**Title I, Part A Parent and Family Engagement Policy**

**Southeast High School 0431**

**2020-2021**

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

# Review of 2019-20 Parent and Family Engagement

Describe which parts of your 2019-20 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2020-21 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

**RESPONSE:**

Many of our surveys regarding the PFEP, Parent-School Compact, events, etc were well received. When looked at as a whole during our SAC meetings, no changes were suggested. We used a variety of methods to allow for all parents and stakeholders to have a voice, even if they could not attend in person. These items included surveymonkey questionnaires that could be filled out here on campus, at home on a computer, or from their mobile devices. We utilized this data to compile suggestions for improvement and accolades where we were successful. Parents really appreciated the data dives where we went into individual grade level data that reflects proficiency as well as school grade components. They felt that by providing this information, we were creating a community that could be responsible for the knowledge of what to do and how to affects the school. A barrier that we still face is the comfortability of our ESOL population; both parents and students. It is a tough situation that we try to diffuse through ESOL parent nights, providing translators so they can feel comfortable with the information they are hearing and have a voice to speak up. We will continue to show all of our collective stakeholders that they are safe at Southeast High School and we welcome their participation; however big or small it may be. We are utilizing our PFEP as a way to help us focus our communication efforts, professional development plans, and discretionary activities so as to continue to build upon our recent efforts.

# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

* Reflect the beliefs or values the school holds regarding the importance of family engagement;
* Explain the purpose of the parent and family engagement program;
* Be written in parent friendly language;
* Inspire stakeholders to be engaged and supportive of the program; and
* Be different from your school mission statement.

**RESPONSE:**

Southeast High School will provide ongoing opportunities for parents/families to participate in meaningful communication with the school and staff regarding student achievement as well as non-curricular, school-related activities

# 2020-2021 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

**RESPONSE:**

**1. Parent input will be sought via survey to inform the parent compact, the Parent and Family Engagement Policy and the School Improvement Plan.**

**2. There will be an open invitation to all parents to join the school's advisory council via Teams. An information session will be held during Open House and representatives will be available to speak to parents at Back to School Night as well.**

**3. Communicating with parents utilizing print, social media and telecommunications keeping them informed about expectations, events, and issues impacting teaching and learning. We have added a “school-official” Twitter and Facebook page to help with promoting SEHS and all that they are doing as well as news, updates, etc. Schoology has also provided an instantaneous link to parents and students regarding school assignments, expectations, etc**

**4. Encouraging regular feedback to parents from teachers through a variety of media. Administration and teachers will work together to ensure that two-way communication is effective. If any issues arise with communication (absence of working number, email, etc), our G.E.T. will conduct a home visit to ensure contact is made and appropriate and working communication links are established. The addition of a Graduation Coach will help with communicating needs and expectations in regards to the academic progress of students to their homes.**

# 2020-2021 Coordination and Integration

* Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

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| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | ESOL | Virtual Parent Night- parents will be invited to discuss ESOL requirements and strategies to support instruction. |
| **2** | IB | Parents are invited to discuss IB graduation requirements and assignments relative to completion. Parents are given tools to assist students in being successful. |
| **3** | TSA | Encourage parent participation and increase student knowledge of career industry. |
| **4** | AVID | Parent information opportunities to encourage student success and post-secondary schooling |
| **5** | School-based Health Clinic | We are working with Manatee County Rural Health Services by implementing a school-based health clinic. Students will be able to see a doctor if they are ill, receive prescriptions, have their physicals, etc all right on campus. Over the summer, families of our student body will also be able to utilize the clinic for their needs. |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), 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)].

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| **Count** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Develop agenda, handouts, and/or presentation materials that address the required components | Principal or designee | August2020May2021 | Copies of documents uploaded to the online crate |
| **2** | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.) | Principal or designee | August2020May2021 | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| **3** | Hold the Meeting (Virtual) | Principal or designee | August2020May2021 | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | August2020May2021 | Aggregated Evaluation Form/Notes uploaded to the online crate |

# Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

* the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals
* how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
* how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teachers who is out of field? [ESEA Section 1116]

**RESPONSE:**

**SEHS sent home the “Parent’s Rights” letter in both English and Spanish with every student. Any new student that has enrolled after this will receive one in their welcome packet. Each student will also receive a print out of their child’s scores on any state assessments upon request (offer will be communicated via ConnectEd). We will hold a family “Virtual Meeting” get together where we will discuss performance on assessments, graduation requirements, college and career readiness, etc. Parents will also be provided assessment information via the school grading platform, FOCUS. SEHS will also send out a newsletter informing parents which teachers are out of field via the school newsletter in both October and February. All of the letters are dated and signed by the school principal, as well as being filed in 3 ways (in the online crate, in printed out form in our physical binder, and electronically on our cloud binder).**

