

**PALATKA 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.

During the summer, PHS met with participants from the school and families to participate in collaborating on revising the Parent and Family Engagement Plan. During this time the group reviewed the previous years PFEP policies. Input that was provided was noted, discussed, and finalized for the upcoming school year.

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

As a group we reviewed our previous years plan and discussed areas we wanted to revise and/or build upon improving.

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

In November we will hold our Annual Title I meeting in which funds will be discussed and plans identified for the upcoming school year. We have a committee that votes on how the funds will be utilized and the majority vote has the say.

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?

Agenda and Sign in sheets.
It will be shared in our Title 1 audit box.

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 Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals; · Provide an individualized student report on their child's performance on State tests; and · Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA.	<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>	Comments and concerns were shared during the Annual Title I meeting regarding our PFEP. The plan is accessible in the front office and on our school website.
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Flexible Parent Meetings	
<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>	We schedule our meetings at different times to ensure that all parents have an opportunity to attend. We are scheduling our parent involvement activities for mornings, during lunches, and in the evening. ZOOM calls will also be offered.
<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>	Title IX staff is our liaison through Title 1 who helps provide services to families. PHS helps students who are displaced with clothing and food as needed. Administration makes home visits to those students that are not attending school to make sure they are where they are supposed to be.

Annual Parent Meeting

<i>Date and time you will hold your Annual Title I Meeting</i>	November 2, 2020 at 6:00pm
<i>Notification and Invitation:</i> <ul style="list-style-type: none">• <i>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</i>• <i>How will the school assure the notification and invitations are in a language all parents can understand?</i>	Facebook, electronic sign, Remind app, and callout
<i>Information:</i> <i>Please describe how your meeting will cover the required information about:</i> <ul style="list-style-type: none">• <i>Benefits to all students in a Title I schoolwide program;</i>• <i>Right-to-know 4-week out-of-field letters & teacher and paraprofessional qualification information,;</i>• <i>explanation of curriculum;</i>• <i>assessments used to measure student progress,;</i>• <i>expected achievement levels on state tests;</i>• <i>PFE funds;</i>• <i>School Compact and;</i>• <i>opportunities provided for engagement.</i>	We will show a powerpoint with parents that covers all of the mentioned activities. It will be shared in our Title 1 audit box.
<i>Barriers:</i> <ul style="list-style-type: none">• <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i>	We scheduled our meeting before our Open House to encourage attendance.
<i>Evaluations:</i> <ul style="list-style-type: none">• <i>How will you get feedback from parents about the meeting?</i>	Parents will be given the opportunity to provide feedback in our annual meeting held on November 2.
<i>Parents who do not attend?</i>	We will post our Title 1 information in our front office.

- *How will you get the information home to parents who did not attend the meeting?*

Building Capacity of Parents to Support Their Child

Explain how parents/families are invited to participate in activities such as parent trainings that are linked to student achievement.

- *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?*
- *What training or materials will you provide to help parents work with their child to improve their child's academic achievement?*

[illegible]

<ul style="list-style-type: none"> • <i>How does parent input inform what types of events or workshops you have at your school?</i> 	used to determine barriers to parent engagement. This data is reviewed and strategies to overcome barriers are implemented.
<ul style="list-style-type: none"> • <i>How do you evaluate the effectiveness of capacity building activities?</i> 	The effectiveness of the activity is determined by the turnout, the feedback and the results of end of year data achievement and growth.
<ul style="list-style-type: none"> • <i>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements</i> 	PHS works closely with local businesses, churches, and community outreach to establish joint partnerships. This year PHS is partnering with local businesses to allow them the opportunity to brand themselves and help in increasing parental involvement at the same time.

- 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>
Building Partnerships in the Community and with Families	Help teachers engage students and parents in academics using CANVAS.	SBLT	Staff	September 23 and 24
Mental Health Awareness	Teaches staff members how to communicate with parents when they have concerns about a student's mental health	online training	Staff	August 2020

Communication	
<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>	Letters are sent home to parents within the first four weeks of school providing out of field information and throughout the year as needed. Copies of the certification letter and all 4-week letters are available to parents in the Title I Notebook located in the front office.
<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>	Parents are given a letter stating that they have a right to see their child's teachers qualifications. This letter went home September 30, 2020.

