

Holly Hill School Title I, Part A Parent & Family Engagement Plan (PFEP) .

I, Jason Watson, Principal of Holly Hill School, 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 & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP 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's Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP);
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP;
- 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 to 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.


Signature of Principal or Designee

9/18/19
Date Signed

Mission Statement

Parent & Family Engagement Mission Statement

Response: Holly Hill School is committed to empowering all students to become life-long learners and successful citizens through collaborative staff and community involvement.

Holly Hill School believes that parent involvement is essential to academic achievement and student success. Positive parental and family involvement is important and strengthens our partnerships. Every student will be provided a diverse education in a safe, supportive environment that promotes self-discipline, motivation and excellence in learning.

Engagement of Parents & Families

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: Holly Hill School believes in involving parents in all aspects of its Title I programs. The School Advisory Council (SAC) holds monthly meetings and parents are invited to become members of the Holly Hill School SAC. SAC has the responsibility for developing, planning and evaluating the school level plans including the Schoolwide Improvement Plan (SIP) and Parent & Family Engagement Plan (PFEP). SAC members provide input on the PFEP and the Title I budget as well as other plans related to school improvement. More than 51% percent of members of the SAC are (non-employee) parents and/or business and community partners. All parents will be given surveys at the Annual Title I Parent Meeting in beginning of the school year seeking their input on activities, training and materials they need to help their child be successful. Results of parent surveys will be reviewed by the SAC to determine needed changes. Comments from parents are documented on SAC meeting minutes throughout the school year.

Holly Hill School will hold two Annual Title I Parent Meetings on September 19, 2019 at 5:30 p.m. and September 20, 2019 at 8:00 a.m. during which time parents provide input orally and in writing. We believe holding these meetings at two separate times will best enable our families to attend and learn about Holly Hill's Title I programs. Holly Hill School posts information related to school events and Title I programs on the school website, marquee and allows ongoing opportunities for parents to provide input using an input form in the front office.

This year Holly Hill will continue in Year 3 of its School Improvement Grant (SIG4). As part of the grant, Holly Hill School will continue to work on increasing parent involvement. We will provide learning nights for parents including sessions geared towards early learning and core content areas. Parents will learn strategies to help their students at home continue to grow and learn. Holly Hill also uses social media accounts to keep parents informed including Facebook, Twitter and Instagram. The grant provides a great partnership with our Title I events allowing many services to be obtained for our families and providing them with the resources they need to be active, engaged partners in their child's education.

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.

count	Program	Coordination
1	Title I, Part C	Parent support is offered through migrant services such as translation and food assistance programs.
2	Title X, Homeless	Title X Coordinator provides services to families to ensure that students have school supplies, community resources and transportation.
3	Title I, Part D	Transition plans are coordinated with the department of Juvenile Justice with funds from the Neglected and Delinquent programs.
4	VPK	The Title I office and the VPK office will work together to coordinate transition programs for students entering Kindergarten and the regular education program.
5	IDEA	Supplemental instructional support provided by Title 1 will be discussed with parents during the development of the students IEP
6	Title I, Part A	Supplemental Tutoring will be provided before and/or after school. Supplemental materials and supplies needed to close the achievement gap will be provided to our instructional tutors. Supplemental funds for on-going staff development will also be determined utilizing the results of FSA (Florida Standard Assessment) data.

Annual Title I 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), 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. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents' schedules.**

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop and distribute Title I Parent Handbook and Title I Program Pamphlet	Principal, Assistant Principals, Title I Contact	Aug - Sept, 2019	Parent Handbook in first day folders. Title I Program Pamphlets at Annual Meeting.
2	Prepare handouts/materials that address the required components	Principal, Assistant Principals, Title I Contact	September 2019	Agenda, PPT Slide, Title I Slide Show
3	Prepare agenda for Annual Title I Meeting	Principal, Assistant Principals, Title I Contact	September 2019	Completion of agenda
4	1st Annual Title I Parent Meeting	Principal, Assistant Principals, Title I Contact	September 19, 2019	Date Set, Connect Ed, Flyers Created
5	2nd Annual Title I Parent Meeting	Principal, Assistant Principals, Title I Contact	September 20, 2019	Date Set, Connect Ed, Flyers Created, Title I sign in sheets, Title I Meeting Survey for parents, Marquee/ video screen announcements

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 team at Holly Hill School has a strong belief in parental involvement. Measures are in place to accommodate parent meetings on a flexible schedule, including surveying participants for optimal time for upcoming meetings. Workshops and meetings will be scheduled at different times to accommodate parents' varying schedules and availability. Generally, SAC meetings are held in the evening (4:30 pm) to ensure parental involvement. Math Night, Science Night, Literacy Night, Open House (5:30-7:30 pm) and the Annual Title I Parent Meetings are staggered one in the morning and one in the evening to accommodate multiple schedules. Meet the Teacher is held 9-11 AM to include a morning opportunity for parents to become involved. Parent conferences are held before, during and after school. The new "T Time" designated by the district gives teachers additional time afterschool to schedule conferences and arrange for parent contact. Input for the School Improvement Plan, Parent & Family Engagement Plan (PFEP), and School-Parent Compact is requested from parents throughout the school day and school year.

