li>· Provide an individualized student report on their child's performance on State tests; and</li> <li>· Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA.</li> </ul>	<p><b><i>Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP. How will this plan be made available to the community?</i></b></p>	<p>The new CCHS website will have a page specifically designed to upload the Title I documents after approval. Each of the annual documents will be housed online with open access to all stakeholders. All collected data from stakeholders from meetings will be housed in the same area so that any additional comments made throughout the year can be added as provided. In addition, all documents will still remain available for viewing in a folder maintained at the front desk.</p>

## **Flexible Parent Meetings**

<p><b><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></b></p>	<p>All Annual Meetings are scheduled three times per day (am, lunch, and pm) with options to meet with administration privately. All documents will be provided in pdf format for review on the school website and shared directly via email with those present at any Title I Meeting.</p>
<p><b><i>Describe what childcare, home visits and/or transportation services are</i></b></p>	<p>Parents can request home site meetings or connect online for all Title I Meetings</p>

<p><i>provided by your school to allow all parents to participate in the education of their child.</i></p>	<p>as the families request as such in advance. In circumstances where an interpreter is needed, we will require 48 hours advance notice to ensure such services can be provided to students and their families. Hard copies of all documents will be available in English and Spanish.</p>
<p><b>Annual Parent Meeting</b> – <i>the annual Title I meeting must be a stand-alone meeting with an agenda and sign in sheet clearly indicating that the meeting was only for the purpose of informing stakeholders that the school is a Title I school, explaining the requirements of being a Title I school, and the rights of parents to be involved. Federal Programs has been advised by the state that it is inappropriate to count this meeting as documentation of the opportunity for parents to review and revise the PFEP, the Schoolwide Plan and the School-Home Compact.</i></p>	
<p><i>Date and time you will hold your Annual Title I Meeting</i></p>	
<p><u><b>Notification and Invitation:</b></u></p> <ul style="list-style-type: none"> <li>• <i>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</i></li> <li>• <i>How will the school assure the notification and invitations are in a language all parents can understand?</i></li> </ul>	<p>A call out will be sent to families 7 and 2 days in advance of the actual meetings with specific times and instructions on how to request a meeting off school grounds. This same information will be shared on the school website and through social media. Each announcement will be made in English and Spanish. One of our bilingual employees at CCHS will translate the call out, social media posting, and be present for any communications/meetings.</p>
<p><u><b>Information:</b></u></p> <p><i>Please describe how your meeting will cover the required information about:</i></p> <ul style="list-style-type: none"> <li>• <i>Benefits to all students in a Title I schoolwide program;</i></li> <li>• <i>Right-to-know 4-week out-of-field letters &amp; teacher and paraprofessional qualification information,;</i></li> <li>• <i>explanation of curriculum;</i></li> <li>• <i>assessments used to measure student progress,;</i></li> <li>• <i>expected achievement levels on state tests;</i></li> <li>• <i>PFE funds;</i></li> <li>• <i>School Compact and;</i></li> <li>• <i>opportunities provided for engagement.</i></li> </ul>	<p>The Agenda for the Annual Title I meeting will include:</p> <p>The benefits to all students in a Title I schoolwide program;</p> <ul style="list-style-type: none"> <li>• Right-to-know 4-week out-of-field letters &amp; teacher and paraprofessional qualification information,;</li> <li>• Explanation of curriculum guide and all in-school diploma options</li> <li>• State, National, and International assessments and Progress Monitoring Tools</li> <li>• Expected student outcomes regarding achievement levels for FSA Testing</li> <li>• Use of Parent and Family Engagement Funding</li> <li>• School Compact and Curriculum Guide</li> <li>• Various opportunities provided for parent engagement, even during current pandemic</li> </ul>
<p><u><b>Barriers:</b></u></p> <ul style="list-style-type: none"> <li>• <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i></li> </ul>	<p>The primary concern for the Annual Title I, and all other required meetings, during the 2020 - 2021 school year is access to technology. We will be sharing areas around the school district where online access is available to families. In addition,</p>