# 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 [ESEA Section 1116]

**RESPONSE:**

**The school attempts to schedule Title I parent meetings when parents have other virtual meetings and other virtual student activities. For example, Freshman/New Student Orientation is being held prior to the first day of school when students and parents are on campus to pick up schedules. Regularly scheduled athletic meetings (for each season) will also be utilized to inform parents regarding Title 1 benefits and to increase parental engagement. Title I information is shared with parents at multiple times and in multiple ways so that if parents are more likely to get their information via the web: MySDMC App, Parent Portal and Schoology platforms. We have a Graduation Enhancement Tech that completes home visits for chronic absenteeism and works with families and the students to set up goals for success. We have a Graduation Coach that will assist with the academic piece for our low-performing students. They will also provide home visits and set up meeting with families when convenient for them.**

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, 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. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

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| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Senior Parent Meeting | Rosa Faison  | Ensures parents and students are aware of requirements and where to turn for help.  | February-March2021  | Informed students and parents will help to increase graduation rate. |
| **2** | Family Financial Night | Laura Roberts | Parents are provided with support for completing the FAFSA | November-March2020-2021 | Students/parents who get assistance obtaining financial aid will be more likely to seek out post-secondary education. |
| **3** | Open House | Anthony Pipino | Allows parents and students to meet and keeps parents informed as to what is happening in class. | August-November 2020 | Parent teacher relationships and communication will increase student achievement |
| **4** | School Choice | Daniel Cordero Assistant Principal | Provides information for parents and students who would like to CHOICE to SEHS. Non-Title 1 funded | January-February 2021 | Students who experience SEHS first had will be more likely to choose SEHS as their school. This meeting allows for parents to see the support they receive as part of a title 1 school so they will know that their child does not have to negate IB just because they cannot afford it. |
| **5** | School Choice for IB | Shelly DeCesare and Kathy Grim | Provides information for parents and students who would like to CHOICE to SEHS for our IB program. Non-Title 1 funded | Nov 2020-Feb 2021 | Students who experience SEHS first had will be more likely to choose SEHS as their school. This meeting allows for parents to see the support they receive as part of a title 1 school so they will know that their child does not have to negate IB just because they cannot afford it. |
| **6** | Post-Secondary Education Informational Evening | Allison Gehlot and Shelly DeCesare and Unidos Now | Provide parents with information to learn how to help their students get selective colleges and maximize scholarships. | Nov 2020 –Feb 2021 | Students/Parents will be more informed with college options and more likely to pursue post-secondary options. Higher # of students will pursue higher education opportunities. |
| **7** | Title 1 Athletic Parent Information Meeting  | CollisAthletic Director | Informative session for students and families for athletic events. | August 2020 2021  | Students will have access to necessary forms and have complete understanding of what it is to be a student-athlete |
| **8** | Title One ESOL Parent Night | Daniel Cordero Assistant Principal | Program Philosophy, Academic info, and support opportunities for students and their families | September2020  | Provided a translator and met with parents individually to get feedback from meetings. Parent feedback form circulated in Spanish. |
| **9** | Title 1 Back to School Night | Rosa Faison Principal | Opportunity for all families to get familiar with school surroundings and walk the student’s schedules. Meet and greet admin, faculty, and staff | September 2020  | Parent feedback from forms circulated in rooms. Check in at SAC meeting to determine any necessary changes for following years. |

# Staff Development

Describe the professional development activities the school will provide, with the assistance of parents/families, to educate the teachers, specialized instructional support personnel, school leaders, and other staff in the following:

* the value and utility of contributions of parents/families
* how to reach out to, communicate with, and work with parents/families as equal partners, and
* implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

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| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | AVID Title 1 Meeting | Anthony Pipino | AVID is based on giving students opportunities that their prior family members might not have had. They believe if you hold students accountable to the highest standards and provide academic and social support, they will rise to the challenge. Parents are an important part of that support system. When they are able to partner with the school community, students are more successful. | September 2020 | Increased graduation rate and higher rate of students remaining on-track for graduation. We moved from a graduation rate in the 60s and 70s to 83% gradation rate. There was 100% graduation rate with participating AVID students |
| **2** | Post-Secondary Education Informational Meeting | Allison Gehlot and Shelly DeCesare and Unidos Now | Provide staff with information to learn how to help their students get selective colleges and maximize scholarship opportunities. Also discuss fields where teachers can assist students in their application process | Nov 2020 –Feb 2021 | Staff will be more informed with college options and more likely to pursue post-secondary options. Higher # of students will pursue higher education opportunities. |
| **3** | Accountable Talk Training | Shelly DeCesare | Training teachers to develop lessons that are more student-driven. This creates self-responsibility within the student body for their own learning. Students will be more. | Aug 2020-May 2021 | Increased student engagement leads to better retention of skill-based knowledge. Improvement will be seen in regards to learning gains within assessments provided |
| **4** | Positive Behavior Support | Anthony Pipino,Kim Brown,and Heather Felton | Teachers will learn how to modify the classroom culture through positive behavioral support strategies | August2020May2021 | A decrease in the number of disciplinary referrals, more time to teach, positive culture across the campus. Positive behaviors will be tracked with our PLASCO system to provide evidence. |
| **5** | SchoologySupport/Training  | Emilee Vermilion,Kim Brown | Teachers will be provided support with Schoology.  | Aug 2020May 2021 | Increased student engagement and understanding of the content. Improvement will be seen in regards to learning gains within assessments provided |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**RESPONSE:**

