

2022-2023

Parent & Family Engagement Plan

School Name: Flagler Palm Coast High School

PFEP activities still may have to be adjusted due to COVID-19 and social distancing. These adjustments will most likely be done by hosting your events virtually. **Please remember that virtual events still require documentation such as flyers, any advertising of the event, sign-in sheets (which can be the ZOOM usage reports with meeting data and unique user options selected).**

Instructions when completing your school's Parent & Family Engagement Plan

1. To be considered complete, each section needs to have all the components included.
2. Upload to your Google folder by **April 1, 2022.**
3. Complete the SIP section (found at the end) when your school SIP is completed.

Proposed Mid-year School Review Date of PFEP:	Actual Mid-year Review Date:	Proposed End-of-Year Date of PFEP Review with SAC or Stakeholders:	Actual End-of-Year Date of Review with SAC or Stakeholders:
January 30, 2023		May 22, 2023	

TITLE I PARENT/FAMILY SURVEY

Using your 2021-2022 Title I family survey results, choose an area of need as identified by parents to address this coming school year.

Targeted Area of Need Identified from Parent Survey:

Graduation requirements - for all grade levels

Evaluation of 2021-2022 School Year PFEP

BUILDING CAPACITY

Name of Activity	Number of Participants	Was there a measurable impact on student achievement	Data used to support impact on student achievement
Community Outreach at FPC sporting events	10	No	
Course Selection Open House	250+	No	
Parent Outreach through positive phone calls home	400	No	

Activities on 2021-2022 PFEP that were not completed	Explanation for the event not occurring
none	

BEST PRACTICES

INCLUDE A DESCRIPTION OF THE PARENT AND FAMILY ENGAGEMENT ACTIVITY OR STRATEGY IMPLEMENTED IN 21-22, THAT WAS **most effective** INCLUDING CONTENT/PURPOSE AND A DESCRIPTION OF THE ACTIVITY AND DATA USED TO SUPPORT THE EFFECTIVENESS.

The most effective parent and family engagement activity that was implemented was the Positive Phone Calls Home. Call logs were kept by teachers and 100% of parents that were spoken to reported a positive experience and were very thankful for the call home.

YOUR SCHOOL'S DEFINITION OF FAMILY ENGAGEMENT (created with family & stakeholder input)

What is your school's definition of Family Engagement?

FPC is committed to creating an environment where families feel that their voice, ideas and partnership matters as it relates to the decisions made for improving student achievement.

ENGAGEMENT OF FAMILY/STAKEHOLDERS

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups might include early childhood providers, community colleges and universities, social services, and business partners.

Describe

- ☐ how the school will involve the parents, families and stakeholders in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I Parent and Family Engagement Plan, including involvement in decision making of how funds for Title I will be used
- ☐ what evidence the school will collect for the involvement of parents and families in planning, reviewing and improving the school's Title I Parent & Family Engagement Plan, including involvement in decision making of how funds for Title I will be used. This can be items such as meeting agenda and notes as well as parent sign-in sheets

Narrative	Timeline	Person Responsible
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FPC will have monthly SAC meetings where parents and community members can participate in the preparation and evaluation of the School Improvement Plan, the Title 1 budget and plan, and the Parent and Family Engagement Plan	Monthly from September 2022 to May 2023	Administration
Meeting agenda and minutes will be posted on our school website for parents to access that weren't able to attend the meeting.	Monthly from September 2022 to May 2023	Administration

COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe:

- ☐ how your school will coordinate and integrate parent and family engagement programs and activities regarding subgroups such as ESE, Foster, FIT, ESOL and/or Unaccompanied Homeless Youth.
- ☐ how your school will coordinate and integrate parent and family activities that teach parents in these subgroups how to help support their child(ren)'s academics at home. [ESEA Section 1116]

Targeted Program	Narrative on Specifics of the Coordination of Activities for Subgroup(s)
Title 1	Parents/guardians will receive information on tutoring, mentoring, interventions, Stuff Bus, and other supports via quarterly check-in phone calls home, Skylert robo calls, emails, social media accounts, Freshman Orientation, Open House, and our Spring Showcase.
IDEA	Parents will be provided information at the IEP meeting on what supports FPC has in place that can be utilized for their child.
Title II	Teacher Induction Program
Title I, Part C and Title III	Translation services are provided to families of ESOL students.