	we will provide opportunities for families to connect face-to-face while practicing safe distancing.
<b>Evaluations:</b> <ul style="list-style-type: none"> <li><i>How will you get feedback from parents about the meeting?</i></li> </ul>	Feedback will be provided via Google Forms, email, and handwritten documents provided during face-to-face sessions. This material will be uploaded to the school website for further review.
<b><u>Parents who do not attend?</u></b> <ul style="list-style-type: none"> <li><i>How will you get the information home to parents who did not attend the meeting?</i></li> </ul>	Access to the school website is available and the formal hard copy binder is stored in the front office for review during school hours.
<p><b>Building Capacity of Parents to Support Their Child</b></p> <p>Explain how parents/families are invited to participate in activities such as parent trainings that are linked to <u>student achievement</u>.</p> <ul style="list-style-type: none"> <li><i>How will your school help parents gain an understanding of such topics as: the State's standards, state assessments, achievement levels of proficiency, and how to monitor their child's progress?</i></li> <li><i>What training or materials will you provide to help parents work with their child to improve their child's academic achievement?</i></li> </ul>	

Title - Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is this flexible to accommodate parent schedules?	Transportation	Refreshments	Childcare	Translation
State Testing	Student graduation requirements in Reading and Math	FSA Reading and EOC overview	October 2020	Available upon request	Provided drinks and snacks	Available for children under 6 years old	Spanish language interpreters provided.
National Testing	College Entrance and Concordant Scores in Reading and Math	SAT and ACT Registration	November 2020	Available upon request	Provided drinks and snacks	Available for children under 6 years old	Spanish language interpreters provided.



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- 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)

*This is a requirement under ESSA*

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

Topic-Title	Purpose? How does this activity help staff build school/parent relationships?	Implementation format: (workshop, book study, etc.) Presenter?	Who is the audience?	Tentative Date/Time
Standards-based Lesson Plans	Supports student learning access so that all student learning expectations are visible in CANVAS	Face-to-Face workshop during Pre-planning Presented by Michelle Tucker	All instructional staff	August 17, 2020
Building Community Relationships	Continue to support families in the community with academic needs for support	Face-to-Face workshop during Pre-planning Presented by Dr. John Shelby	All Faculty and Staff	August 17, 2020
Community Support FOCUS Group	Ongoing support for student needs (academic, social, and emotional)	Monthly PLC type setting) Paula Carter - Leader	FOCUS Group members and reports to Faculty Meeting monthly	Every 3rd Tuesday of the month
Technology Support in Teacher FOCUS Group	Increasing teacher capacity for online learning and implementing instructional technology, while being able to facilitate parent	Teacher Peer Support and Susan Gaborieau	FOCUS Group members and reports to Faculty Meeting monthly	August 26 and 27 and online meetings as needed

	conferencing online			
High School students teaching parents and community use of technology (Zoom and Canvas)	Support families to be involved in learning through online platforms	Small group opportunities led by students and teachers	Student leaders	January/February 2021

<b>Communication</b>	
<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>	School Messenger is the primary source of delivery for automated call outs and sending mass emails to families. Students will receive the same information to share with their families in case there is a technology barrier at home and access is not available at home. Hard copy documents will be sent home to make certain all families have been informed in the event their child is being taught by a teacher who is out of field. This document is available in English and Spanish as needed.
<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>	All parents are notified at the beginning of the year if their teacher is out of field and if they are upgraded to "in-field" during the year, the families would be notified at that time of teacher certification change. This is a hard copy document that will be made available in English and Spanish. The link to the Florida Department of Education Teacher Certificate Look-up will be made available to families on the school website and a letter giving this information is sent home to families in English and Spanish as needed.
<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>	The Florida Graduation Requirements for the 24 and 18 credit Diplomas are made available to families online and in person year round. This form explains all the assessment measures and expectations defined by the state for all assessments, state and national.
<i>Describe how the school will provide each family on individualized report about their child's performance on state assessments.</i>	As state scores are released, students receive the annual report from the state Reading and EOC tests. If scores are delivered after school is closed, we add this data to the report card package that is sent home midsummer after final grades and credits are calculated.
<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.</i>	. N/A

