

PENSACOLA HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, David Williams, 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 parental involvement, 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 parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement 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 parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [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)].

Signature of Principal or Designee

Date Signed

10/30/15

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The parental involvement mission of Pensacola High School is to empower parents to advocate for and to support their children as they prepare for post-secondary and career readiness.

Involvement 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 parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: The Pensacola High School Leadership Team works in conjunction with the School Advisory Council to review, plan, and improve school programs. Leadership meets with the Parent Teacher Student Association to share the plan and to ask for input. At the beginning of the school year, parents of students served by Title I are invited to the Annual Title I meeting to provide input to the plan and to offer revisions for the School-Parent Compact. At this meeting, the purpose and requirements of being a Title I school are explained as well as the parent involvement budget. Parents are surveyed for input for parent activity topics. The Parent Involvement Plan is available at the meeting for suggested revisions and the final compact is available on the school website. A link to e-mail the Title I school contact with suggestions is provided.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement 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)].

count	Program	Coordination
1	Title I	Senior/Parent Night: Information for parents regarding graduation and post-high school planning processes. Presenters secured by At-Risk/Graduation PLC.
2	Title I	Parent Information Workshop to increase awareness of graduation requirements, student handbook, FOCUS grade book, and student progress. Information presented by Ninth Grade Graduation Coach.
3	Title I	Math Night: Parents learn information to assist students with math EOC's and obtain information regarding on-line and school-based math resources. Presented by PHS departments & District Math Specialist.
4	Title I	Literacy Night: Parents learn information to assist their children with standardized assessments and obtain information regarding on-line and school-based literacy resources. Presented by Literacy Coach, Media Specialist, Literacy Leadership Team, & PTSA.
5	Title I	Financial Aid Workshop: Parents obtain help preparing FAFSA documents from Pensacola State College representatives. Hosted by Literacy Coach & PTSA.
6	Title I	Junior/Parent Night: Information for parents regarding college and career readiness. Presenters secured by At-Risk/Graduation PLC.
7	Title I	ESOL Parent Night: Information for ESOL parents regarding school-related activities and resources. Coordinated by Title One Parent Coordinator/Literacy Coach, PHS ESOL Department, At-Risk/Graduation PLC, Ninth Grade Academy Coach, & District ESOL Specialist

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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Place annual meeting on school calendar	Principal	Two weeks before the meeting	Meeting minutes
2	School call-out with information pertaining to the annual meeting.	Title I Parent Coordinator and Principal	1 Week and day before the meeting	Number of Participants
3	Agenda and presentation materials developed	Title I Parent Coordinator	Week before the meeting	Meeting notes
4	Prepare and Print Sign-in Sheets	Title I Parent Coordinator	Week before the meeting	Sign-In Sheet
5	Invite parents to provide input to compact and plan	Title I Parent Coordinator	Night of the Meeting	copies of surveys & minutes from the meeting
6	Make handouts and the plan available on the school web site.	Title I Parent Coordinator	November 2, 2015	appearance on the site

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)].

Response: Parents are surveyed at the Annual Title I meeting to identify best meeting times. Ninth Grade Academy teachers hold a parent conference day in the second grading period with extended hours before and after school. The Ninth Grade Academy Coach can make home visits if necessary. Taxi transportation is available all year long for parents who need it to attend parent conferences, or to attend parent education events. Title I funds are used to purchase educational materials for take home kits.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, 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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Senior/Parent Night	At-Risk Graduation PLC & Literacy Coach/Title One	Parents have information regarding graduation and post-secondary options to assist their children with graduation and college/career choices. Anticipate higher	October 2015	Sign-In Sheets & Graduation

		Parent Coordinator	graduation rates.		Rate
2	Parent Information Workshop	Ninth Grade Academy Coach & Literacy Coach/Title One Parent Coordinator	Increase parental awareness of graduation requirements, career academies, student handbook, FOCUS grade book, and other ways to monitor student progress.	December 2015	Sign-In Sheet & Academy Designations
3	Math Night	Math Department, District Math Teacher on Special Assignment, & Literacy Coach, & Test Coordinator	Increase parental awareness of on-line, text-based, and school-based resources to assist students with math EOCs, PERT, ACT, SAT, ASVAB. Higher student passage rates on math standardized assessments.	January 2016	Sign-In Sheet, Parent Survey, & Test Scores
4	Literacy Night	Literacy Coach/Title One Coordinator, Literacy Leadership Team, Media Specialist, PTSA	Increase parental awareness of on-line, text-based, and school-based resources to assist students with literacy EOCs, FCAT, ACT, SAT, ASVAB. Higher student passage rates on math standardized assessments.	February 2016	Sign-In Sheet, Parent Survey, & Test Scores
5	Financial Aid Workshop	Literacy Coach/Title One Coordinator, At-Risk Graduation PLC, & PTSA	Parents obtain assistance preparing FAFSA documents to secure resources for college and trade admission.	May 2016	Sign-In Sheet
6	Junior/Parent Night	At Risk/Graduation PLC & Literacy Coach/Title One Coordinator	Parents have information regarding graduation and post-secondary options to assist their children with graduation and college/career choices. Anticipate increased ability of junior to be on track for graduation and increased readiness of juniors to make post secondary choices (college/career).	March 2016	Sign-In Sheet, Parent/Student Survey
7	Parenting Brochures	Literacy Coach/Title One Coordinator	Brochures on study tips, being involved, teen responsibility and more made available every day in the main school lobby for parents will provide ideas for parents to help their children at home to be more successful in school.	Year Round	# of brochures consumed
8	ESOL Parent Gathering	ESOL Department, District ESOL Specialist, Literacy Coach, PTSA, Academy Coach	Increase parent/school communication & understanding of school requirements, accommodations, and resources.	May 2016	Sign-In Sheet, Parent Interview

