

**2023-2024**

**Title I, Part A Parent & Family Engagement Plan (PFEP)**

I, \_\_Abby Ferguson\_\_\_, 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:
* Engage 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.
* Engage 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.

 10/2/23

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

**\*\*Please use the data from the school’s survey(s) to complete this Parent & Family Engagement Plan!**

# *(Each section with a table should have multiple entries, please add rows as needed).*

# Mission Statement (optional)

Parent & Family Engagement Mission Statement

**Response:** The Chiles Academy believes that parent involvement is essential to student achievement. The Parent & Family Engagement Plan strengthens our partnership with parents as we work together to teach children. At TCA, we know that through the collaborative efforts of all people who support our students, we will continue to excel at teaching the skills that children need to be productive members of society.

# Engagement of Parents & Families

Describe how the school will engage 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:** 100% of our students are pregnant and parenting teens and the children of teen parents ages 0-5. The funds for parental involvement include parenting instruction for 100% of our students (Health for Expectant Parents, Parenting 1, Parenting 2, and Family Dynamics) throughout the 180 days school year. Our students (parents) earn high school credit throughout the four grading periods each year. The goal is to increase proficiency in family literacy and parenting skills for all of our students. The Problem Solving Team (PST) meets on a weekly basis, the School Advisory Council (SAC) on a monthly basis, and together are responsible for the planning, review, and improvement of the Title 1 program. Child Care Program families, The Chiles Academy, the student parents, and our neighborhood community members are invited to be members of SAC. SAC members provide input on the plan and the budget as well as other areas related to school improvement in this close-knit community. Parental input is appreciated throughout the year during school meetings, Career Connections assemblies, parenting sharing circles, and communication with the Principal, School Counselor, and Family Care Coordinators.

# Coordination and Integration

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

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| **count** | **Program** | **Coordination** |
| 1 | Title IX, Homeless | Family Care Coordinator provides services to families to ensure that students will have school supplies, access to community resources, and transportation |
| 2 | Title I, Part D | Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs. |
| 3 | Title I Part A | Combination of a Parenting curriculum, family literacy, community Resources, a certified mental health and family counselor, and multiple Family Care coordinators ensures that families stay involved with our environment that strengthens the partnership between the home and school. |
| 4 | Title II  | TCA falls under the blanket of the Part A for Teacher and Principal Training and Recruiting Fund assists to implement of Florida’s Standards. |
| 5 | Title III | The goal of the ESOL program is to ensure that all English language learners entering Volusia County Schools will acquire oral language development, English language literacy, and content knowledge to prepare them to participate successfully with their English-speaking peers in all academic areas of the general education curriculum. |

# Title I Parent Meetings

Describe the specific steps the school will take to conduct at least two Title I meetings 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. One in the fall and one in Spring is suggested.**

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Prep and Coordinate first Parent Orientation Meeting | Abby Ferguson, Sheryl Bell | Aug. 7 – August 14 | All safety & security information updated; agenda and talking points vetted with parent volunteers; strong parent/student attendance on date |
| 2 | SGA Election & Parent Community meeting | Abby Ferguson | August 17 – September 28 | Strong participation among parent group, self-governance overview and participation; community feedback positive and engaged |
| 3 | Student/Parent Appreciation Week Prep | Ashley Foster, Nikole Bradford | September 18 – October 12 | Parent-oriented activities, raffles, prizes and rewards; increased parent engagement across school |
| 4 | Community Meeting | Abby Ferguson, Ashley Foster | Aug. 14, Sept. 21, Oct 19 | Community forum for all stakeholders to discuss events, issues, and community norms |

# 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, childcare, or home visits, as such services related to parent and family engagement.

**Response:** Workshops and meetings will be scheduled at different times to accommodate parents' varying schedules and availability. Since our students are the parents we primarily serve, a flexible number of activities and meetings are scheduled primarily during the school day because of the transportation and childcare limitations outside the school day. Meetings may be scheduled during different times in the day. Generally, SAC meetings are held in the afternoons and in conjunction with weekly PST meetings on campus. Some programs, such as Mommy & Me reading time with babies are held in the child care classrooms and/or our Bonner Chiles Library throughout the day. Input is solicited from students, parents, and family members. The school has an open door policy and parents are contacted daily if their daughter is absent from school. These phone calls/texts/messages keep us in constant communication with parents and they have the opportunity to discuss any other concern about our school when we call. We have two family care coordinators who provide multiple resources to our families on a daily basis. Resources include physical and mental health agencies, transportation assistance, child care opportunities, academic tutoring, and parenting classes

# 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 engagement of parents and families and to support a partnership among the school, 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. A minimum of three academically focused activities are required.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parenting Classes | Rochelle Hipp | Knowledgeable parenting skills | 180 school days | Progress reports/report cards, class assignments, canvas participation |
| 2 | TCA Child Care Program | Pam Gerardi, Child Care Director | Increase parent knowledge, increase parent engagement in curriculum | Yearlong | Surveys, teacher parent conference feedback, sign ins at classroom activities  |
| 3 | Parenting Circle  | Rochelle Hipp | Increase Parent knowledge with relationship conflict/abuse/self esteem/anger management | 180 school days | Minimal conflict on campus, decrease in restorative justice violations, increase in pro-active communication between students |
| 4 | INTERactions, collaborative co-taught course | Abby Ferguson, Ashley Foster, Rochelle Hipp, Tori Aveo-Schwent, Ali McKenzie | Yearlong academic course for all parents in attendance focusing on social emotional learning, project-based learning, and cultural engagement  | 180 school days | Surveys, increased participation in projects, increased school attendance, report cards |

