**Pinellas Park High School**

**Parent and Family Engagement Plan**

I, Brett Patterson, 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 outlined in Section 9101(32), ESEA;
* 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 [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
* 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 plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parent and family engagement plan [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* 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 [Section 1111(h)(6)(B)(I)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; 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 [Section (h)(6)(A)].

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

**Mission Statement**

Parent and Family Engagement Mission Statement (Optional)

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| **Response:**The Pinellas Park High school community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships. |

**Engagement of Parents**

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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:**Pinellas Park High School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings. |

**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 [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Freshmen Orientation | Orientation for new families in August (Virtual) |
| 2 | PCSB FOCUS | Parent FOCUS login at Back to School Night |
| 3 | FAFSA | PCSB Fall Workshop in November |
| 4 | College/University Applications | College and Career Session in October and January |
| 5 | Monthly Parent Meeting Options | Parent meeting options each month |

**Annual 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), Adequately Yearly Progress, 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 [Section 1118(c)(1)].

Strong responses include:

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | School Messenger calls | Principal | August 2020 | School Messenger summary reports |
| 2 | Community emails | Principal | August 2020 | Sent to approximately 500 community stakeholders in email distribution group |
| 3 | New Student Orientation | Principal | August 2020 | Over 500 in attendance (Virtually) |
| 4 | Website | Principal | August 2020 | Website access summary data |
| 5 | Annual Parent Meeting | Principal | August, 2020 | Attendance roster summary (Virtually) |

**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 parental involvement [Section 1118(c)(2)].

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| **Response:**Pinellas Park High School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year. |

**Building Capacity**  
  
Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Monthly SAC Meetings | Principal | Increase parental involvement | August - May | Attendance rosters |
| 2 | FOCUS Parent login usage | Enrollment Clerk | Increase parental awareness of student academic status | August - May | Number of parents with login access |
| 3 | Technology Advisory Board | Technology Teachers/Principal | Increase guest speakers, classroom demonstrations, and internships (Virtually) | September - May | Increase of events and internships |
| 5 | FR/CJA Advisory Board | FR/CJA Teachers/Assistant Principal | Increase guest speakers and application of knowledge (Virtually) | September - May | Increase of events |
| 6 | College and Career Evening | College and Career Counselor | Increase in student successful post high school transitions | January 30, 2019 | Senior survey data |
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**Staff Training**  
  
Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, 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 programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | **MTSS PD** | MTSS team | Increase student engagement – increase in academic proficiency, and decreases in discipline referrals and student absences | Weekly | PLC agendas and minutes |
| 2 | **Instructional Leadership PD** | Department Heads, Leadership Team, and Instructional Coaches | Alignment of department instructional common strategies with school goals | Monthly | PLC agendas and minutes |
| 3 | **Subject department PD** | Subject area department teachers, Instructional coaches, Leadership Team | Effective implementation of pacing guide, standards | Monthly | Lessons aligned to standards, pacing |
| 4 | **Advanced Placement/Dual Enrollment PD** | AP/DE teachers, Leadership Team | Equitable access to rigorous coursework, with support as needed | Monthly | Enrollment, academic student data |
| 5 | **Improvement Team PD** | Voluntary team members | Incentive based objectives and restorative practices use | Monthly | Climate survey for staff |
| 6 | **AVID Site Team PD** | AVID Site Team members | Consistency of tutorials, schoolwide AVID strategies | Monthly | Enrollment, academic student data |
| 7 | **Demonstration Days** | Instructional staff | Improve consistency within instructional strategies | Bi-annually | Participation rosters |
| 8 | **Full Staff PD** | All staff | Refocus of school goals, initiatives | Every other month | Classroom observations |

**Other Activities**  
  
Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

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| **Response:**Pinellas Park High School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication |

**Communication**  
  
Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* 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 [Section 1118(c)(4)(B)];
* 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[Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:**Pinellas Park High School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back-2-School Knight / Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. |

