

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 & 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

Date Signed

****Please use the data from the school's survey(s), *Advance Ed*, and *5Essentials* to complete this Parent & Family Engagement Plan!**

Mission Statement

Parent & Family Engagement Mission Statement

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 that 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's 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; and prepare them to value a democratic society in which they become responsible, productive citizens.

Richard Milburn Academy students are lifelong learners who achieve!

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:

Richard Milburn Academy believes to involve our students' 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) and School/Parent Compact. 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 regarding activities and materials, which they felt were needed to help their child. This 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 held at school events to promote interest and to inform parents. These meetings will be announced in the newsletter (2 times per year), through automated calls, notices, and e-mails.

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	Tutor and testing help	Lists of sites provided by guidance counselor, reading coach, administrators, and teachers (during and after school).
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 and review of students' IEP meetings with the LEA representative, ESE specialist, and academic team.
3	Title I Part A	Materials, professional and staff development, math and science resources/manipulatives, parent involvement workshops, and STEM night.
4	Daytona State College/ Bethune Cookman University	College preparation, dual enrollment, and 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 and/or 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 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 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, and 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 and 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, therefore, offer meetings at a variety of times to accommodate the schedules of parents. Parent survey data indicated this was a need; and, survey data was 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, e-mails, and automated calls.

SAC and PTO meetings will be held beginning at 2:00 p.m. 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 e-mail bank to notify parents through e-mail. This could possibly include text addresses.

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	Parent Center	Guidance Counselor	Increase student performance through increased parent involvement (grades	Through out the year	Sign-in Sheets
2	Tutoring for students, parents invited	Teachers, Tutor, Reading Coach	Increase in pass rate for students and ability for parents to help at home	Through out 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	Through out the year	Call/e-mail log
4	Open House/ Annual Title 1 Meeting	Teachers/ Admin	Parent knowledge improves student accountability and thus increased achievement	September 2019	Increase in parent-teacher conference s
5	Title 1 Annual Meeting – PowerPoint	Principal/Title 1 Liaison	Informed parents contribute to student success	September/ October	Sign-in sheets and evaluation data, minutes of

	presentation (Florida Standards, Parents' Rights, etc.)				meetings, handouts of how to help children at home and parent comments
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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	Professional Development - Parent communication log, data chats, testing results, and using FOCUS grade book to communicate with parents	Curriculum team, Reading Coach, and Admin.	Constant communication makes students more accountable and produces better grades; learning, reading, and testing strategies, and effective and varied instructional methods, learning activities, testing preparation and practice sessions, and assessment for all levels of learners increases grades and test performance and graduation rates.	Preplanning	Agenda, teacher' reflections, sign in sheet, hand-outs, data analysis, and minutes
2	Professional Development and Parent Communication	Curriculum team, Reading Coach, and Admin.	Constant communication makes students more accountable and produces better grades; academic skills, general knowledge, learning, reading, and testing strategies, and effective and varied instructional methods, learning activities, testing preparation and practice sessions, and assessment for all levels of learners increases grades and test performance and graduation rates.	During the school year, at RMA PD training sessions and at the district ERPL's and training sessions	Agenda, teachers reflections, sign in sheet, hand-outs, data analysis, lesson plans, learning activities, assignments, and assessments, and minutes

3	PLC Meetings and PD sessions; parent communication	Curriculum team, Reading Coach, and Admin.	These collaborative discussions, lesson planning, and data analysis sessions increase student performance for grades, academic skills, general knowledge, and test performance when teachers develop and implement more effective, relevant, and student centered instructional strategies, lessons, activities, assignments, projects, essays, presentations, and assessments.	During the school year at RMA PD weekly sessions, Teachers' Duty Days, and after school meetings for cross-curriculum and individual subject areas.	Agenda, teachers' reflections, sign in sheet, hand-outs, data analysis, lesson plans, assessments, assignments, projects, presentations, essays, rubrics, and minutes, etc.
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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 school-wide 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:

Title I information will be shared through letters home to parents, school messenger calls to ensure that the information reached home, 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 assessments. 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 will receive information through a variety of media such as the school newsletters, 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, maintains, and monitors the communication process and documentation. School-parent communication is also achieved through automated calls (school wide parent notification system), e-mails, 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 which parents can understand. Materials will be translated when feasible and/or requested by parents to ensure that 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 a parent liaison to Spanish speaking students and other ESOL students. Spanish is the predominant request for translations; although, other languages are available (e.g. French; Haitian Creole). 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. Furthermore, since 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 are not brought home. Automated calls are great for reaching parents who cannot come in due to disabilities; or, because students did not take home the letters. They can also check updates on our webpage. The resource room is always open for them to come in and check.

Upload Evidence of Input from Parents

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

Please upload into SharePoint and keep copies for our records.

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.

Please upload into SharePoint and keep copies for your records.

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.).

Please upload into SharePoint and keep copies for your records.

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	9/26/2018 Open House – Activities planned for upcoming school year; student safety; PFEP, Parent Communication, Title 1	6	100	Provide information about our school's Title I program for parents of students participating in the program.

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	Disaggregation of Data/PLC's, Common Practices, Common Assessments, Collaborative discussions for lesson plans, activities for data and standards base instruction, Canvas, Eduphoria, SMART Boards, Collaborative teaching, Data standards, and Edgenuity training 8/6-9/2019	10	21	School Improvement Data – All students will show some type of gains for FSA/EOC testing; and graduation rate. (Please refer to SIP plans and goals/areas.)
2	PLC's and in-service PD/ERPL's district			Staff training/professional development sessions: lesson planning training for data based and learning standards driven instruction, updated

2019-2020

	and school workshops and trainings – continue to have strong participation and increased frequency 2-3 times/month.			resources and textbook, and project based instruction targeting students' engagement, involvement, technology use, research, critical thinking, drawing inferences, text based evidence, collaborative discussions, and presentations – per testing data and skill categories for FSA's and EOC's, etc. Reading Coaching, data base and effective lesson planning and instruction, test preparation and practice sessions, interventions, boot camps, tutoring, and team teaching/cross-curriculum.
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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	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	Transportation, economics, work schedules, disability, and limited literacy	Parents are attending open houses, school and community events, participating in phone conferences and meetings, answering surveys, attending board meetings, attending graduations, parent education, Connect Ed, updated newsletters, and Migrant and Homeless student outreach.

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)

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 which 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 (PFEP)
to your Parent & Family Engagement (PEF) facilitator by**

2019-2020

***PFEP must be signed by the Principal and approved by PEF
prior to upload to CIMS***
