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| **Q. I. ROBERTS JR.-SR.HIGH**  **SCHOOL**  **ADD LOGO**  **Joe Theobold – Principal**  **Tammie Driggers-Thornton - Asst. Prin.**  **901 State Road 100**  **Palatka, FL 32177**  **(386) 659-1737**  [**http://qir.putnamschools.org/**](http://qir.putnamschools.org/)  **2019-2020**  **Parent and Family**  **Engagement Plan**  As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:  · Invite and encourage parents/families to jointly review, revise, and improve the Schoolwide Plan, the Parent and Family Engagement Plan, and the Parent-Student-Teacher Compact;  · Invite and encourage parent/family attendance to the school’s Annual Title I Meeting;  · Involve parents/families in decisions about how Title I, Part A funds are spent;  · Provide parent/families with timely information in an understandable format Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals;  · Provide an individualized student report on their child’s performance on State tests; and  · Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA. | **Involvement of Parents** | |
| ***Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.*** | At QIR, all parents (with students) and faculty/staff are invited to attend monthly PTO/SAC meetings that are held concurrently. Agendas, minutes and sign-in sheets document parent participation in these meetings and discussions regarding student achievement. Funding of Title 1 dollars to schools is discussed at each meeting throughout the year and input is encouraged regarding parent involvement dollars as they relate to school activities the school will have for parents/families. The plan constantly serves as a working/ammedable document. |
| ***How do you use the review of the previous year’s plan to retain, revise, or replace strategies to design more effective engagement?*** | In the initial meeting the previous year’s Parent Involvement Plan is discussed, revised, and recreated through team input. (The team consists of parents, students, and faculty/staff, ideally.) The team is encouraged to discuss what worked last year, what did not work, and what might be a better plan for the current school year to get more parents involved in their child’s education at QIR. This input is then used to collaboratively create the current plan. |
| ***How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?*** | Funding of Title 1 dollars is initially discussed at the first meeting so a tentative plan for spending and activities can be put in place. (This year the meeting took place in August.) Title I Parent Involvement funding is then discussed at each meeting throughout the year so that continued input is collected and activities and spending can be altered if needed. The plan constantly serves as a working/ammedable document. |
| ***What evidence do you have to document parent/family participation in writing/reviewing your PFEP? What evidence do you have that documents parent/family input in spending PFE funds?*** | Agendas for meetings, Sign-in Sheets, and Minutes |
| ***Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP. How will this plan be made available to the community?*** | Comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP are documented in minutes with sign-in sheets from meetings that take place throughout the year and are used to amend the current plan.  The plan is continuously made available to all stakeholders through the school website and a hard copy can be viewed in the front office at the school. |

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| **Flexible Parent Meetings** | |
| ***Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.*** | PTO/SAC combined meetings are held at times most conducive to parents based on input given by them. At any given monthly meeting, schedules are considered by all who give input or can actually attend to determine when and at what time the next meeting should occur if the “regular time” is not an opportune time for the majority. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.*** | Instructional assistants/staff are offered Accrued Leave Time for volunteering to provide daycare when needed for families to attend meetings. Likewise, home visits are conducted by administration, teachers, and guidance as needed. If transportation to school is an issue, administration provides a means for such for individual parents. |
| **Annual Parent Meeting** | |
| ***Date and time you will hold your Annual Title I Meeting*** | August 8th (8th-12th grade parents) AND August 9th (7th grade parents), 2019 at 10:00 a.m. |
| ***Notification and Invitation:***   * ***How will the school inform and invite parents/families in a timely manner about the Annual Meeting?*** * ***How will the school assure the notification and invitations are in a language all parents can understand?*** | * Notifications and invitations for the annual meeting are sent out weeks in advance. * These invitations were posted on the school's Facebook page, school website, and were sent out via Phone Messenger. * Title I flyers are also given out that are in both English and Spanish |
| ***Information:***  ***Please describe how your meeting will cover the required information about:***   * ***Benefits to all students in a Title I schoolwide program;*** * ***Right-to-know 4-week out-of-field letters & teacher and paraprofessional qualification information,;*** * ***explanation of curriculum;*** * ***assessments used to measure student progress,;*** * ***expected achievement levels on state tests;*** * ***PFE funds;*** * ***School Compact and;*** * ***opportunities provided for engagement.*** | Please see slide presentation in the drive shared folder for all information covered in the Annual Parent Meeting. |
| ***Barriers:***   * ***What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations*** | Parents are offered the opportunity to come during the day to the initial meeting; however, another meeting is scheduled at night in September so that parents can opt for the time that works best for them. Childcare will be handled if needed during the presentation by staff who are given Accrued Leave Time for assisting. |
| ***Evaluations:***   * ***How will you get feedback from parents about the meeting?*** | Parents have the option to give feedback in a variety of ways. They can email administration, send Facebook messages (since the invitation was sent via FB as well), or attend the PTO/SAC meetings monthly. |
| ***Parents who do not attend?***   * ***How will you get the information home to parents who did not attend the meeting?*** | A Title I flyer is sent home in both English and Spanish to assure parents who cannot come to school meetings are informed about pertinent information. |
| **Building Capacity of Parents to Support Their Child**  **Explain how parents/families are invited to participate in activities such as parent trainings that are linked to student achievement.**   * ***How will your school help parents gain an understanding of such topics as: the State’s standards, state assessments, achievement levels of proficiency, and how to monitor their child's progress?*** * ***What training or materials will you provide to help parents work with their child to improve their child’s academic achievement?*** | |

