**Crescent City High School - Title I, Part A Parental and Family Engagement Plan**

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school served under Title I, Part A, develop jointly with, agree with, and distribute to parents and family members of participating children a written parent and family engagement policy/plan.

I, Dr. John Shelby, 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 1116(b)(1) and (c)(3)];
* Jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by parents, that shall describe the means for carrying out the requirements of subsections (c) through (f) and make available the parental involvement plan to the local community and updated periodically to meet the changing needs of parents and the school. [Section 1116(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 schoolwide program plan under section 1114(b)(2) [Section 1116(c)(3)];
* Use the findings of the parental involvement policy review to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
* 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)].

 **John F. Shelby Jr. September 16, 2019**

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

**Mission Statement:**

* How the parent and family engagement plan is a shared responsibility between home and school.
* How parent and family engagement supports high quality instruction for all learners.

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**Response:**

Our school leadership team has recently revised our school vision and mission statement that directly address this need as follows:

Vision Statement

Crescent City High School will empower our learning community for opportunities after graduation.

Mission Statement

In partnership with the community, Crescent City High School will prepare students for life after graduation through a challenging curriculum, industry aligned experiences, and a culture that supports personalized learning.

We maintain a copy of the PFEP online for all parents and community members to have 24 hour access along with our SAC and other Title I information under the Students/Families Tab as well as hard copies maintained in the Guidance Office, Administrators offices, and the Executive Secretaries Office. Each year, this information is available to all stakeholders during Open House and any other family engagement events. This plan supports the goal of 100% graduation through a challenging curriculum, CTE programs, and personalized learning for all students. Research indicates a higher graduation rate and college success through a network of strong family support and a rigorous curriculum.

**Involvement of Parents**

Describe what actions the school will take to 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 1116(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:**

All stakeholders are invited to the SAC Meetings, which are posted on the school information board, online, and provided on digital call system notifications. At these meetings, Title I funding is discussed and reviewed bi-annually. All programs which are funded by Title I are evaluated based on their Return on Investment annually. Parents then have input on whether or not to continue these funding choices.

We have scheduled our Title I Parent night in conjunction with Open House on August 20, 2018. A second review of the PFEP was done on Open House Night on September 16, 2019 and no changes were suggested.

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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, with other Federal, State, and local programs, including public preschool programs, and conduct other activities, that encourage and support parents to fully participate in the education of their children. [Section 1116(e)(4)].

**Response:**

**CCHS coordinates with the following Federal programs to provide supplemental services in these areas:**

**Title I, Part C - provides migrant services.** Extended Learning Opportunities provided to students through the Imagine Learning Online program to assist with vocabulary and reading skills. In an effort to support grade level skills in reading, students are pulled two days per week during electives to provide this support.

**Title III - provides ELL services.** We continue to provide additional support through our ELL Coordinator, Gabby Martinez and district coordinator, Ramonda Clayton, to all students who are identified as LF and LY making sure they receive the documented accommodations in all classrooms. Students are identified in classes with E course identifiers and allowed access to native language assistance and also receive the Intensive Reading courses if they are noted to be a Level 1 Reader or are placed in Remedial Math for LAM 1 or LAM 2.

**Title IX - provides services for students identified as homeless.** Our Project PRAISE program provides ongoing assistance to students in transition and helps them meet their daily needs as well as providing additional support to the students and families in need. Courtney Carter is the district coordinator and meets with these students at least once per month as well as ongoing conversations with our Guidance Team and Administrators.

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| **Count** | **Program** | **Coordination** |
| **5** | **SAC** | **Send out electronic invites, phone calls, sign postings, and emails to communicate with stakeholders** |
| **3** | **Orientation, Open House, Raider Showcase Night** | **3 Events for incoming students and stakeholders to best understand the Vision and Mission of CCHS and how our programs promote college and career readiness. Each Night has a blend of Academic and Extracurricular Programs provided at CCHS.** |
| **1** | **College Planning Night** | **Financial Aid and College Applications** |
| **1** | **21st Century Grant** | **2.5 Hour extended learning opportunity with Social Emotional Learning Opportunities** |
| **1** | **College Fair** | **1 Night at Palatka High School with buses provided for student access.** |

**Annual Parent Meeting**

Describe the specific actions the school will take to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend, to inform them about the Title I program, the nature of the Title I program (schoolwide or targeted assistance),and the rights of parents to be involved [Section 1116(c)(1)].