ANNUAL PARENT MEETING (to be held during the first quarter) and ongoing COMMUNICATION

Describe:

- ☐ how families will be informed of the nature of the Title I program and how the school will provide families timely information about the Title I program
- ☐ the specific steps the school will take to conduct the **required Title I annual parent meeting during the first quarter**, to inform parents and families of participating children about the school's Title I program
- ☐ how families will be provided a description and explanation of
 - ☐ curriculum used at the school
 - ☐ forms of academic assessment used to measure student progress
 - ☐ achievement levels of the Florida State Standards
 - ☐ your school's Title I compact and the purpose behind it
- ☐ how the meeting will cover school choice, input of parents on and the rights of parents at the annual meeting
- ☐ if parents request, how the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)
- ☐ how the school will handle parents/families comments if the school-wide plan is not satisfactory to the parent/family. [ESEA Section 1116]

Narrative identifying how you plan to meet the above items	Person(s) Responsible	Timeline
Annual SAC Meeting- Meeting will be in person. Parents will be provided a calendar of events held on FPC's campus (Open House, SAC meetings, Community Outreach Events, Freshmen Orientation). Parents will also be provided the PFEP. Directions will be included as to how parents/families address their concerns with the plan and offer feedback to amend the plan if needed.	Principal	September 2022
Open House- Teachers will be gathered in departments (math, science, etc) and provide general information about courses and be available to meet with families. Teachers will also email the information home to families that were not able to attend.	Principal/Asst Principals	September 2022
SAC/Parent Learning Community meetings will be utilized to present Title 1 resources and programs. Parents will be informed that FPC has a school-wide Title 1 program. Adequate Yearly Progress, school	Principal	October 2022- May 2023

choice, and the rights of parents will also be covered.		
Information posted on FPC website & social media accounts	Brandon Seminara	September 2022 and updated as needed

FLEXIBLE PARENT MEETINGS

Describe:

- ☐ how the school offers a flexible number of meetings, such as meetings in the morning, afternoon or evening, live or virtual, recordings on demand, etc.
- ☐ if the school provides transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116] using Title I funds.

FPOCHS will offer our parents and families the opportunity to attend the general evening events such as Open House, Freshman Orientation, FPC Showcase, and SAC and ESOL Parent Night. These events will be offered on campus. SAC meetings will also continue to be live streamed through Facebook. FPC will implement monthly virtual meetings with our guidance department to discuss various topics from graduation requirements to End of Course exams.

BUILDING PARENT & FAMILY CAPACITY

Describe:

- ☐ evidence-based activities that your school will provide to build the capacity for meaningful parent/family engagement
- ☐ any other evidence-based activities, such as, but not limited to a Family Reading & Resource Center, the school will offer to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]
- ☐ evidence-based activities that will build relationships with the community to improve student achievement
- ☐ any evidence-based materials, resources and/or trainings you will provide to assist parents/families to work with their child(ren) at home
- ☐ other reasonable support for evidence-based parent/family engagement activities
- ☐ Parent and family capacity building activity specific to the transition of:

- ☐ VPK to Kindergarten
- ☐ elementary to middle school
- ☐ middle to high school, or
- ☐ high school to secondary school or workforce

Content/type/ name of activity and proposed timeline for event	Rationale for anticipated impact on student achievement	What data you will use to measure effectiveness on academic achievement	When will data be pulled to measure effectiveness	Person responsible for event	Which area of focus does the event relate to
Online resources via school website, social media, email blasts, quarterly newsletter, etc.	Parents will be informed of school events and timelines therefore they will be active in their student's education.	GPA, course failures	quarterly	Administration	
Freshman Orientation	Parents will be introduced to student life on FPC's campus and will be informed of they year's events, therefore they will be active in their student's education	attendance	quarterly	Administration	
Curriculum Night/Open House	Parents will visit classrooms and meet teachers to be informed of course requirements	GPA, course failures	quarterly	Administration	
FPC Programs of Study Showcase	Parents/studen ts will visit our Programs of Study to see	Course enrollment	End of the year when students complete	Administration	

	what programs FPC has to offer		their course selection sheets		
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BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, to include

- ☐ How the school will educate teachers and staff on the value and utility of contributions of parents/families. [ESEA Section 1116]
- ☐ What activities will be provided to support teacher and staff skills with how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
- ☐ Facilitate the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]

Content/Type of Activity	Person(s) Responsible & Proposed Timeline	Rationale for Anticipated Impact on Student Achievement	Evidenced-based documentation	What data you will use to Measure Effectiveness on Academic Achievement
Capturing Kids Hearts	Administration Summer PL Days	Decrease in the number of referrals and time spent out of the classroom.	Decreases in referrals, improvement in attendance	Early Warning System data
Effective Parent Communication using weekly/monthly classroom newsletters	Administration District approved PL days	Increase in GPA	Increase in GPA	Increase in GPA

DISSEMINATION

Describe:

- ☐ how the school plans to disseminate PFEP and school compacts to parents.

