

## FLAGLER-PALM COAST HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, Dusty Sims, 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 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 schools 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)].

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Signature of Principal or Designee

Date Signed

### Mission Statement

#### Parental Involvement Mission Statement (Optional)

**Response:** Increase home-to-school communication through the use of multi-media sources, including on-line, television, radio, and face-to-face opportunities to engage parents in their child's educational experiences and ensure parents are informed about school programs and student academic challenges, available resources, and progress toward college and career readiness. The Flagler Schools Observer is a venue of communication with our parents to highlight our premier learning programs. FPCHS is working in collaboration with the District Student and Community Engagement office to implement the Flagler Family Connections Initiative.

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**Review Rubric:**

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

**Review Status:** Adequate

**Review Comments:**

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## Involvement of Parents

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 parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** Flagler Palm Coast High School strives to become the nation's premier learning organization by partnering with our parents and community to support students in owning their education through developing a growth mindset and maintaining a focus on each individual student's needs. Our mission at FPCHS is to provide opportunities for teaching and learning that will prepare all stakeholders for equitable success.

Meetings include ongoing dialogue on student achievement, intervention and support programs. In 2016-2017, FPCHS will serve as a SAC-Parent Learning Community designated to plan, review and work with the school to continually improve the Title I services. Members of the school community were voted in as members of the committee and represent the demographic make-up of Flagler Palm Coast High School. Agendas include collaborative discussion on providing continuing support for student success. Parental input will be documented through minutes kept at all meetings. Additionally, parent collaborative growth opportunities are scheduled a minimum of quarterly to address such issues as college applications, financial aide, study skills for home, and available social services for families. As teachers and students are trained in the protocol of data chats and student led conferences, parents will also be provided opportunities to participate in these.

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**Review Rubric:**

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

**Review Status:** Adequate

**Review Comments:**

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## 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, 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 [Section 1118(e)(4)].

Count	Program	Coordination
1	Evening parent meetings on providing support for students	Title I funds will support teacher leaders for the presentation, materials, and publication of the event.
2	Evening parent meetings to address applying for college financial aide and completing the FAFSA	Title I and Title III funds will support teacher leaders for the presentation, materials, and publication of the event.
3	Parent Data Chats to share TIPS on student success	Title I and Title III funds will support teacher leaders for the presentation, materials, and publication of the event.
4	Fall Family Curriculum Night Combined w/Sports Celebration	Parents will visit their students' teachers and receive a free past to the home game that evening, sponsored by the Principal and Athletic Director
5	Parent Learning Community - AVID Family Engagement for College Readiness	Parents will be invited to an AVID Family Engagement Activity, three times during the school year, focused on the organizational skills that promote student academic self-management

#### Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

**Review Status:** Adequate

**Review Comments:**

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the schools Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	SAC/Parent Learning Community meetings will be utilized to Present Title I resources and programs.	Dusty Sims	October, 2016	SAC minutes, sign in sheets, agendas and parent surveys

#### Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate

**Review Comments:**

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## 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 parental involvement [Section 1118(c)(2)].

**Response:** Four SAC/Parent Learning Community meetings will be held during the 2016-2017 school year and occur during evening hours. Additionally parent meetings will be offered on such topics as freshman success strategies, assistance with the college application process and financial aid information sessions. "College and Career Readiness" will be presented to provide parents with resources and information on assisting their child to succeed on FSA's, EOC's, ACT, and SAT assessments. Such meetings will be offered during evening and/or weekend settings to ensure availability to parents. Title I funds will assist with providing personnel to facilitate the meetings, supplies, and publicity materials. Parent/Teacher conferences and meetings with guidance counselors are also available before school, after school, and through the day as convenient with parents. Coverage is provided for classroom teachers if necessary to ensure access to parents.