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| **Title - Topic** | **Impact on Student Achievement** | **Materials** | **Tentative Date/Time**  **Is this flexible to accommodate**  **parent schedules?** | Transportation | Refreshments | Childcare | Translation |
| Title I Annual Meeting followed by Open House | Knowledgeable parents equal positive student behavior, better attendance, and academic success (ie.Excellence in ALL Endeavors). | Slide Presentation | August 8th (8th-12th grade parents) during the day AND August 9th (7th grade parents), 2019 during the day | NA | NA | X | NA |
| Colonel Ski’s Embry Riddle Presentation for the Aerospace Program | Parents of students partaking in the Aerospace Program will have a better understanding of all that the pathway entails and can support students in progressing through all required courses. | Slide Presentation and Flyers | August 17th | NA | X | X | NA |
| AICE Orientation Presentation for Parents (10th-12th) | Students will more than likely have higher pass rates on AICE Exams as parents will understand all that the AICE program entails and will stress the significance of passed test scores. | Slide Presentation | August 17th at night | NA | X | X | NA |
| Student Data Chats | Students will be able to individually share current academic data with parents in a structured format. Parents will be better equipped to support student academic progress through knowing the pertinent data for each of their child’s classes. | Completed Individual Data Chat Templates by all Students | November | NA | X | X | NA |
| * ***How do you assess the needs of parents?*** * ***How does parent input inform what types of events or workshops you have at your school?*** | Parent input is welcomed at all times. Through feedback in surveys, correspondence on the school’s FB page and website, and face to face meetings with PTO/SAC, parents can share their needs regarding helping their students be as successful as possible. As specific needs arise, administration with the PTO/SAC Team will design/craft workshops or meetings for parents to address those needs. | | | | | | |
| * ***How do you evaluate the effectiveness of capacity building activities?*** | QI Roberts evaluates the effectiveness of parent activities through attendance comparisons from year to year and parent input at all meetings and events. Agendas and sign in sheets are used for documentation. | | | | | | |
| * ***Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements.*** | We utilize many of our student groups to interact and build relationships within our community. For example, band and chorus volunteer to perform in churches and for community events. Likewise, Interact and FFA partake in various community service events partnering with businesses in activities such as Roadside Cleanup, Putnam County Fair work, etc. In turn, said community organizations and business partners volunteer at the school in efforts to increase student achievement in a plethora of capacities such as mentoring, sponsored events, scouting job and future employment prospects, etc. | | | | | | |

* Examples of capacity building events/activities: literacy training, using technology, Florida standards/curriculum, testing, progress monitoring, transition

information, (K, MS, HS), College and Career, Graduation requirements & scholarships.

* Agendas must document that parent/family activities had an academic component that facilitated parents and family being able to support their child’s

Academic achievement. Sign-in sheets are required documentation.

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| **Building the Capacity of Staff (Professional Development)** | | | | |
| **Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on….**   * ***how to reach out to, communicate with, and work with parents/families as equal partners,*** * ***the value and utility of contributions of parents/families*** * ***how to implement and coordinate parent/family programs*** * ***how to build ties between parents/families and the school*** | | | | |
| **Please describe below how you will provide professional development** | | | | |
| **Topic-Title** | **Purpose?**  How does this activity help staff build  school/parent relationships? | **Implementation format:**  **(workshop, book study, etc.)**  **Presenter?** | **Who is the audience?** | **Tentative Date/Time** |
| Parent Communication | Teachers who are trained in two-way communication and the benefits of such are more likely to keep ongoing contact/communication with parents which in turn benefits students. | PD as a part of the preplanning in-service day | Faculty | August 5, 2019 |
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| **Communication** |  |
| ***Describe how you notify each family in a timely manner in an understandable format when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is out of field?*** | 4-week *Out of Field* letters are sent home in September to inform parents of any teachers who are teaching out of field. |
| ***Describe how you provide each family with timely notice in an understandable format information regarding their right to request information on the professional qualifications of their student’s classroom teachers and paraprofessionals.*** | Letters describing this right are sent home in September to parents. |
| ***Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain.*** | Parents and families are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain at Open House/Registration and at the Annual Title I Parent Meeting. |
| ***Describe how the school will provide each family on individualized report about their child’s performance on state assessments.*** | Individual score reports are sent to the school from the state. These reports are sent home with students or are mailed home if students do not retrieve them. |
| ***Describe how you ensure that your school holds parent-teacher conferences during which the compact is discussed as it relates to the individual child’s achievement. How is this requirement documented that it occured? (This is a requirement for elementary schools only)*** | NA |