FPC will post the PFEP on our school website and email it to our parents via our Skyward system. The school compacts will also be disseminated this way along with providing them to all 2nd period teachers.

ACCESSIBILITY (Addressing the barriers)

Describe:

- ☐ how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
- ☐ how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that parents/families can understand.
- ☐ *“to the extent practicable, how the school shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.” [ESEA Section 1116]*

Title I resources will be utilized in conjunction with Title III to ensure all parents have access to information. Interpreters are available for a variety of dialects and for the hearing impaired. Transact services are contracted to provide translations of written materials and notifications. Various school personnel are trained in the use of Transact. Documents are readily available in various languages including Russian, Haitian-Creole, and Spanish. The school is fully handicap accessible to ensure all parents have full access to classrooms and teacher meetings. Student Services, including one graduation coach and the administrator over PBIS, will work with attendance, discipline, guidance and MIS to track student's progress among all students who are struggling and parents are contacted and involved in helping students to get

back on track to success. In addition, home/community visits will be available for those parents who are not able to attend meetings or activities on our campus.

BARRIERS

Describe:

- ☐ the barriers that hindered participation by parents during the 2021-2022 school year.
- ☐ the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to subgroups such as parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).
- ☐ include and describe any supporting activities that will be paid through Title I, Part A Funding (for example, home visits, transportation for meetings, activities related to parent/family engagement. etc.)

Activity	Description of Implementation Strategy to address barriers	Person(s) Responsible	Anticipated Impact on Student Achievement	Data to be collected as evidence

Attach evidence of parental input on this PFEP.

Attach your school compact and evidence of parental input on your school's compact.

SCHOOL IMPROVEMENT PLAN GOALS

Complete this section AFTER your school has completed your SIP.

GOALS	How will this goal be communicated to families?	How will you assist families in supporting this goal?	Is a parent engagement event planned around this goal?

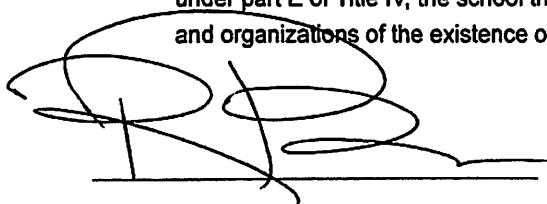
PFEP Assurances

PFEP Assurances

- ❑ **Assurance 11a, Parent Consultation:** Schools will ensure that consistent with 1116, they will conduct outreach to all parents and family members for meaningful consultation for planning and implementation of programs, activities, and procedures using family engagement funds.
- ❑ **Assurance 11b, School Parent and Family Engagement Policy:** Schools will ensure that as outlined in Section 1116(b)(1-4), they
 - ❑ will distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
 - ❑ may amend that policy, if necessary, to meet the requirements of this subsection.
 - ❑ should this plan under section 1112 be unsatisfactory to the parents of participating children, shall submit any parent comments with their PFEP
- ❑ **Assurance 11c, Policy Involvement:** Schools will, as outlined in Section 1116(c)(1-5)
 - ❑ convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - ❑ offer a flexible number of meetings, such as meetings in the morning or evening, virtual or in-person, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
 - ❑ 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 parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
 - ❑ Provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) 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 respond to any such suggestions as soon as practicably possible.

- ☐ If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan to the LEA.
- ☐ **Assurance 11d, Shared Responsibilities for High Student Academic Achievement:** As outlined in section 1116(d)(1-2), the school will 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 and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of two-way communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- ☐ **Assurance 11e, Building Capacity for Involvement:** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, the school under this part will meet the requirements outlined in section 1116(e)(1-14).
- ☐ **Assurance 11f, Accessibility:** Schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- ☐ **Assurance 11g, Family Engagement in Education Programs:** In a state operating a program under part E of Title IV, the school that receives assistance under this part shall inform parents and organizations of the existence of the program.



Principal's Signature

8/10/22

Date Signed