**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 [Section 1118(e)(5) and 1118(f)].

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| **Response:**Pinellas Park High School will make the Parent and Family Engagement Plan (PFEP) available to parents in English and Spanish on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. |

**Discretionary Activities**

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | Input at SAC meetings | Principal | Culturally responsive instructional strategies | August - May |
| 2 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Orientations and College/Career Event | Administration | Increase parental awareness, involvement | August - January |
| 3 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Monthly parent meetings | Administration | Variety of available times increases parents ability to participate | September - May |
| 4 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Vertical K-12 school supports | Administration and Community Activist | Support for four feeder schools | August - May |
| 5 |  |  |  |  |  |

**Upload Evidence of Input from Parents (into the Audit Box KIA Folder)**

* Upload evidence of parent input in the development of the plan

**Upload Parent-School Compact** **(into the Audit Box KIA Folder)**  
  
  
Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
**PPHS Parent / Guardian Agreement:** I want my child to reach his / her full academic potential; therefore, I will do the following to support my child’s learning:

* Maintain on-going communication with my student’s school
* Attend school events when available
* Ensure my student comes to school on time each day on time prepared and ready to learn
* Review my student’s academic progress with my student at least weekly using FOCUS
* Encourage educational reading and completion of homework
* Respect all others at all time
* Review the 9th grade binder contents with my student on a weekly basis

Parent / Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PPHS Student Agreement:** It is important that I do the best that I can; therefore, I will do the following:

* Come to school on time each day on time prepared and ready to learn
* Believe in my ability to learn and engage in the educational process
* Work to the best of my ability
* Respect all others at all times
* Maintain an organized school binder system for all of my classes and review with my parent weekly

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PPHS School Agreement:** The entire school staff with share the responsibility for improved student achievement; therefore, we will do the following:

* Increase consistency and timeliness of communication with our students and families through FOCUS, website, and email
* Provide opportunities for parents to participate in their child’s school activities
* Provide an environment conducive to learning
* Respect all others at all times

Administrator/Staff Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Upload an electronic version of the Parent-School Compact.

**Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

**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 [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Monthly SAC Meetings | 9 | 10-15 each | Increase parental involvement |
| 2 | Monthly Music Parent Meetings | 8 | 5-10 each | Increase volunteers and support for band students |
| 3 | FOCUS Parent login usage | NA | Over 1,000 | Increase parental awareness of student academic status |
| 4 | Technology Advisory Board | 4 | 25-30 | Increase guest speakers, classroom demonstrations, and internships |
| 5 | FR/CJA Advisory Board | 4 | 10-15 | Increase guest speakers and application of knowledge |
| 7 | College and Career Evening | 1 | Over 500 | Increase in student successful post high school transitions |

**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 [Section 1118 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Preschool PD | 1 | 110 | Increased rigorous classroom lessons, engagement (AVID CRT, Virtually) |
| 2 | Full staff PD | 10 | 165 | Refocus of school goals, initiatives |
| 3 | Subject Area PLCs | 8 | 100 | Effective implementation of pacing guide, standards |
| 4 | Advanced Placement PLCs | 8 | 35 | Equitable access to rigorous coursework, with support as needed |
| 5 | Department Head PLCs | 8 | 17 | Alignment of department instructional common strategies with school goals |

**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) [Section 1118(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lack of parent involvement at Title I Nights(African American, economically disadvantage) | Offer alternate meeting times in the morning periodically throughout the year |
| 2 | Unable to contact parents/multiple calls from several teachers in one day(African American, economically disadvantage) | Structured cross content teams with time built in to work with parents through parent calls, emails and conferences |
| 3 | Parents unable to get information on what is happening in their child’s classes (economically disadvantage) | Cross content team send home quarterly newsletters with information on class content, testing, field trips and other relevant information. Use the school messenger system to contact parents via the phone. |