



2023-2024

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:
- 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 ~~for~~ (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.

A handwritten signature in black ink, appearing to read "Art Sands", is written over a horizontal line.

9/25/2023

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 Mission of Richard Milburn Academy is to prepare all students to become lifelong learners and responsible adults ready to meet the challenges of the future. The goal of our highly talented faculty and staff is to create learning opportunities for students, both inside and outside the classroom, that help them develop the knowledge, skills, and character necessary to succeed.

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:

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. PTO relates to parents and teachers working together and attending organized meetings. Our SAC committee meets monthly to discuss any possible improvements, changes and celebrations that involve the school.

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!

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	Tutoring, boot camps, and tests' review and practice sessions	Lists of sites provided by school counselor, academic coach, ESE and ESOL instructors and specialists, administrators, and general education 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' I.E.P. meetings with the LEA representative, ESE specialist, and academic team. The ESE specialist, school counselors, administrators, and teachers will update parents as needed in addition to the students' I.E.P. meetings via phone calls,

		in-person conferences, e-mails, and other documentation. The ESE learning specialist will provide monthly facilitation and consultation services per the ESE students' I.E.P.'s, weekly, bi-weekly, and/or daily within the designated subject areas such as math, reading, and ELA. The ESE teachers and general educational teachers will provide daily assistance, instruction, tutoring, differentiated learning methods, assignments, resources, materials, tools, and assessments, and guidance for the ESE students per their I.E.P. plans, goals, and accommodations.
3	Title I, Part A	Materials, professional and staff development, math and science resources/manipulatives, and parent involvement workshops.
4	Daytona State College	College preparation, dual enrollment, and financial aid workshop.
5	Title I Part D/Homeless and At-Risk Students	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.
6	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.

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.**

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts and/or presentation materials to address required components	Title I Liaison	August/September/October and February/March and April	Copies of agenda, handouts, and PowerPoint presentation
2	Develop agenda, handouts and/or presentation materials to address required components	Title I Liaison	August/September/October and February/March and April	Copies of flyer/invitation with date of dissemination
3	Advertise/publicize annual meeting	Title I Liaison	August/September/October and	Copies of publicity (flyers and newsletter announcement sent to district office, etc.)

			February/ March and April	
4	Develop sign-in sheets and parent evaluation forms for annual meeting		August/ September /October and February/ March and April	Sign-in sheets for meeting and parent evaluations/surveys

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:

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 stood out among to be the best day to hold events. An array of choices was selected when it came to the time of day. The top three best forms of communication were flyers, e-mails, and automated calls (5).

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; therefore, meeting two will be held in the evening. For any parent, unable to attend and desire 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 a parent's 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, the 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 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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Center Items Available: ACT/SAT Prep Books; Textbooks;	School Counselor	Increase student performance through increased parent involvement (grades)	Through out the year	Sign-in Sheets

	Computers; iPads				
2	Tutoring for students; parents involved	Teachers/Tutors	Increase in pass rate for students and ability for parents to help at home	Through out the year	Attendance/Per and Post Testing
3	Calling Home to parents/guardians	Teachers/Administrators	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 I Meeting	Principal/Title I Liaison	Parent knowledge improves student accountability and thus increased achievement	September	Increase in parent-teacher conferences
5	Title I Annual Meeting – PowerPoint presentation (Florida Standards, and Parents' Rights, etc.)	Principal/Title I Liaison	Informed parents contribute to student success	September/October	Sign-in sheets and evaluation data, minutes of meetings, handouts of how to help children at home and parent comments

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”**

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, and using gradebook to communicate with parents	Curriculum and Instruction Administration, Counselors, Learning Specialists, Instructional Coach, Educational Consultant, and teacher(s)	Constant communication makes students more accountable and produces better grades	Preplanning and other PD training sessions are continuously given during the school year	Agenda, Teacher reflection, Sign-in sheet, Agenda, and Minutes
2					
3					
4					

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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 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:

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 overview 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, other assessment data, and through a variety of parents' workshops and 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 provided to assist these parents. RMA staff includes a Spanish

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speaking teacher on each campus, who is available to translate and act as a parent liaison to Spanish speaking students and ESOL students. Spanish is the predominant request for translations; although, other languages are available (e.g., French; Haitian or Jamaican 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 also a great method 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 any items.

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Open House – Activities planned for upcoming school year; student safety; PFEP, Par. Com., Title I	2	30 per campus and event	Provide information about our school's Title I program for parents of students participating in the program.
2	Graduation information and planning meetings; photo sessions; rehearsals; graduation ceremony	3	85 per campus and meeting	Provide information about our school's Title I program's accomplishments and inform parents of our students' success and receiving their diplomas and credits in order for these seniors to pursue their future goals and endeavors.
3	College and Career information meetings and recruitment sessions (e.g., DSC, job training programs, and U.S. Military's Branches)	8	100 per campus and event	Provide information and options to our parents and students in order to guide and assist them in decisions and steps to take during this planning process; so that, our students can choose relevant and meaningful opportunities, receive scholarships, apply for financial aid, and be successful after high school.
4				

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	Professional Development- Training session	2	15	Open and constant communication makes students more accountable and improves grades and test scores
2	PD Training Sessions for all subject areas, data base instruction, data analysis, learning and testing strategies, technology (e.g., Nearpod, Canvas, School City, FOCUS, ESE/ESOL compliance, I.E.P.'s, testing, accommodations,	10	10-20 per session and/or per campus	PD training sessions conducted by VCS and RMA facilitators (e.g., departmental curriculum coordinators, learning specialists, instructional coaches, counselors, educational consultant via in person and/or via Zoom or Teams.

	behavior management, mental health, and other topics			
3				
4				

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	Lack of awareness	Inform each parent by calling and sending home flyers by the students as well as posting on doors, front office, and Richard Milburn Academy's website.
2	Language barrier	Native language flyers provided; translators available during events
3		
4		

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.
2	Board Meetings	Open invitation and announcements posted in-print and on-line.
3	Graduation Meetings	Students and parents invited via in-person, phone, and on-line to these campus meetings in

		addition to individual grad plan conferences with students' counselors.
4	Career Days, College Visits, and Military Recruitment	Students and parents invited in-person, via phone, and on-line for these events.

Submission Procedures:

- 1. Please submit completed Parent & Family Engagement Plan (PFEP) to the Title I Parent & Family Engagement office.**
- 2. 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 an 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

Approval check by PFE	JM
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