

**Putnam Academy  
of  
Arts and Sciences**



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**2021-2022  
Parent and Family  
Engagement Plan**

As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:

- Invite and encourage parents/families to jointly review, revise, and improve the Schoolwide Plan, the Parent and Family

**Involvement of Parents**

*Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.*

Components of the Putnam Academy Parent and Family Engagement Plan (PFEP) are discussed and reviewed with parents/families throughout the school year during our monthly Parent-Teacher-Student Organization (PTSO) meetings.

*How do you use the review of the previous year's plan to retain, revise, or replace strategies to design more effective engagement?*

During monthly PTSO meetings and the annual SIP review, discussions are held with parents about the usefulness of previous strategies to determine which activities should be continued and which should be discontinued. Additionally, attendance rosters are reviewed to determine effective engagement by parents.

*How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?*

During the aforementioned PTSO and SIP discussions of PFEP activities, parental input is solicited concerning Title I expenditures.

*What evidence do you have to document parent/family participation in writing/reviewing your PFEP? What evidence do you have that documents parent/family input in spending PFE funds?*

PTSO and SIP Attendance Rosters  
 PTSO and SIP Agendas  
 PTSO Principal's Report  
 PTSO Minutes

<p>Engagement Plan, and the Parent-Student-Teacher Compact;</p> <ul style="list-style-type: none"> <li>· Invite and encourage parent/family attendance to the school's Annual Title I Meeting;</li> <li>· Involve parents/families in decisions about how Title I, Part A funds are spent;</li> <li>· Provide parent/families with timely information in an understandable format Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals;</li> <li>· Provide an individualized student report on their child's performance on State tests; and</li> <li>· Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA.</li> </ul>	<p><b><i>Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP. How will this plan be made available to the community?</i></b></p>	<p>Input from parents/families/stakeholders is shared in the following ways:</p> <ol style="list-style-type: none"> <li>1) Principal's Report during PTSO meetings</li> <li>2) Principal's Report during Governing Board meetings</li> <li>3) Weekly School Newsletter</li> <li>4) Social Media</li> <li>5) Remind.com</li> <li>6) School Messenger</li> </ol> <p>Putnam Academy's PFEP is published on our school website annually.</p>
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<h2 style="color: blue;">Flexible Parent Meetings</h2>	
<p><b><i>Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.</i></b></p>	<p>To provide flexibility and to ensure all parent schedules are accommodated, conferences are scheduled before school, after school, and during teacher planning periods. Telephone conferences and electronic conferences are also offered as flexible options for working parents and parents lacking transportation. Putnam Academy uses flexibility when scheduling parent meetings and workshops as well. Some meetings/workshops are scheduled during evening hours, whereas others are scheduled during the school day or immediately before and after school.</p>
<p><b><i>Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.</i></b></p>	<p>Childcare is provided, as needed and requested, during conferences.</p>

## Annual Parent Meeting

<p><i>Date and time you will hold your Annual Title I Meeting</i></p>	<p>Thursday, September 16, 2021; 5:00 PM</p>
<p><b><u>Notification and Invitation:</u></b></p> <ul style="list-style-type: none"><li>● <i>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</i></li><li>● <i>How will the school assure the notification and invitations are in a language all parents can understand?</i></li></ul>	<p>The annual Title I meeting is announced in our weekly school newsletter and via Remind.com. The meeting is also posted on our school website and on social media. In non-English speaking households, invitations are printed in the language predominantly spoken (i.e. - Spanish).</p>
<p><b><u>Information:</u></b></p> <p><i>Please describe how your meeting will cover the required information about:</i></p> <ul style="list-style-type: none"><li>● <i>Benefits to all students in a Title I schoolwide program;</i></li><li>● <i>Right-to-know 4-week out-of-field letters &amp; teacher and paraprofessional qualification information,;</i></li><li>● <i>explanation of curriculum;</i></li><li>● <i>assessments used to measure student progress,;</i></li><li>● <i>expected achievement levels on state tests;</i></li><li>● <i>PFE funds;</i></li><li>● <i>School Compact and;</i></li><li>● <i>opportunities provided for engagement.</i></li></ul>	<p>During the annual Title I meeting, required information is covered in a PowerPoint presentation designed specifically to address each requirement.</p>
<p><b><u>Barriers:</u></b></p> <ul style="list-style-type: none"><li>● <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i></li></ul>	<p>To encourage parent attendance at the annual Title I meeting, Putnam Academy provides childcare (as needed), provides light snacks, and awards door prizes.</p>