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Presentation of Parent Involvement Barrier/Suggestions for Parental Involvement & Parental Involvement Plan at Faculty Meeting	Principal	Setting clear goals for increased parental involvement will lead to more support from home and increased completion of work.	November 2015	Parent return of compacts
2	Teacher Training--Importance of building partnership relationships with parents	Assistant Principal, 9th Grade Academy Coach, Literacy Coach/Title One Coordinator	Better communication improves student achievement	November 2015	Sign-In Sheet, Teacher Feedback
3	Teacher Training--Effective Communication with parents & students	Assistant Principal, Literacy Coach/Title One Parent Coordinator, 9th Grade Academy Coach	Better communication improves student achievement	January 2016	Sign-In Sheet, Teacher Feedback & Fewer classroom management issues reported
4	Professional Research Presented on PHS Professional Development Wiki	Literacy Leadership Team & Literacy Coach/Title One Parent Coordinator	Increase teacher awareness and understanding of student population and families that results in improved student/parent/teacher relations and increased student achievement.	Year Round	Wiki Membership

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)].

Response: The Pensacola High School Administration has an open-door policy for all parents. Parents may share concerns or ideas without a prior appointment. In addition, parent conferences are regularly scheduled every Thursday and Friday morning. Parenting brochures from The Parenting Institute are purchased with Title I funds and are made available in the

main lobby for parents who visit the school. Topics include how to build study habits, how to read at home, Internet safety, dealing with peer pressure and students with ADHD. In addition, school information handouts are provided on bright colored paper for distribution through homeroom and available in the lobby.

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)].

Response: The school informs parents of curriculum, assessments, meetings, student progress, proficiency levels on an ongoing basis through call outs, and handouts sent home. The following is a list of different ways we inform parents of curriculum, assessments, meetings, student progress, proficiency levels, and Title I programs:

-Use of School and District Website

-Teacher e-mail addresses provided on the school web site

-FOCUS Gradebook Viewer - a link to the online Parent Gradebook Viewer is available on the school website

-Require parental signatures on forms that go home

-Parent email addresses given to teachers to continue the line of communication

-Student Code of Conduct handbooks are provided by the Escambia County School District

-Curriculum syllabi with grade level expectations and grading policies are provided by teachers

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement 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)].

Response: Multiple sources are used to communicate opportunities for involvement to parents. Communication occurs via the phone call-out system and written flyers. The school ESOL department communicates with the parents of students with limited English proficiency through assessment reports and informational letters written in the child's home language. Translators are available when teachers need to contact parents via phone. In addition, steps are taken to ensure disabled parents have access to school events via handicap ramps and the elevator. The district ESE department can arrange for a sign-language translator as needed. Educational materials can be sent home at the request of a parent, guidance counselor or 9th grade academy coach. The At Risk/Graduation Professional Learning Community will extend an invitation to local faith groups to build partnerships regarding communicating school and parenting information.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

☒ Not Applicable

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/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 an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/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.

Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Meeting	1	77	Parent awareness of Title I resources and test score communication can help them better advocate for their children.
2	College Financial Planning Night and FAFSA nights	2	29	Knowledge of college planning strategies helps parents and students set goals early for higher academic achievement.
3	Pathways to Success Curriculum Fair	1	135	Parents were part of the high school course registration process to help students meet graduation requirements
4	Family Math Night	1	25	Families did hands on algebra and made study aids in preparation of the Algebra EOC
5	Summer Reading Packs Sent Home	1	17	Parent newsletter and book packs of 5 books with journal sent home for summer reading. Access to books over the summer closes the achievement gap.
6	Family Resource Center in Lobby	1	0	294 brochures on parenting to help parents assist children at home have been consumed
7	Guide to Careers and Research	1	528	485 Career booklets went home to ninth grade families so parents can help them with research while learning about career resources available.
8	Parent Newsletters distributed at school events	3	315	Home-school communication regarding checking student progress, after school tutoring, and graduation requirements helps students stay on track to graduate.

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)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Staff Meeting: Contacting Parents	1	80	Parents can reinforce good behaviors expected for the learning environment.
2	Staff Meeting: Title I Parent Involvement Plan and Compacts	1	90	The Title I plan outlines ways parents can learn how to help their students. Teacher participation in the compact builds partnerships for student achievement.
3	Faculty In-Service: Communicating with families	1	85	When teachers use effective communication strategies to contact the home, parents can help students stay on track for career and college readiness.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement 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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation for low SES and disabled	Taxi service provided
2	Parents of at-risk students may not have had positive prior experiences in their own schooling.	Positive phone calls home and personal invitations for those who signed in at meetings
3	Lack of awareness of opportunities for students beyond high school and how to advocate for their children to find resources	Use sporting events and call outs to advertise opportunities.

4 Parents may feel uncomfortable with their own literacy skills.

Send home guides and brochures written at middle level readability.

Best Practices (Optional)

Describe the parental involvement 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
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