# 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. Staff Training focusing on “Building Capacity”**

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Annual meeting | Executive Director | Staff will learn about all Title 1 programs and services and resources | August 2023 | Sign in sheets/agenda/ presentation materials |
| 2 | Early Learning Coalition staff | ELC staff | Better attendance/better grades/ healthier lifestyles/happier home life | Year long | Surveys/ communication/ |
| 3 | PST/Staff meetings | Ashley Foster | Improve knowledge and understanding of all students(parents) | Weekly/ throughout year | Progress reports/report cards/behavior/attend ance |
| 4 | VCS online staff development | Admin/staff | Improved family involvement strategies | Year long | Surveys/staff evaluations |

  **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 1 programs is provided through newsletters, brochures, and a Q and A session offered during the first week of school and the Annual Meeting. The Title 1 Parent Involvement Plan brochure and Title 1 booklet are handed out during our enrollment process and they are available at the front office for anyone interested in receiving additional copies. Curriculum and assessment information is shared by teachers at the Annual meeting, during parent teacher conferences, and through newsletters 2021-2022 throughout the year. FSA, and EOC assessment information is sent home with the students and available on-line through parent portal. The Family Care Coordinator calls our absent students every day. Our School Counselor meets with individual students on a daily basis. Parents also receive information through phone calls, meetings with the Principal and/or School Counselor, progress reports, and student report cards. Parents are provided the opportunity to share their ideas about our school through surveys. Parents will be asked how they might want to volunteer and partner with our school.

  **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, newsletters, Facebook, parent/teacher conferences, flyers throughout campus, workshops, and meetings. District information is available in English and Spanish. 20% of the staff at TCA is bilingual in English/Spanish. Someone is available to translate in the front office and at every parent/teacher conference. Parents with special needs are accommodated. TCA is handicap accessible.

**UPLOADS**

***Please note upload of the Parent & Family Engagement Plan will be completed by Parent Facilitators once approved and signed by Principal.***

# Upload Evidence of Input from Parents

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

**Please upload *reviewed* evidence into SharePoint and keep copies for your 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 *reviewed* compact 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 *reviewed* evidence for compact into SharePoint and keep copies for your records.**

## Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

**Parent & Family Engagement summary (Building Capacity Summary)**

# *Please make sure that the evaluation for last school year’s activities is completed and turned in with this school year’s PFEP. If an activity was proposed on last year’s PFEP and did not take place do not evaluate or enter it. If an activity was not on last school year’s proposed PFEP and took place, please evaluate it. The PFEP is a living document and changes with the school’s needs.*

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 Meetings.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Family Literacy – Online & Phone Outreach | 25 | 100 | Increased reading comprehension/passing standardized exams/family literacy |
| 2 | SAC training/Parent Orientation | 5 | 25 | Increased parent knowledge of academic expectations and partnership with parents and family |
| 3 | Social Emotional Learning Program/Online Discussion Board | 32 | 45 | Safe and amicable environment for all students/children/families |
| 4 | Parenting classes | 180 | 120 | Earned credit in Health for Expectant Parents/Parenting 1, Parenting 2, Family Dynamics, Nutrition & Wellness |

# Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Business Partner/VIP training | 2 | 50 | Understanding of community resources, increased communication |
| 2 | Title 1 Annual meeting | 2 | 100 | Understanding of Title 1 implementation in school wide school |
| 3 | VCS online professional training | 4 | 5 | Improved family involvement strategies |
| 4 | Early Learning Coalition classroom and curriculum trainings  | 3 | 30 | Improved early learning curriculum implementation, Renaissance scores, increased positive developmental outcomes, ASQs and screenings  |

# Barriers

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

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Teen age Pregnancy/parenthood | Assist student/parent/guardian with all levels of barrier to provide a safe environment for them to move forward in a positive way. |
| 2 | Transportation | Votran passes, gas cards, rideshare app reimbursements, Step Up for Students stipends and grants |
| 3 | Homelessness | Hope Place, Family Renew, community resources |
| 4 | Domestic and Relationship violence | School counselor, family care coordinator, community resources, Beacon Center outreach, Family Coach, parenting circle  |
| 5 | Generational Poverty | Access to community Resources, full service community school |
| 6 | Non-attendance | Daily outreach, paid internships, increased access to resources on campus, mutli-tiered interventions |

# Best Practices (Optional)

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

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| count | Content/Purpose | Description of the Activity |
| 1 | Effective Communication | Daily phone calls, communication with family care coordinator, school counselor, life coach, peer counselor |
| 2 | Building Capacity of Parents | Required parenting classes for high school credit |
| 3 | Increasing Parent Participation | Daily peer counseling classes, Career Connections, parenting classes |
| 4 | Professional Development | Workshops, conferences, seminars, online learning |

**Submission Procedures:**

1. **Please submit completed Parent & Family Engagement Plan (PFEP)**

 **to the Title I Parent & Family Engagement office.**

1. **Once the PFEP is approved by the Parent Facilitator and initialed It will be returned for signature and the watermark will be removed. You will then receive a approved copy for your records. The Title I Parent & Family Engagement office will submit the approved PFEP to Jayne Baxter / Dr. Kimberly Sparger. There is no download necessary for the submission of the PFEP plan.**

***If you have any questions, contact Sheila Rees ext. 44740***

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Approval check by PFE