<p><b>Evaluations:</b></p> <ul style="list-style-type: none"> <li>• <i>How will you get feedback from parents about the meeting?</i></li> </ul>	<p>At the end of the meeting, parents complete a Title I Questionnaire, which addresses each requirement.</p>
<p><b>Parents who do not attend?</b></p> <ul style="list-style-type: none"> <li>• <i>How will you get the information home to parents who did not attend the meeting?</i></li> </ul>	<p>The PowerPoint used during the annual Title I meeting is posted on our school website.</p>

### Building Capacity of Parents to Support Their Child

Explain how parents/families are invited to participate in activities such as parent trainings that are linked to student achievement.

- *How will your school help parents gain an understanding of such topics as: the State's standards, state assessments, achievement levels of proficiency, and how to monitor their child's progress?*
- *What training or materials will you provide to help parents work with their child to improve their child's academic achievement?*

<u>Title - Topic</u>	<u>Impact on Student Achievement</u>	<u>Materials</u>	<u>Tentative Date/Time</u> <u>Is this flexible to accommodate parent schedules?</u>	Transportation	Refreshments	Childcare	Translation
New Student Orientation	<p>Parents and students receive information about academics, extracurricular activities, student services, and parent involvement opportunities.</p> <p>Informed Parents and Students = Improved Performance = Increase in Student Achievement</p>	<ol style="list-style-type: none"> <li>1) Handbooks</li> <li>2) Supply Lists</li> <li>3) Compacts</li> <li>4) Other</li> </ol>	August 10, 2021 6:00 PM				
Canvas 101	Parents receive training on how to log into and use the learning management	1) Handouts	September 21, 2021 5:00 PM				

	<p>system.</p> <p>Informed Parents = Improved Performance = Increase in Student Achievement</p>	<p>2) Hands-on Activities</p>					
PTSO Meeting	<p>Parents, students, and teachers discuss standards, curriculum, test results, testing expectations, and academic safety nets in place at Putnam Academy.</p> <p>Informed Parents and Students = Increased Involvement = Higher Student Achievement</p>	<p>1) Flyers (for academic success)</p> <p>2) Test calendar</p> <p>3) Tutoring and Saturday School Calendar</p>	<p>Monthly (August - May) 7:00 AM</p>				
Open House	<p>Parents, students, and teachers discuss student progress and academic safety nets in place at Putnam Academy.</p> <p>Increased Parental Awareness = Increased Student Achievement</p>	<p>1) Progress Reports and Report Cards</p> <p>2) Tutoring and Saturday School Calendar</p>	<p>September 16, 2021 6:00 PM</p> <p>AND</p> <p>February 17, 2022 6:00 PM</p>				
Breakfast with Mom	<p>Moms eat breakfast with students while enjoying performances by select students. Moms meet and converse with teachers concerning their child's progress.</p> <p>Increase Parental Involvement = Increased Camaraderie = Increased Student Performance</p>	<p>1) Tutoring and Saturday School Calendar</p>	<p>May 6, 2022 7:00 AM</p>				