Parent & Family Engagement Activities (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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Meet the Teacher/ Schedule Pick Up	Teachers, Guidance Counselor	Provide opportunity for students and parents to become familiar with classroom locations and teachers' faces	August 9, 2019	Sign-in sheets, input slips
2	Attendance Team Meetings	Principal, Selected school staff, Parents	Celebrate student attendance, Meet to discuss student attendance concerns	August 2019 – May 2020	Sign-in sheets, input slips
3	Student Academic Achievement Standards and Title I Program, Open House	Principal, Assistant Principal, School Staff	Provide information to parents on expectations and how parents can help their children succeed	September 19 & 20, 2019	Sign-in sheets, Title I Survey
4	Science Night	Science Department, School Staff	Provide information to parents and students on how to set up science boards.	TBD	Sign-in sheets, input slips
5	Reading Night	Reading Coaches, School Staff	Share reading strategies with parents of all grades	TBD	Sign-in sheets, input slips
6	Math Night	Math Coach, School Staff	Share mathematics strategies with parents of grade 6-8 students	TBD	Sign-in sheets, input slips
7	Big Words, Little People Reading Program for Kindergarten	Reading Department, School Staff, Reading Coaches	Provide information to parents on how to help their children be better readers.	TBD	Sign-in sheets, input slips
8	Awards Program	Principal, Assistant Principal	Celebrate Student Achievement	Jan and May 2019	Sign-in sheets, input slips

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, 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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Data Meetings (PLC)	Grade level team members reading coach	Provide teachers with strategies to use in classroom to promote student achievement based on data	Weekly PLC meetings	Monitor Student progress
2	Problem Solving Team Meetings	Classroom Teachers, Guidance Counselor	Direct correlation to individual student success	August 2019 - May 2020	PST Records
3	Family Friendly School Environment	Principal, All Staff	Parental support of student achievement	August 2019 - May 2020	Parent Surveys
4	Title I Program Overview	Assistant Principal	Title I Positions support education	September 2019	Annual Title I Mtg Agenda, PowerPoint Presentation, sign-in sheets, Mtg survey
5	Collaborative Partner Training	Principal	Staff, parents, and community working together for student needs	Sept - Nov 2019	SAC minutes, Faculty communication
6	Shared Decision Making	Principal	Staff, parents, and community able to work together for student needs	Sept - Nov 2019	SAC Agenda, PTSA Notes, Faculty communication
7	Early Release Professional Learnings	Principal, District Staff, School Staff	Teachers receive professional learning to support core content areas	Sept 2019-April 2020	Sign In Sheets, Minutes

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 submit the parents' comments with the plan that will be made available to the local education agency.

Response: Information about Title I programs will be provided through newsletters, booklets and brochures. The PowerPoint presentation that was shared during the Annual Title I meeting is available on our website and via face-to-face meetings. The Title I Parent Handbook and Title I Program Pamphlet are sent home with the first Interim report and first report card, respectively. Information about curriculum and assessment is provided through teachers at Open House and parent/teacher conferences as well as through planned parent events throughout the year. During open house parents learn about school programs and how to schedule parent-teacher conferences. Assessment information is provided for parents and available on our website. Parents provide input to the school via parent input forms, interim reports, student report cards, conversations with administration and participation at SAC and/or PTSA 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: Information regarding parent participation is provided to parents via school website, Facebook, Instagram, Twitter, Blackboard Connect phone messages/text messages, Remind, newsletters, parent/teacher conferences, student backpacks, workshops and meetings. District information is available in English, Spanish, and Haitian Creole. When requested, the district will provide a translator at all parent meetings and in school offices to ensure that parents are able to fully participate in parent meetings. Books and videos in Spanish and select other languages are available in the Family Resource Center, ELL classroom, and media center. The ELL teacher, ELL paraprofessional, and a few other select bilingual teachers translate information in Spanish for parents in the office, over the phone and at parent/teacher conferences. There is a district Parent Leadership Committee meeting for parents of ELL students. Parents with special needs are accommodated. ELL parents are invited to participate at SAC and PTA members. Holly Hill School is handicapped accessible.

Upload Evidence of Input from Parents

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

Upload School-Parent Compact

Note: As a component of the school-level PFEP, each school shall jointly develop, with parents for all children served under this part, a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Upload Evidence of parent and family input in the development of the School-Parent Compact

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

Previous year's Parent & Family Engagement Plan (PFEP) Evaluation**Parent & Family Engagement summary (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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Literacy Fair	1	50	Provide information to parents on how to help their children be better readers. Open Media Center with planned activities and displaying of student work.
2	Science Night "Make & Take"	1	40	Provide information to parents and students on how to set up science project boards
3	Awards Program	1	400	Celebrate student achievement
4	Math Night	1	25	Share mathematics strategies with parents of grades 6-8 students
5	Bingo for Books (Literacy Night)	1	100	Share strategies to assist students with reading
6	Title 1 Meeting	1	20	Presentation for parents to have clear understanding of Title 1 program
7	Open House	1	350	Increase understanding of grade level expectations and classroom procedures

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Data Meetings (PLC)	25	90	Provide teachers with strategies to use in classroom to promote student achievement based upon data.
2	Family Friendly School Environment	2	300	Parental support of student achievement
3	Early Release Professional Learnings	6	100	ERPLs for staff professional learning in core content areas

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).

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parent Involvement	Increase communication and advertisement through the community center
2	Transportation	School will provide morning and afternoon activities to help parents to utilize public transportation
3	Limited English Speaking	Our population of ESOL students has greatly increased and finding ways to communicate with them/ better involve them. We will utilize ESOL teachers/ Spanish speaking individuals to help translate on as many learning nights as possible.