

Mainland High School Title I, Part A Parent & Family Engagement Plan (PFEP).

I, Timothy Huth, 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 carryout 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: Mainland High School believes that positive parent/family involvement is essential to our students' success in and out of the classroom and thus encourages such involvement in all facets of the school.

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: At Mainland High School, we know that parents, guardians, community members and businesses are the school's greatest resources and assets. Our school's most important partners, however, are the parents and guardians of our students. It has taken some time, but through the training of the staff to be sensitive to those who may feel uncomfortable coming to a public school, inviting the parents and guardians to several Parent Information Nights, Open House, our AUA Art Crawl and our own Buccaneer Extravaganza, we have been able to gain their trust and confidence.

Mainland often asks parents who participate on the many different parent organizations throughout the school for their help or their opinion on many different issues. Our most active parent organization is the School Advisory Council (SAC). The members of our SAC meet monthly and play a huge role in the development and evaluation of school level plans – including the Schoolwide Improvement Plan (SIP) and the Parent & Family Engagement Plan (PFEP) and the School-Parent Compact. The results of parent and other surveys are reviewed by the SAC to determine the ongoing effectiveness of all plans and any changes or adjustments that may be needed. In addition to SAC, we also incorporate the following to achieve desired results:

- Quarterly Parent Night Events
- Quarterly Academy Advisory Board meetings with community members and business partners
- Parent conferences with school counselors
- Family outreach component within our Graduation Assurance plan

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 II | The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success. |
| 2 | Title I, Part A | Supplemental tutoring before and/or after school. Supplemental materials and supplies needed to close the achievement gap. Supplemental funds for on-going staff development as determined by the results of the District data. |
| 3 | IDEA | Supplemental instruction support is provided by the school and will be discussed with parents during the development of the students' IEP. |
| 4 | Title I, Part D | Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs. |
| 5 | Title IX, Homeless | Title X Coordinator provides services to homeless families to ensure that students have school supplies, community resources, and transportation. |
| 6 | Title III | Additional support and resources provided by the school will be discussed with parents during the LEP committee meeting. The district ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress |

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|---|---------------------------|---|
| | | of ELL students to identify specific needs and to target interventions/enrichments to ensure the appropriate pathway toward graduation. |
| 7 | (SAI) Academic Coaches | Academic coaches provide support and Professional Development to teachers in how to assist students. |

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 | Choose the dates and develop and disseminate information for the Annual Title 1 Meetings | Leadership Team, Activities Director, SAC Chairperson and Parent Liaison | October 1, 2019 & January 2020 | School website, automated phone messages, flyers, sign in sheets |
| 2 | Prepare the agenda and materials for Title I parent meetings | Leadership Team, Teachers, Activity Director, Students | October 2019 | Agendas, PowerPoints, handouts, survey |
| 3 | Train the school-based participants for their roles | Leadership Team, Activities Director | October 2019 | Survey |
| 4 | Market the event | Leadership Team | October 2019 | Attendance at the event – sign-in sheets-flyer, survey, automated phone message, newsletter |
| 5 | Determine the success of the event | Leadership Team | November 2019 | Results of parent survey |

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: Frequent conferences held as requested by parents, teachers, students, or administration. Conferences have been held as early as 7:30 A.M., throughout the day and into the evening hours, depending on parents' availability. Telephone conference calls are also used if transportation is an issue. School administrators and a social worker visit homes as needed.

In addition to those mentioned, Mainland High School will hold our annual "back to School Night," an AVID Open House, the Buccaneer Extravaganza, the annual meeting of freshmen parents, Academy Nights, Annual Title I Parent Nights, SAC Meetings, BUC Talks, AP Nights, quarterly Academy-Community meetings, and

many extra and co-curricular parent booster meetings. Annual Title 1 Parent Nights give parents the background of Title 1 and what Title 1 does for Mainland and our students and parents.

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/Teacher Conferences | Guidance | By sharing with parents academic strategies, Title 1 information and parenting tips student achievement should improve | On-Going | Conference forms/sign in sheets |
| 2 | Parent Information Night | Administration, SAC, Title 1 Team | Sharing graduation requirements and the four-year academic plan with parents should positively impact success | October 2019 and January 2020 | Exit form, sign-in sheets |
| 3 | Open House and Annual Title 1 Meetings | Administration, Guidance, Teachers | Provide parent strategies to increase student achievement and parent involvement/support | September | Sign-in, Survey |
| 4 | AVID Parent Night | Administration, AVID Site Team | Explain the AVID program and curriculum and tips for the parents to support the students in the program | October 2019 | Exit form/Sign-in sheets |
| 5 | FOCUS Access | Gradebook Manager and other teacher leaders | Parent knowledge should improve student achievement and parent involvement | On-Going | Exit form/Sign-in sheets |
| 6 | College Expo and Financial Assistance Informational Evening | Counselors and District Staff | Provide parents with pertinent information concerning applying to colleges | October 2019 | Event sign-in and survey information |
| 7 | Resource Room | Parent Liaison | Provide parents, students and teachers with information on intervention and dropout prevention to decrease the dropout rate and increase student success | On-Going | Sign-in sheets, input forms |