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| **Coordination and Integration** | |
| **Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.** | |
| * ***Homeless*** | Liaison works with Guidance to service homeless children. |
| * ***Migrant*** | Guidance coordinates meetings with parents and shares relevant information. |
| * ***Headstart*** | NA |
| * ***Title II*** |  |
| * ***Title III - ELL*** |  |
| * ***Title IV*** |  |
| * ***Title V*** |  |
| * ***ESE*** |  |
| * ***Neglected and***   ***Delinquent*** |  |
| * ***SAC*** * ***PIDAC/MPAC (Migrant Parent Advisory Council)*** * ***PTO/PTA*** | At QIR all parents are invited to attend PTO/SAC meetings. Additionally, PIDAC meetings are held monthly at the Federal Programs office Conference Room for parents to participate on a District level. Agenda, Minutes and sign in sheets document parent participation and correlation to student academic achievement. Funding of Title 1 dollars to schools is discussed and input is encouraged regarding parent involvement dollars.   The overarching goal is to increase the number of parents actively engaged with the school.   While we would like to increase the number of parents attending SIP Meetings, SIP/SAC Meetings, & PIDAC, we realize that most of our parents have careers and it's difficult for them to attend meetings on a monthly basis. Technology is allowing us to involve parents in a non-traditional way. As we increase the output of information related to the activities at QIR, technology is allowing parents and guardians to respond digitally and still voice their input. Parents are kept informed of all QIR events, by phone and email using the School Messenger online system. Additionally we utilize the school sign, channel 8, local newspaper, and our school website. Increasing parental involvement in all facets of the school environment will foster each student's academic success. |
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| * ***Community***   ***Agencies*** |  |
| * ***Business***   ***Partners*** |  |
| * ***Other*** |  |

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| **Accessibility** | |
| ***What opportunities do parents have to participate in their child’s education?***   * ***Volunteer?*** * ***Mentor?*** * ***SAC?*** * ***PTO/PTA?*** * ***Other?*** | At Q. I. Roberts we have many opportunities for parents to participate in their child’s education. Parents can sign up to be volunteers or to mentor students providing they are cleared for doing so through RAPTOR. |
| ***What forms of communication do you provide parents in an understandable and uniform format as it relates to:***   * ***school and parent programs*** * ***meetings*** * ***school reports*** * ***other activities*** | QI Roberts provides communication in the parent's language, both English and/or Spanish; other languages are provided as needed. We strive to meet the needs and requests of all parents and make any changes to accommodate. All areas of the school are wheelchair accessible. Title I provides a translator and an advocate as needed for Spanish speaking families. Title III provides transportation and services for migrant families that are eligible. Information is sent home through the Messenger/REMIND system as needed. Meetings are scheduled through Guidance to review student placement at parents’ convenience. |
| ***What barriers hinder participation by parents in parental engagement activities?***  ***What steps will you take this school year to overcome these barriers - with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.***  ***Please address the subgroup populations that are included in your schoolwide plan data.*** | Time is a barrier at QIR. The steps taken to overcome this barrier include adjusting meeting times to accommodate parents, using phone conferences, and using emails.  Transportation is a barrier as well, due to the location of the school. The steps taken to overcome this barrier include adjusting the meeting times to accommodate parents, using phone conferences, using video chats, and posting available information on the school webpage and on social media platforms such as Facebook. |
| ***How does your school provide information to parents in their native language?***  ***What languages do you provide?***  ***Do you provide translators or facilitators at parent events/workshops? Or, do you provided workshops in a parent’s native language? Explain.*** | QI Roberts provides communication in the parent's language, both English and/or Spanish; other languages are provided as needed. We strive to meet the needs and requests of all parents and make any changes to accommodate. Title I provides a translator and an advocate as needed for Spanish speaking families. Title III provides transportation and services for migrant families that are eligible. Information is sent home through the Messenger/REMIND system as needed. Meetings are scheduled through Guidance to review student placement at parents’ convenience. |
| ***How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?***   * ***Parent/Family Resource Centers*** * ***Parent Liaison*** * ***Other*** | Q. I. Roberts encourages and supports additional family involvement by hosting FAFSA parent nights where parents can learn and be a part of their child’s college entrance experiences. The guidance counselor and TOSA serve as regular parent liaisons for the school helping bridge the home-school connection for families. . |