**Richard Milburn Academy EAST/WEST, Title I, Part A Parent & Family Engagement Plan (PFEP).**

I, **Art Sands**, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition:
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community;
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the schoolwide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement plan;
* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
* Provide each parent timely notice when their child has been assigned or has been taught for four

(4) or more consecutive weeks by a teacher who is not highly qualified; and

* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

**Art Sands** 9/20/2018

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| **Signature of Principal or Designee** | Date Signed |

# Mission Statement

Parent & Family Engagement Mission Statement (Optional)

**Response:**

The staff and administration of Richard Milburn Academy believe that all students can learn; therefore, we accept the challenge to teach all students so they may attain their maximum educational potential. It is in this spirit that we would like to align ourselves as full partners with the parents of our students.   
  
It is the purpose of both RMA faculty and the parents of our school to provide our students with an excellent education that maintains the highest academic standards. We want to educate all students to live and work with all people, to think critically, and to function in the world in which they live; preparing them to value a democratic society in which they become responsible, productive citizens.   
  
Richard Milburn Academy students are lifelong learners who achieve!

# 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 parent and family engagement will be used.

**Response:**

Richard Milburn Academy believe in involving parents in all aspects of its Title I programs. The SAC/Board has the responsibility for providing input into the development, implementation and evaluation of the various school level plans, including the SIP and Parent and Family Engagement Plan (PFEP). All parents are given the opportunity to review the plans and to offer their input prior to approval. For the PFEP, a Spring survey was sent seeking their input and feedback on activities and materials they felt were needed to help their child. The survey also gauged parent sentiment about the school and how they were meeting students' needs.   
  
Parent meetings will be held periodically throughout the year to plan and review before final decisions are made in regards to School Improvement Plan. SAC and Title I meetings will be promoted at school events to promote interest and to inform parents. These meetings will be announced in the newsletter (2x yearly), through automated calls, notices and email.

# Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

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| **count** | **Program** | **Coordination** |
| 1 | Tutor and testing help | Lists of sites provided by Guidance Counselor - after school as well. |
| 2 | Exceptional Student Education | ESE, at the district level, provides parent workshops and newsletters to assist parents in working with their children both at home and within the school system. We provide supplemental instructional support provided which is discussed with parents during the development of IEP’s |
| 3 | Title I Part A | Materials, Professional and staff development, Math and Science resources/manipulatives, parent involvement workshops, STEM night. |
| 4 | Daytona State College/  Bethune  Cookman University | College prep and dual enrollment, financial aid workshop. |
| 5 | Homeless Education | Agencies will be invited to provide information to both teachers and parents as appropriate throughout the school year. Parent Resource area will provide information for parents/families. |
| 6 | Title I Part D/Homeless and At-Risk Stu. | Supports to students in the form of additional materials. The Jewish Council of Volusia and Flagler counties provided extra school supplies in backpacks for homeless and at-risk students during last year's school term. |

# 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 school’s Title I program, the nature of the Title I program (schoolwide 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.

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts and/or presentation materials to address required components | Title 1 Liaison | August/ September/October and February/ March and April | Copies of agenda, handouts, PowerPoint presentation. |
| 2 | Develop and disseminate invitations to Annual Title 1 Meetings | Title 1 Liaison | August/ September/October and February/ March and April | Copies of flyer/invitation with date of dissemination. |
| 3 | Advertise/publicize annual meeting | Title 1 Liaison | August/ September/October and February/ March and April | Copies of publicity (flyers, newsletter announcement sent to district office, etc.). |
| 4 | Develop sign-in sheets and parent evaluation forms for annual meeting | Title 1 Liaison | August/ September/October and February/ March and April | Sign-in sheets for meeting. |

# Flexible Parent Meetings

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

**Response:**

The leadership and staff of Richard Milburn Academy have a strong  
belief in the importance of parental involvement and so offer meetings at a variety of times to accommodate the schedules of parents. Parent survey data indicated this was a need and survey data were used to help determine the most convenient times for parents to attend meetings. Spring Survey data indicated no particular day to stand out among the rest as being the best day to hold events. An array of choices was selected when it came to time of day. The top three best forms of communication were flyers, email and automated calls (5).   
  
SAC and PTO meetings will be held beginning at 2:00 on early release days, accommodating for those that cannot come in the evening; meeting 2 will be in the evening. For any parent, unable to attend but desiring the information, we will hold mini meetings in the Parent Center the day after. Workshops and other parent meetings will be scheduled during the evening hours or during school hours at parent request. In an effort to offer access to information to parents who cannot attend any of these meetings, Richard Milburn is using their school website to include information and handouts from these meetings. Additionally, the school Facebook page will contain information about how to access meeting information, and hard copies of handouts will be available in the school front office in the Title I notebook.   
  
The Parent Center is open during regular school hours so that parents may access resources. We will work this year toward building an email bank to notify parents through email. This could possibly include text addresses.

# Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** | |
| 1 | Parent Center | Guidance Counselor | Increase student performance through increased parent involvement (grades | Throughout the year | Sign-in Sheets | |
| 2 | Tutoring for students, parents invited | Teachers/  Tutor | Increase in pass rate for students and ability for parents to help at home | Throughout the year | Attendance/Per and Post Testing |
| 3 | Calls Home to the parent/  guardian | Teachers/  Admin | Increase in attendance and performance because parents are receiving communication about progress | Throughout the year | Call/email log |
| 4 | Open House/  Annual Title 1 Meeting | Teachers/  Admin | Parent knowledge improves student accountability and thus increased achievement | September 2018 | Increase in parent-teacher conferences |
| 5 | Title 1 Annual Meeting –PowerPoint presentation (Florida Standards, Parents’ Rights, etc.) | Principal/Title 1 Liaison | Informed parents contribute to student success | September/October | Sign-in sheets and evaluation data, minutes of meetings, handouts of how to help children at home and parent 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 and family engagement programs, and build ties between parents and schools.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Professional Development - Parent communication log, data chats and using gradebook to communicate with parents | Curriculum and Instruction Admin | Constant communication makes students more accountable and produces better grades | Preplanning | Agenda/Teacher reflection/Sign in sheet/Agenda/Minutes |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more fully participating in the education of their children.

**Response:**

Each campus has a parent resource center. Guidance and front office staff will be responsible for maintaining it and ensuring that everything parents need (computer, letters, pinnacle access) is available. There is a sign in sheet in the front and location can be accessed from there. The resource room is available during school hours.

**Communication**

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

* Timely information about the Title I programs;
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
* If the schoolwide program plan is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency.

**Response:**

Title I information will be shared through letters home to parents, school messenger calls to ensure the information reached home and quarterly newsletter and Webpage updates.   
  
At the Annual Title I Meetings for parents in September and October (3 per year), Richard Milburn Academy will hold a general meeting where information will be presented about the Title I program, curriculum and academic assessment. Parents will learn about the school-wide program and about opportunities to participate in decisions related to the education of their child. Parents will be given an over view of the PFEP and other information including websites and ways to assist their child at home. During classroom visits, teachers will provide additional information relating to their classroom and subject matter. Teachers will maintain sign-in sheets and provide a copy to the school administration for documentation. The notebook log in the front office will be maintained to document when parents requested and received information. Informational packets for parents who were unable to attend the Annual Title I Meeting will be available in the school office. Additionally, throughout the year, parents receive information through a variety of media such as the school newsletter; school and district websites; teacher communication; distribution of report cards, progress reports and other assessment data; and through a variety of parent workshops and parent conferences. Many individual conferences are held for students of subgroups and struggling students. Title I, curriculum, assessment and other important pieces of information are given to students at Individualized Education Plan meetings. The Title I Parent Liaison oversees, maintain and monitor the communication process and documentation. School-parent communication is also achieved through automated calls (school wide parent notification system), email, phone calls, and meetings such as School Advisory Council and Board Meetings.

**Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

**Response:**

Richard Milburn will take the necessary steps to ensure that communications for all parents are in a format and, to the extent practical, in a language parents can understand. Materials will be translated when feasible and/or requested by parents to ensure all parents have the opportunity to participate in the education of their child. Should interpreters be needed at workshops or meetings for Spanish translation, a translator will be available RMA staff includes a Spanish speaking teacher on each campus who is available to translate and act as parent liaison to Spanish  
speaking students and other ESOL students. Spanish is the predominant request for translations, although other languages are available (French, Haitian Kreyol). Sign language is also available. All buildings are handicap accessible. Additionally, parents can request services on any workshop evaluation form. All requests for services will be kept by the school for documentation purposes. Being that we have a Spanish teacher and others that are proficient we will be able to provide letters in both English and Spanish. Copies will be available at the front desk in case letters aren't being taken home. Automated calls are great for reaching parents that can't come in due to disabilities or students not taking home letters. They can also check updates on our webpage. Resource Room is always open for them to come in and check.

**Discretionary Activities**

Discretionary School Level parent and family engagement plan Components Check if the school does not plan to implement discretionary parent and family engagement activities. Check all activities the school plans to implement:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |  |
| 1 | Maximizing parental involvement and participation in their children’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)]; | Saturday meetings, home visit | Principal | Increased interaction and accountability will improve student achievement | Throughout the year |  |
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# Upload Evidence of Input from Parents

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

Please upload into SharePoint and keep copies for our records.

# Upload Parent-School Compact

Note: As a component of the school-level parent and family engagement 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.

Please upload into SharePoint and keep copies for your records.

# Upload Evidence of Parent and family engagement in Development of Parent-School Compact

Note: As a component of the school-level parent and family engagement 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.

Please upload into SharePoint and keep copies for your records.

## Evaluation of the previous year's Parental & Family Engagement 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. Include participation data on the Title I Annual Meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | 9/26/2018 Open House – Activities planned for upcoming school year; student safety; PFEP, Par. Com. | 6 | 100 | Provide information about our school’s Title I program for parents of students participating in the program. |
| 2 |  |  |  |  |

# 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Disaggregation of Data/PLC’s, Common Practices, Collaborative discussions for lesson plans, activities for data and standards base instruction, Canvas, Eduphoria, SMART Boards, Collaborative teaching, Data standards, and Odyssey training  8/7-10/2018 | 10 | 21 | School Improvement Data – All students will show some type of gain. |
| 2 |  |  |  |  |

# Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Open House, Title 1 Information | Inform each parent by calling and sending home flyers by the students as well as posting on doors, front office and Richard Milburn Academy website. |
| 2 |  |  |

# Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| count | Content/Purpose | Description of the Activity |
| 1 | Open House, Title I information – Parent communication due to lack of phone service and moving issues – Trying to communicate the information was one of the biggest barriers that we have experienced. | Inform each parent by calling and sending home flyers by the students as well as posting on doors and front office. Using automated calls to communicate through the phone system and retrieving updated telephone numbers and addresses for each student by having the students/parents fill out updated telephone number forms. |

Please return completed Parent & Family Engagement Plan to your Parent & Family Engagement Facilitator.