<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 curriculum, various assessments, and the various achievement levels are reviewed at the Title 1 annual meeting, during teacher conference, and during other parent nights.
<i>Describe how the school will provide each family on individualized report about their child's performance on state assessments.</i>	The State of Florida issues individual score reports to the districts by July 31st each year. Parents are notified by doing a call out that the reports are available. The reports are sent home with students during the first few weeks of school. Parents are also allowed to pick up the reports.
<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? <u>(This is a requirement for elementary schools only)</u></i>	These were given to students on the first day of school during 1st period. Signed copies are in executive secretary's office.

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.

• Homeless	Our district's Federal Programs office coordinates services for homeless students within the PCSD. Their representative meets regularly with administration at each school to ensure that homeless students are identified and receive any assistance needed.
• Migrant	Our district's Federal Programs office coordinates services for migrant students within the PCSD. Their representative meets regularly with administration at each school to ensure that migrant students are identified and receive any assistance needed.
• Headstart	N/A
• Title II	PHS utilizes input from parents, teachers, and staff in conjunction with FSA/FSAA and discipline/Attendance data to determine professional development needs.
• Title III - ELL	Our district's Federal Programs office coordinates support services for ELL students within the PCSD.

<ul style="list-style-type: none"> • Title IV 	Our district's Federal Programs office coordinates and integrates Title IV funds within the PCSD. They support STEM, mental health, anti bullying, music and a variety of other programs to improve our schools.
<ul style="list-style-type: none"> • Title V 	Our district's Federal Programs office coordinates and integrates Title V funds within the PCSD.
<ul style="list-style-type: none"> • ESE 	The PCSD Federal Programs office integrates and coordinates parent involvement at each of our schools.
<ul style="list-style-type: none"> • Neglected and Delinquent 	Our district's Federal Programs office coordinates services for the Neglected and Delinquent services within the PCSD.
<ul style="list-style-type: none"> • SAC 	PHS works with our SAC group to plan activities to help support parents.
<ul style="list-style-type: none"> • PIDAC/MPAC (Migrant Parent Advisory Council) 	PHS currently does not have any migrant students, however if we did the district's Federal Program's office would assist in the coordination of these activities.
<ul style="list-style-type: none"> • PTO/PTA 	PHS does not currently have a PTO/PTA, but will be forming one this year.
<ul style="list-style-type: none"> • Community Agencies 	Our district's Federal Programs office coordinates and integrates services between our school and community agencies. Title I-C and Title IX may coordinate services, School PIDAC members may also support the relationship between school and the community
<ul style="list-style-type: none"> • Business Partners 	Schools are responsible for working cooperatively with the local businesses they partner with. Our business partners include: Vulcan, First Baptist Church, Seminole Electric, Georgia Pacific.
<ul style="list-style-type: none"> • Other 	

Accessibility

<p>What opportunities do parents have to participate in their child's education?</p> <ul style="list-style-type: none"> • Volunteer? • Mentor? • SAC? • PTO/PTA? • Other? 	Parents are invited to volunteer, be a member of the SAC team, and attend numerous family activities throughout the year. Parents are invited through Facebook, electronic sign, Remind app, and callouts.
<p>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</p>	Parents are informed of nightly events, parent meetings, and any other school related activities through Facebook, electronic sign, Remind app, and callouts.

<ul style="list-style-type: none"> • <i>school and parent programs</i> • <i>meetings</i> • <i>school reports</i> • <i>other activities</i> 	
<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><i>Please address the subgroup populations that are included in your schoolwide plan data.</i></u></p>	<p>Parent's work schedules and children's sports in the evenings are barriers to parent participation. We have scheduled our parent involvement activities during different times of the day and evening to accommodate our parents needs.</p>
<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 provided workshops in a parent's native language? Explain.</i></p>	<p>Our school provides information to parents in both English and Spanish.</p> <p>Translators are provided by the district if needed. We also have two staff members available if needed.</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>All meetings focus on data and supporting our graduation rate.</p>