**Response:**

After considering feedback from parents during the 2018 - 2019 school year related to meetings being held during inopportune times for all committees, we will have times that fit the needs for more families and schedule them with the anticipation of parents and children being present. We value the ongoing relationships and feedback from the community and students and continue to include them in the decision making process for financial and academic decision making. Specifically, we will make the Title I and SAC Meeting on the same night so we do not compete with the elementary or middle school nights also.

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| **Count** |  **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 11 |  SAC/Title I |  Dr. John Shelby |  August 19 |  Parent Involvement and feedback increase |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how Title I funds will provide transportation, child care, or home visits, as such services related to parental involvement [Section 1116(c)(2)].

**Response:**

Crescent City High School will offer multiple school-wide meetings and face-to-face meetings with administration upon request. In addition, all minutes from each meeting will be posted on the school website for those unable to attend scheduled meetings. If any questions arise after any SAC or Title I meetings, all stakeholders have access to the SAC Chair and Principal at their request.

**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 1116 as parents may request [Section 1116(e)(14)].

**Response:**

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | **Orientation** | **Leadership Team** | **Increased achievement** | **AUG 19** | **Increased attendance** |
| **1** | **Open House** | **Leadership Team** | **Parental support for core classes** | **SEP 16** | **Increase attendance** |
| **2** | **Cambridge Meetings** | **Michelle Grimes** | **Parental Support for Cambridge Students** | **OCT 19****FEB 20** | **Increased attendance and consistency in participation** |
| **1** | **Raider Showcase Night** | **Teacher Focus Group** | **Parental support and knowledge of programs at CCHS** | **APR 20** | **Increased student and parent attendance** |

**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 1116(e)(3)].

**Response:** We have established a new “FOCUS GROUP” among our PLC Teams that is designed solely for Parent Involvement and Community Engagement. This year, they have already used two meetings (Title I Parent Night and Cambridge Parent Night) to give away door prizes and establish communication with the community members present to build stronger ties with local businesses and former alumni. Our newest partnership this year is the rejuvenation of the Crescent City Rotary Club and the Interact Club partnership designed by Dr. John Shelby and Mr. Ronnie Pilcher to have open communication with the parents and community. We are using the school sign and website to communicate more often as well as our Social Media Facebook site to link parents and the community to our schools daily events.

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **2** | **PLC Meetings** | **Administration** | **Increased State Assessment Scores** | **Bi-monthly** | **State results in June 19** |
|  | **Focus Groups** | **Teacher Leaders** | **Increased parent and community involvement and increased test scores** | **Monthly** | **Increased Parent Participation and Increased Test Scores** |
| **3** | **Cambridge Training Attendance** | **Leadership Team** | **Increased acceleration opportunities and high rigor** | **Ongoing** | **Passing AICE Exams** |

**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 1116 (e)(4)].

Crescent City High School is committed to an open-door policy with our Deans, Guidance Counselor, and Administrators to share all critical information in a timely manner to parents in every manner to assist families to make sure their student is on-track to graduate high school and pursue college and/or careers beyond graduation.

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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 1116(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 1116(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 1116(c)(4)(C)]; and
* If the schoolwide 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 1116(c)(5)].

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| **Response**All parents receive the Parent-School Compact within the first two weeks of school. All curriculum maps and core content focus reports are available to families through the school and district website. The state course codes and descriptions can be located on the link to CPALMS as well as the course syllabus signed by parents at the beginning of each course.All students progress towards the 18 or 24 credit high school diploma and are provided face-to-face consultation by their Guidance Counselor and/or Graduation Coach. Parental involvement in these meetings are strongly suggested. All parents are notified electronically of upcoming meetings and school safety lock-down drills as required by the state also. Three call outs to all families were made to increase attendance and feedback. No family members made suggestions to change any Title I spending or Parent and Famliy Engagement other than providing snacks on Family Nights. Any stakeholders who are not satisfied with this process may contact Crescent City High School at 386-698-1629 and ask for Sheryl Brenner, Bev Perry, or Dr. Shelby for further consultation. |

**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 1116(e)(5) and 1116(f)].

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| **Response:** |

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| All parents are encouraged to be involved in their child’s educational journey. Students with Disabilities have one or more meetings per year which must involve the parent, and the same protocol exists for all ELL students. If parents have any language barrier, an interpreter is provided so that parents are fully informed. |

**Discretionary Activities -** Indicate which (**if any**) of the following discretionary school level parental involvement policy components the school will implement to improve parental involvement.