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### Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

**Review Status:** Adequate

**Review Comments:**

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## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Online resources via school website	Principal	Access to resources for assisting students, information on school courses and programs,	On-going	parent surveys, tracking of visits to website

			information on access to school activities		
2	Freshman Orientation	Principal	Dialogue with parents of school programs and expectations	August 2016	parent participation
3	Student-Parent Data Chats	Teachers and Data Team	Students discuss their academic progress with their parents on a regular basis	On-going	Students maintain a log of the occurrences of student-parent "Data Chats" and share with teacher of course discussed
4	Curriculum Night/Open House	Admin team and teachers	Parents and teachers connect to discuss student achievement and curriculum plans for the year	September 2016	Parent sign in sheets

#### Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
  - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:** Adequate

**Review Comments:**

### Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, 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 programs, and build ties between parents and schools [Section 1118(e)(3)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Professional Learning Communities meet by content and will include a component on student outcome data and how to discuss this information with parents.	Principal, Assistant Principals, and Academic Coaches	Review of student data to provide a focused intervention at school and home	September 2016	Parent surveys, teacher surveys, student progress as measured by ongoing data
2	Professional Learning Communities meet by content and will include a component on student progress monitoring data	Principal, Assistant Principals, and Academic Coaches	Review of student data to measure progress and adjust interventions as	October 2016, January 2017	Parent surveys, teacher surveys, student progress as measured by ongoing data

	and how to discuss this information with parents.		needed		
3	Professional Learning Communities meet by content for staff training and will include a component on Positive Behavior Supports and how to communicate effectively with parents and track the communication.	Principal, Assistant Principals, and Academic Coaches	Engaging parents in student progress improves student self-monitoring of academic progress	September 2016 through May 2017, meets 3 times per year with Department and on-going across subjects	Parent surveys, teacher surveys, student progress as measured by ongoing data
4	Trainings on Response to Intervention (MTSS/RtI) will include communicating effectively with parents in Tier 2 and Tier 3 meetings	Principal, Assistant Principals, and Academic Coaches	Involving parents in review of student progress and identifying interventions	Ongoing through - out 2016-2017 school year	Student progress as tracked through the RtI process
5	Trainings on Diversity and cultural awareness will include communicating effectively with students in class and with parents in parent conferences, face-to-face, via email, by phone, and on-line	Principal, Assistant Principals, and Academic Coaches	Involving parents in review of student progress and identifying interventions	On-going through - out 2016-2017 school year	Parent surveys, teacher surveys, student progress as measured by ongoing data

#### Review Rubric:

- Content and type of activity including the following: Value following:
  - Valuing of parental involvement,
  - Communicating and working with parents,
  - Implementation and coordination of parental involvement program,
  - Building ties between home and school, and
  - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate

**Review Comments:**

#### Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

**Response:** Flagler Palm Coast High utilizes the school web site, twitter, Facebook, and the Master Call system to offer a venue for ongoing communication with parents, and information on educational events in which parents can participate. Resources for parents will be posted on the website such as; Course Catalogues and links to online resources such as online databases, and Positive Behavior Supports. A monthly newsletter is distributed to all parents and posted on the website detailing the numerous

activities and events occurring on the FPCHS campus. A framework is in the process of being developed to implement On-line/Dial-in Parent Data Chats, designed to involve parents in working together with students to help chart their progress in being college and career ready. The Observer will keep parents informed about student academic and extracurricular programs.

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**Review Rubric:**

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate

**Review Comments:**

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**Communication**

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- 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 [Section 1118(c)(4)(B)];
- 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[Section 1118(c)(4)(C)]; and
- If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

**Response:** The plan for implementing Title I resources will be shared and discussed at the October SAC - Parent Learning Community meeting. Information on Title I status and the services to be provided through Title I will be shared at Freshman Orientation. The presentation of the School Improvement Plan will be made available on the schools website and presented at the September SAC meeting. The overall District CIMS - SIP will be broadcast to the public and available on the district website, the presentation includes information on the Title I plan for FPCHS. Information on the progress of the Title I activities will be communicated throughout the school year through the school newsletter, the Observer community newspaper, the school website, and SAC - Parent Learning Community meetings.