1. **Due to Covid parents are not allowed to be on campus if and when the restriction are lifted they will be allowed to use the mini lab. Our mini lab is available to parents in the front office "college center." Here, parents without Internet access can use the Parent Portal to monitor students' grades and attendance, apply for financial aid, complete surveys and any other school related activity that requires use of the Internet.**
2. **Progress Reports are sent out 4 times a year to communicate information about student achievement and attendance. Weekly progress reports are available upon request.**
3. **Parent Conferences are available upon request and scheduled through the Guidance Department.**
4. **"At Risk" Letters are sent to parents notifying them that students are at risk for graduation because they have either not met certain requirements, or because they are low on credits or GPA. The Graduation Coach will also be completing home visits for the identified students.**
5. **Title 1 information center is included on our school webpage. Here we house annual meeting agendas, our Parent and Family Engagement Plan, Right to know letters, our School compact, and many other points of interest and information pertinent to student success and successful communication with all stakeholders**

# Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

* 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 obtain
* 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
* If the schoolwide program plan under 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.

**RESPONSE:**

1. Timely information about the Title 1 programs
	1. Parent compact is sent home and made available on the school website.
	2. ConnectED called are sent to reminder parents about Title 1 meetings
	3. Title 1 presentation throughout the school year.
2. 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 obtain. This information is readily available via our website. We also present all of this information at our New Student Orientation. Guidance counselors call home regularly to ensure parents are kept up to date on student performance, expectations, etc.
	1. Southeast provides a wide range of curriculum options from classes for students on access curriculum to students that receive an International Baccalaureate diploma.
	2. State mandated testing Florida State Assessment (FSA) and End of Course Exams (EOC’s), In addition we offer Bench Mark Assessment, WIDE Testing, Florida Standards Alternative Assessment, Industry Certification, Advance Placement, and International Baccalaureate.
	3. The expectation for proficiency are the students have growth from year to year. Students that are proficient on State Assessments continue to score at or above proficient level. Students that are below the proficient level have growth on their assessments.
3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, in decisions relating to the education of their children.
	1. Parents can schedule regular meetings through our front office to meet with the faculty.
	2. Parent can attend School Advisory Council to have in-put on educational decisions.
	3. Parent are invited to attend Parental Involvement meetings and activities.
4. If the schoolwide program plan under is not satisfactory to the parents of the participating children, the school will include submit the parents’ comment with the plan that will be made available to the local education agency.
	1. If the schoolwide program becomes unsatisfactory the school will provide parents’ comments to the local education agency.
5. Progress Reports are sent out 4 times a year to communicate information about student achievement and attendance. Weekly progress reports are available upon request.
6. "At Risk" Letters are sent to parents notifying them that students are at risk for graduation because they have either not met certain requirements, or because they are low on credits or GPA. The Graduation Coach will also be completing home visits for the identified students
7. Parent Conferences are available upon request and scheduled through the Guidance Department.

# Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (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 [ESEA Section 1116]:

**RESPONSE:**

1. **The school PFEP will be available in English, Spanish and Haitian/Creole on the school web site and in the front office.**
2. **Translators can be made available for parent and family engagement activities upon request.**
3. **Southeast High School is equipped with an elevator for those with physical conditions that would prevent them from climbing stairs in the buildings that have 2 floors**

# Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [ for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

**RESPONSE:**

1. **Home visits.** GET and Graduation Coach will visit homes and speak with parents and families in regards to academic and attendance issues. Meet and discuss ways we can support one another to help get their child on track.
2. **After school tutoring, credit recovery, character education.** Provide a safe place for students to complete homework and be supervised until a parent came pick them up. Also provide basic character education training for students and support for parents to help their child grow.
3. **Summer Bridge Program.** Helps students get on track and understand expectations on high school operates differently then middle school. Provide parents with information on how to best support student in regards to academic success.

# Uploads

Please prepare evidences below. Refer to your Beginning of the Year Timeline and Title I Crate for resources and sample documents.

**2019-20 Title I Crate**

* Evidence of parent input in the development of the school SIP/Title I Plan and Title I Budget (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of parent input in the development of the school Parent and Family Engagement Policy (PFEP) (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)

**2020-21 Title I Crate**

* Copy of the school SIP or Title I Plan (charter)
* Copy of the Parent and Family Engagement Policy (PFEP) (parent-friendly version)
* Copy of the Parent-School Compact (Final in all languages)