## 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"> <li>• <b>Homeless</b></li> </ul>	The District Coordinator is made available to all families on a regular basis and meets at least quarterly with students in the McKinney Vento Homeless Education program. Special needs are met based on requests from the Guidance Counselor, Parent/Guardian, and/or Administrator. All meetings are shared with the District Coordinator to encourage participation from these families in need.
<ul style="list-style-type: none"> <li>• <b>Migrant</b></li> </ul>	School-based Migrant Liaison is the primary communicator for the parents of Migrant Students. He is made available for all meetings, during and after the school day. He meets regularly with the students and connects with families. Updates to the Imagine Learning program are provided to families.
<ul style="list-style-type: none"> <li>• <b>HeadStart</b></li> </ul>	N/A
<ul style="list-style-type: none"> <li>• <b>Title II</b></li> </ul>	All district funding for school-based professional development is shared with families. All PFEP funding is explained at the Title I Parent Meeting, and teacher and staff professional development is the first focus so that parents feel comfortable communicating with the Faculty and Staff at all times.
<ul style="list-style-type: none"> <li>• <b>Title III - ELL</b></li> </ul>	District Coordinator, school-based coordinator, and Migrant Liaison consistently seek engagement and support from all ELL families. Phone calls, translated documents, and student flyers are provided so that communication is made to all families. Annual goals to exit ELL status are communicated with families, and ultimately graduation tracking is evident in the meetings.
<ul style="list-style-type: none"> <li>• <b>Title IV</b></li> </ul>	Two meetings are held annually after school to encourage students and families to meet at the high school to communicate about Federal Financial Aid for opportunities after high school. As Guidance Counselor, and CTE Career Counselor deliver critical information and provide opportunities for students and parents to complete the FAFSA process in the school's computer labs on campus.
<ul style="list-style-type: none"> <li>• <b>Title V</b></li> </ul>	ELL, Migrant, and all Hispanic families are encouraged to work with their children from 9th -12th grade to seek opportunities to enroll their children in colleges and universities after graduation.
<ul style="list-style-type: none"> <li>• <b>ESE</b></li> </ul>	Our Support Facilitator is present at all meetings to provide opportunities for parents to ask questions and better understand support services provided to students with Disabilities. Annual IEP Meetings provide additional opportunities for communication and family engagement.
<ul style="list-style-type: none"> <li>• <b>Neglected and Delinquent</b></li> </ul>	All parents of students who have met Truancy status have been directed to a specific meeting to reset a plan of action to increase student attendance rate. At that meeting, we encourage families to participate in school-based meetings to enhance opportunities for



	the strong relationship needed to support student attendance. We also encourage student participation in these meetings.
<ul style="list-style-type: none"> <li>• <b>SAC</b></li> </ul>	SAC meetings are held on the same night as Title I Meetings, Curriculum Nights, Community Outreach Nights, Scholarship Nights, to enhance the number of participants and reduce the number of events we request parents to be present.
<ul style="list-style-type: none"> <li>• <b>PIDAC/MPAC (Migrant Parent Advisory Council)</b></li> </ul>	PIDAC representative has Open-Door Policy with the Principal. Any questions that may be beneficial for the parent or the administration to address at the next scheduled meeting are discussed prior to the meetings at the district level.
<ul style="list-style-type: none"> <li>• <b>PTO/PTA</b></li> </ul>	N/A
<ul style="list-style-type: none"> <li>• <b>Community Agencies</b></li> </ul>	Stewart Marchman, Tobacco-Free Florida, South Putnam Church Food Bank, and Azalea Health are regularly invited to Title I events. Their flyers are made available to families and leaders from these agencies are provided opportunities to speak to families.
<ul style="list-style-type: none"> <li>• <b>Business Partners</b></li> </ul>	Winn-Dixie has provided food and drinks on a regular basis for annual meetings. Larry, store manager, consistently invites parents to meet with him for future employment opportunities for students in high school.
<ul style="list-style-type: none"> <li>• <b>Other</b></li> </ul>	Parents are given multiple suggestions for students to engage in community service while their child prepares for Bright Futures funding after graduation. This is done through a variety of settings, one of which is Title I Parent Nights.