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**Review Rubric:**

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

**Review Status:** Adequate

**Review Comments:**

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## Accessibility

Describe how the school will provide full opportunities for participation in parental involvement 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 [Section 1118(e)(5) and 1118(f)].

**Response:** Title III resources will be utilized in conjunction with Title I to ensure all parents have access to information. Interpreters are available for a variety of dialects and for the hearing impaired. Transact services are contracted for to provide translations of written materials and notifications. Various school personnel are trained in the use of Transact. Documents are readily available in various languages including Russian, Haitian- Creole, and Spanish. The school is fully handicap accessible to ensure all parents have full access to classrooms and teacher meetings. Student Services, including two graduation coaches and the administrator over PBS work with attendance, discipline, guidance and MIS to track students progress among all students who are struggling and parents are contacted and involved in helping students to get back-on-track to success.

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### Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:** Adequate

**Review Comments:**

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## Discretionary Activities

Discretionary School Level Parental Involvement Policy Components check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for	Trainings for staff during Professional	Principal, Assistant	Meeting the social, emotional,	Ongoing



	teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	Learning Community Meetings and Implementing Parent Data Chats to support student self-monitoring toward success	Principals, Instructional Coaches, and Guidance Department	psychological, and physical needs of students	
2	Maximizing parental involvement and participation in their child's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Evening Parent Education Events	Principal, Assistant Principals, and Instructional Coaches	Increased parent involvement in student educational activities	Ongoing
3	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Trainings for staff during Professional Learning Community Meetings and Implementing Parent Data Chats to support student self-monitoring toward success	Principal, Assistant Principals, and Instructional Coaches	Increased parent/school communication	Ongoing
4	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Coordinate Mentoring Programs, counseling services, and support from social service agencies	Principal, Assistant Principals, Instructional Coaches, and Guidance Department	Meeting the social, emotional, psychological, and physical needs of students	Ongoing

**Review Rubric:**

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

**Review Status:** Adequate

**Review Comments:**

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**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

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**Review Rubric:**

**Review Status:** Adequate

**Review Comments:**

create Date	modify Date	comment
9/26/2016 10:16:35 AM		Upload agenda and sign-in sheet for meeting where PIP was discussed for input of parents.

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**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

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**Review Rubric:**

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:**

**Review Comments:**

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**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

[Uploaded Document](#)

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**Review Rubric:**

**Review Status:**

**Review Comments:**

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## Evaluation of the previous year's Parental Involvement Plan

### 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 [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Online resources via school website - Schoology, On-line Tutoring	2	1000	Access to resources for assisting students, information on school courses and programs, information on access to school activities
2	Freshman Orientation	1	500	Dialogue with parents of school programs and expectations
3	Students showcase student works and invite parent and community members	3	2000	Presentation of student work related to critical thinking
4	Family nights at the middle school	2	300	How to be successful at high school, reviewed course selection sheets, shared information with parents of students on AP and IB programs

#### Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:** Adequate

**Review Comments:**

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### 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 [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	PLCs train staff by content- include a component on student outcome data & how to discuss w/parents.	3	130	Review of student data to provide a focused intervention at school and home.
2	PLCs train staff by content, including how student progress monitoring can guide instruction.	3	130	Engaging parents in student progress improves student achievement.
3	Trainings on MTSS Process-communicating effectively w/parents for student success.	1	130	Involving parents in review of student progress, identifying and aligning effective interventions.

#### Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:** Adequate

**Review Comments:**

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## Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement 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) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Improving community outreach to all communities which feed into the school	The school will host parent information sessions for our families throughout the communities we serve throughout the year in order to better meet the needs of our parents.

### Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

**Review Status:** Adequate

**Review Comments:**

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## Best Practices (Optional)

Describe the parental involvement 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
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### Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:**

**Review Comments:**

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