<ul style="list-style-type: none"> <li>• <i>How do you assess the needs of parents?</i></li> <li>• <i>How does parent input inform what types of events or workshops you have at your school?</i></li> </ul>	<p>Parental needs are assessed mainly through open discussions during monthly PTSO meetings. Additionally, faculty and staff discuss needed parent workshops during weekly faculty meetings.</p>
<ul style="list-style-type: none"> <li>• <i>How do you evaluate the effectiveness of capacity building activities?</i></li> </ul>	<p>The effectiveness of capacity building activities is evaluated through analysis of parent survey results and by the number of parents in attendance at these activities.</p>
<ul style="list-style-type: none"> <li>• <i>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements</i></li> </ul>	<p>Community stakeholders are invited to all school functions and programs. These stakeholders are also encouraged to volunteer time and talents to help make Putnam Academy a better school and improve student achievement.</p>

**Building the Capacity of Staff (Professional Development)**

Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on....

- *how to reach out to, communicate with, and work with parents/families as equal partners,*
- *the value and utility of contributions of parents/families*
- *how to implement and coordinate parent/family programs*

- *how to build ties between parents/families and the school*

**Please describe below how you will provide professional development**

<b><u>Topic-Title</u></b>	<b><u>Purpose</u></b>	<b><u>Implementation Format</u></b>	<b><u>Who is the audience?</u></b>	<b><u>Tentative Date/Time</u></b>
Tips for Developing Positive Relationships with Parents	School staff members learn 20 tips to help them better connect with parents.	Presentation by Curtis Ellis	Putnam Academy Faculty and Staff	September 27, 2021 2:30 PM

**Communication**

<i>Describe how you notify each family in a timely manner in an understandable format when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is out of field?</i>	Anytime students are being taught by a teacher who is out of field, parents are notified via a letter from the principal. This letter, which is attached to the weekly newsletter, is printed in both English and Spanish. Copies of these letters are placed in the Title I Notebook located in the school's front office for easy access by parents.
<i>Describe how you provide each family with timely notice in an understandable format information regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals.</i>	Parents are notified of their right to request professional qualifications of faculty and staff via a letter from the principal. This letter is attached to the first Progress Reports, which are received during Open House in mid-September.
<i>Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain.</i>	Parents are informed about standards, curriculum, and student assessments during new student orientation, PTSO meetings, and Open House. Additionally, these topics are addressed in the student handbook.
<i>Describe how the school will provide each family on individualized report about their child's performance on state</i>	Individual Student Assessment Reports typically arrive during the summer months. Upon arrival, parents are notified via School Messenger, Remind.com, and social media that the reports are available in the school office.

<i>assessments.</i>	
<i>Describe how you ensure that your school holds parent-teacher conferences during which the compact is discussed as it relates to the individual child's achievement. How is this requirement documented that it occurred? (This is a requirement for elementary schools only)</i>	N/A

## Coordination and Integration

Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.

<ul style="list-style-type: none"> <li>• <i>Homeless</i></li> </ul>	Homeless services are provided by district liaisons through Project Praise.
<ul style="list-style-type: none"> <li>• <i>Migrant</i></li> </ul>	Migrant services and support are provided through coordinated efforts of Title I personnel, Migrant Education Liaison, and personnel representing other federal programs.
<ul style="list-style-type: none"> <li>• <i>Headstart</i></li> </ul>	N/A
<ul style="list-style-type: none"> <li>• <i>Title II</i></li> </ul>	Title II staff solicit professional development needs/requests. Title II funds substitute teachers for teachers to engage in professional development and materials/supplies to support professional development activities.
<ul style="list-style-type: none"> <li>• <i>Title III - ELL</i></li> </ul>	Title III services are provided through the Federal Programs Department of Putnam County School District. This department provides educational materials and ELL district support services to improve the educational opportunities of English Language Learners.
<ul style="list-style-type: none"> <li>• <i>Title IV</i></li> </ul>	Title IV services are provided through implementation of the Caring Schools Community curriculum and funds supplies for well rounded education.
<ul style="list-style-type: none"> <li>• <i>Title V</i></li> </ul>	Title V staff provides professional development opportunities for teachers, of which Putnam Academy is invited to participate.
<ul style="list-style-type: none"> <li>• <i>ESE</i></li> </ul>	In compliance with federal law, all students with disabilities have an Individualized Education Plan (IEP) designed to meet academic, social, and emotional goals. Parents, teachers, administration, and other specialists are involved in IEP development through a coordinated team effort.