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 | Collaborative Partnering – SAC Presentation | SAC Chair; Administrative Team | Working with school personnel and learning effective strategies of communication | October 2019 | Sign-in sheet/SAC minutes |
| 2 | Collaborative Partnering – PLC Meetings | PLC Members | Teachers working together to share best practices of communicating with parents should increase student achievement. Weekly meetings from August through May PLC minutes | Weekly | PLC Agendas |
| 3 | FOCUS: Parent Conferences, Effective Feedback Strategies, and Interventions | Administrative Team and Gradebook Manager | Working with parents and learning effective strategies of communication should improve student success | August 2019 through June 2020 | Sign-in sheets and conference logs |

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: Mainland High School has several methods of communicating important information to parents in a timely manner. The Buccaneer Scroll is our quarterly newsletter that is mailed to all parents/guardians/students' homes. Our school website is monitored by an experienced webmaster on our campus who reminds contributors to update information weekly. The automated phone messenger technology sends phone messages instantly and the produces daily reports of each communication and every number called. Email is used and monitored for receipt and parents who give the Activities Director an email address receive the Daily Announcements given to the students every morning in school. The school marquee that sits in front of the school on the highway portrays the day's specific messages to the entire community and especially the parents who are picking up and dropping off their children at the school. In addition to the monthly School Advisory Council meetings, scheduled class meetings and conferences, parent information nights, booster club meetings, AVID informational nights, the school also participates in school or district conferences for the purposes of disseminating specific information to benefit the students and their families in support of character growth, health and wellness and increased student achievement. Such events and activities have agendas, sign-in sheets, parent input forms, and handouts associated with each event.

Mainland continues to operate our Parent Resource Room staffed by a parent liaison (PL). The Parent Liaison works in the school's Parent/Guardian Resource Center and concentrates

on contacting and educating parents about the importance of attendance and keeping up academically, the testing requirements, and the many interventions Mainland has to offer for academic and behavioral support. The PL will also work between parent and students and the Graduation Assurance Team. Monitoring will take place every two weeks as the leadership team reviews the records in Academic Council. In addition, the PL will collaborate with the Community Outreach and Marketing Team to go physically and virtually into the community.

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: All letters and communications created to disseminate information to parents will be provided in English, Spanish and other pertinent languages as provided via the district office and upon parent request. In addition, several individuals on campus are fluent in a variety of languages and serve as interpreters for parents who struggle with English. *Volusia Connects* technology allows us to send phone messages home in other languages and this is monitored by electronic reports each time a message is sent.

School and district sponsored functions that invite the students' parents as spectators are also translated by an interpreter for the hearing impaired. Handicap accessibility is provided in every building on campus. Parents with special needs are accommodated.

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 | Parent Conferences | | | Graduation Rate Increase |
| 2 | Parent information Nights | 4 | | Graduation Rate Increase |
| 3 | Open House and Annual Title 1 Meetings | 3 | | Graduation Rate Increase |
| 4 | AVID Parent Night | 1 | | Graduation Rate Increase |
| 5 | FOCUS Access | 2 | | Graduation Rate Increase |
| 6 | Line Crew Parent Meetings | 1 | | Graduation Rate Increase |
| 7 | College Expo | 1 | | Graduation Rate Increase |
| 8 | Resource Room | Multiple | | Graduation Rate Increase |

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 | Collaborative Partnering: Resource Room Training for all Faculty and Staff | 1 | | Remind parents of the important of parent/family communication and of resources available to families in Resource Room. |
| 2 | Collaborative Planning – PLC Meetings | | | Teachers working together to share best practices of communicating with parents should increase student achievement. |

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| 3 | Gradebook: Parent Conferences, Effective Feedback Strategies, and Interventions | | | Working with parents and learning effective strategies of communication should improve student success. |
|---|---|--|--|---|

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 | Childcare | Look to offer childcare |
| 2 | Work Schedule | Look at flexible meeting times or technology alternatives |
| 3 | Transportation | Look at transportation options or satellite locations |

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 | | |
| 2 | | |
| 3 | | |
| 4 | | |

**Please return completed Parent & Family Engagement Plan (PFEP)
to your Parent & Family Engagement (PEF) facilitator by**

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