\_\_\_\_\_\_\_\_ Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

\_\_\_\_\_\_\_\_ Provide necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training;

\_\_\_\_\_\_\_\_ Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

\_\_\_\_\_\_\_\_ Train parents to enhance the involvement of other parents;

\_\_\_\_\_\_\_\_ In order to maximize parental involvement and participation in their child’s education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school;

\_\_\_\_\_\_\_\_ Adopt and implement model approaches to improving parental involvement;

\_\_\_\_\_\_\_\_ Establish a schoolwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;

\_\_\_\_\_\_\_\_ Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

**Evidence of Input from Parents**

* **Add documentation of parent input into the plan. (Agenda, sign-in sheet, minutes) to your Drive folder.**

**Parent-School Compact**

* **Add a copy of the 2018-2019 Parent-School Compact to your Drive folder.**

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

* **Add documentation of parent input into the compact. (Agenda, sign-in sheet, minutes) to your Drive folder.**

**Evidence of a stand alone Title I Annual Meeting**

* **Add documentation of the Annual Title I Meeting (Agenda, sign-in sheet, minutes) to your Drive folder.**

***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.

**Response:**

We utilized the School Shelf program through our school website designed specifically for parent communication and resources for parents to learn more about education, parenting, and social well being of all students. The products were also bilingual in an attempt to assist the Hispanic community. In all, we did not see any positive impact or high volume usage for the product, therefore we will not extend the contract.

**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)].

**Response:**

Last year, we utilized our TA period to communicate with families regarding educational success and graduation requirements. Our teachers were trained in face-to-face meetings and online communication to better understand parent communication, student conversations related to graduation requirements, and opportunities to continue their education beyond high school. Our Leadership Team and Guidance Counselor spent many hours putting together resources and training to bring parents on board to set future goals with their students. Overall, we saw an increase in parental participation in Guidance Meetings and phone/email conversations by the end of the school year, roughly a 20% increase. We will continue the parental conversations through TA, kicking off the year with each students TA Teacher making direct verbal contact with each family, regardless of language barriers.

**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)].

**Response:**

We significantly increased the involvement of the Hispanic Parents through hiring three bilingual employees from the local community. This not only removed the language barrier, but significantly increased the comfort level of the parents to participate in our ESOL Parent Night and attend regularly held meetings for ESE, ESOL, and parent conferences. We will continue to use the services of our Migrant Program and our four bilingual employees to keep the language barriers at bay and increase parental involvement.

Our attempt to significantly reduce the chronic absenteeism rate through more parent meetings, automated call-outs, and direct communication to families did not have a positive impact. The school start time did not have a positive impact either.

**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)

**Response:**

**Open House Night** - During Open House, parents were provided opportunities to understand our two primary academic goals for the community: 1. Increased Literacy 2. Increase Graduation Rate. In addition, a Parent Survey was conducted to gain additional feedback on Title I Funding, PFEP, and Parent/Student Compact. We engaged over 40 families and received direct feedback in writing from 20% of them. The other 80% simply stated “they wouldn’t change anything and weren’t interested in writing anything down”. The Principal made himself available with all documents for review as well as 1:1 questioning if concerns arose. He spoke with each family who chose to fill out the four question survey.

**Raider Showcase Night** - was designed to bring incoming Freshmen class and current students, as well as their parents, to showcase the academic and extracurricular programs provided to students at Crescent City High School. Student work, teacher promotion of rigorous instruction, and extracurricular options provided students and families with more information and face-to-face conversations and inquiries with parents, students, and stakeholders. We are utilizing our Open House Night as an additional recruitment for all extracurricular programs and focus on Literacy and Graduation Requirements.