## Accessibility

<p><b>What opportunities do parents have to participate in their child's education?</b></p> <ul style="list-style-type: none"> <li>• Volunteer?</li> <li>• Mentor?</li> <li>• SAC?</li> <li>• PTO/PTA?</li> <li>• Other?</li> </ul>	Parents are common volunteers for Clubs and Athletics at CCHS. Parents attend annual Open House, Scholarships, Senior Awards, Financial Aid, and Curriculum Nights. We have limited participation in SAC meetings at high schools, but have made many attempts to increase that program participation.
<p><b>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</b></p> <ul style="list-style-type: none"> <li>• school and parent programs</li> <li>• meetings</li> <li>• school reports</li> <li>• other activities</li> </ul>	We upload our School Messenger mass email documents (English and Spanish), Use callouts, send information via social media on a regular basis. Our focus on graduation has created many parent meetings for at-risk students and the administration has an Open Door Policy for parent communication. Parents are involved in the MTSS process when struggling students are identified. All face-to-face meetings are done in a manner in which the language is interpreted in English and Spanish at roughly an 8th grade level.

<p><b><i>What barriers hinder participation by parents in parental engagement activities?</i></b></p> <p><b><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></b></p> <p><b><i><u>Please address the subgroup populations that are included in your schoolwide plan as performing below the state average. How will you support the parents and families of these subgroups to help their children at home?</u></i></b></p>	<p>Many of our parents work long hours, especially our Hispanic families. That hinders their participation in school-wide events. As a significantly economically disadvantaged community in South Putnam, we consistently reach out to families in need of food, clothing, and shelter. While doing so, we encourage these families to join our cause at providing an excellent education for their children in order to reduce generational poverty. This includes African-American and Hispanic families who also fall into economically disadvantaged categories.</p> <p>Our students with disabilities are met with once or more per year for their IEP meetings. At that time, a future goal is set in 9th grade for graduation and life after high school. At that time, we encourage parents to take part in our CTE programs such as Welding, Health Sciences, and Ag. Sciences. Many of our families respect these programs and encourage their children to become program completers to gain Industry Certification for a viable future, especially parents of children with disabilities.</p>
<p><b><i>How does your school provide information to parents in their native language?</i></b></p> <p><b><i>What languages do you provide?</i></b></p> <p><b><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain.</i></b></p>	<p>Call outs, flyers, posters, and identification signs all over the campus are produced in English and Spanish because 50% of our population is classified as Hispanic. Translators are readily available all hours of the school day and at all parent nights. Students also volunteer to translate for community service hours on a regular basis.</p> <p>Most events are translated from English to Spanish. However, our Multicultural Night is predominantly delivered in Spanish, with some points translated back to English.</p>
<p><b><i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Parent/Family Resource Centers</i></b></li> <li>• <b><i>Parent Liaison</i></b></li> <li>• <b><i>Data Reviews</i></b></li> <li>• <b><i>SAC</i></b></li> <li>• <b><i>PTO</i></b></li> <li>• <b><i>PIDAC</i></b></li> <li>• <b><i>Other</i></b></li> </ul>	<p>Our Guidance Counselor makes appointments for parents and students through an electronic calendar throughout the school year. This is for all measures of student academic data, social, and emotional learning. Our administrators and TOSA have the same availability to families. College and Career Night is a valuable tool to engage families in future goals for students after graduation. At SAC meetings, stakeholders can support educational scholarships for teachers to use (up to \$200) for quality instructional practices in the classroom. Our Migrant Liaison continues to support our Hispanic community throughout the year and encourages them to become supporters of their child's education. Our school data is shared multiple times throughout the year in face-to-face, online, and social media settings. Parents will be encouraged to join our Remind App to keep updated on school events throughout the year.</p>