<ul style="list-style-type: none"> <li>• <b>Neglected and Delinquent</b></li> </ul>	Neglected and Delinquent students are provided with Mental Health counseling and career counseling.
<ul style="list-style-type: none"> <li>• <b>SAC</b></li> </ul>	School Advisory Council members review and offer suggestions for parent and family engagement during the annual review of all School Improvement Plan initiatives.
<ul style="list-style-type: none"> <li>• <b>PIDAC/MPAC (Migrant Parent Advisory Council)</b></li> </ul>	PIDAC representatives are parent volunteers. These representatives share with staff members and other parents during monthly PTSO meetings.
<ul style="list-style-type: none"> <li>• <b>PTO/PTA</b></li> </ul>	PTSO meets monthly from August through May. During these meetings, PFEP initiatives are discussed and suggested.
<ul style="list-style-type: none"> <li>• <b>Community Agencies</b></li> </ul>	Community agencies are contacted as needed and are invited to all school functions.
<ul style="list-style-type: none"> <li>• <b>Business Partners</b></li> </ul>	Business partners are solicited and recognized for level of partnership.
<ul style="list-style-type: none"> <li>• <b>Other</b></li> </ul>	

## Accessibility

<p><b>What opportunities do parents have to participate in their child's education?</b></p> <ul style="list-style-type: none"> <li>• Volunteer?</li> <li>• Mentor?</li> <li>• SAC?</li> <li>• PTO/PTA?</li> <li>• Other?</li> </ul>	<p>A variety of parental involvement activities are planned to ensure each parent has ample opportunity to participate. These activities are communicated through multiple sources ( school website, weekly newsletters, School Messenger, school message board, PTSO, Remind.com, social media, etc.) and, as needed, are translated into the child's home language (i.e. - Spanish) as per federal guidelines.</p>
<p><b>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</b></p> <ul style="list-style-type: none"> <li>• school and parent programs</li> <li>• meetings</li> <li>• school reports</li> <li>• other activities</li> </ul>	<p>Various forms of communication are used at Putnam Academy to keep parents informed of programs, meetings, and other activities. Those communication avenues include weekly newsletters, school website, school message board, School Messenger, social media, PTSO meetings, and Remind.com.</p>

<p><b><i>What barriers hinder participation by parents in parental engagement activities?</i></b></p> <p><b><i>What steps will you take this school year to overcome these 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.</i></b></p> <p><b><u><i>Please address the subgroup populations that are included in your schoolwide plan data.</i></u></b></p>	<p>Barriers that hinder participation in parental engagement activities include work schedules and activities planned simultaneously at multiple schools (i.e. - Open House scheduled at same date/time for several schools.).</p> <p>Putnam Academy has taken steps to eliminate these barriers by:</p> <ol style="list-style-type: none"> <li>1) Checking with other schools before scheduling parent activities.</li> <li>2) Making all meetings/programs handicap accessible.</li> <li>3) Providing invitation in child's home language.</li> <li>4) Alternating times of day during which activities are held.</li> </ol>
<p><b><i>How does your school provide information to parents in their native language?</i></b></p> <p><b><i>What languages do you provide?</i></b></p> <p><b><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provided workshops in a parent's native language? Explain.</i></b></p>	<p>School flyers and newsletters are provided in English and Spanish, the two languages spoken in the homes of Putnam Academy students. Translators are provided when needed and requested.</p>
<p><b><i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Parent/Family Resource Centers</i></b></li> <li>• <b><i>Parent Liaison</i></b></li> <li>• <b><i>Other</i></b></li> </ul>	<p>Putnam Academy strives to provide meaningful and helpful resources in the Parent/Family Resource Center and will continue to update resources as requested and discovered.</p>