

PENSACOLA HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, Mr. 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

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 college 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 | Open House: Provide parents with the opportunity to meet with teachers and counselors to support their students at school and at home. |
| 2 | Title I | Senior/Parent Night: Information for parents regarding graduation and post-high school planning processes. Presenters secured by At-Risk/Graduation PLC. |
| 3 | Title I | Financial Aid Workshop: Parents obtain help preparing FAFSA documents from Pensacola State College representatives. Hosted by title I Parent Coordinator. |
| 4 | Title I | Parent Literacy Night: Parents learn information to assist their children with standardized assessments and obtain information regarding on-line and school-based literacy and math resources. Presented by Title I Parent Coordinator, Media Specialist, Literacy Leadership Team, & Math Department. |
| 5 | Title I | Pathway to Success: Curriculum Fair. Give parents an opportunity to learn about PHS academic & career academies, clubs, organizations, & sports teams. |

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 | Ten days prior to the meeting | Meeting minutes |
| 2 | School call-out with information pertaining to the annual meeting. | Title I Parent Coordinator and Principal | 1 Week 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 the plan for the year. | 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 | August 30 - September 2, 2016 | 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. Teachers hold a parent-teacher conference meetings before school on Thursdays and Fridays and can have extended hours during the second marking period before and after school. 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 and supplies.

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 | Open House | At-Risk Graduation PLC | Parents will receive student assessment data, meet with teachers, and receive information to ensure their students meet graduation requirements. | September 2016 | Sign-In Sheets & Parent Surveys |
| 2 | Senior/Parent Night | At-Risk Graduation PLC & Title I Parent Coordinator | Parents will have information regarding graduation and post-secondary options to assist their children with graduation and college/career choices. Anticipate higher graduation rates. | October 2016 | Sign-In Sheet & Graduation Rate |
| 3 | Financial Aid Workshop | Title I Coordinator & PSC Representative | Parents will obtain assistance preparing FAFSA documents to secure resources for college and trade admission. | October 2016-May 2017 | Sign-In Sheet |
| 4 | Parent Literacy Night | Title I Parent Coordinator, Literacy Leadership Team, Math Department, At-Risk Graduation PLC | Increased parental awareness of on-line, text-based, and school-based resources to assist students with ELA & math assessments & EOCs, PERT, ACT, SAT, ASVAB. Higher student passage rates on math standardized assessments. | January 2017 | Sign-In Sheet, Parent Survey |
| 5 | Pathways to Success: Curriculum Fair | Assistant Principal Jessica Canales | Parents will have greater capacity to assist their children with high school course registration processes that will ultimately result in student increased ability to meet graduation requirements | February 2017 | Sign-in Sheet |
| 6 | Parenting Brochures | Title I Parent Coordinator | Parents will have brochures on study tips, being involved, teen responsibility and more made available every day in the main school lobby. This will help provide ideas for parents to help their children at home to be more successful in school. | Year Round | # of brochures consumed |

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. | September 2016 | Parent return of compacts from parents |
| 2 | Teacher Training--Importance of building partnership relationships with parents | Assistant Principal & Literacy Leadership Team | Better communication improves student achievement | November 2016 | Sign-In Sheet, Teacher Feedback |
| 3 | Teacher Training--Effective Communication with parents & students | Assistant Principal & Literacy Leadership Team | Better communication improves student achievement | January 2017 | 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 I 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 or guidance counselor.

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 | 11 | Parental awareness of Title I resources and test score communication will help them advocate for their children. |
| 2 | Financial Aid Workshop | 5 | 34 | Parents obtain assistance preparing FAFSA documents to secure resources for college and trade school admission. |
| 3 | Pathways to Success Curriculum Fair | 1 | 20 | Greater capacity of parents to assist their children with high school course registration processes that will ultimately result in student increased ability to meet graduation requirements |
| 4 | Math Literacy Night | 1 | 12 | Increased parental awareness of on-line, text-based, and school-based resources to assist students with math EOCs, PERT, ACT, SAT, ASVAB. The anticipated impact is that the increased ability of parents to help their children score higher on math standardized assessments. |
| 5 | Literacy Night | 1 | 34 | Increased parental awareness of on-line, text-based, and school-based resources to assist students with ELA FSA, FCAT, ACT, SAT, ASVAB and the increased ability of parents to help their children score higher on ELA standardized assessments. |
| 6 | Family Resource Center in Lobby | 1 | 300 | 300 brochures on parenting to help parents assist children at home have been consumed |
| 7 | Senior/Parent Night | 1 | 169 | Parents obtained the information they needed regarding graduation and post-secondary options to assist their children with graduation and college/career choices. Anticipated higher graduation rates. |
| 8 | Junior/Parent Night | 1 | 48 | Parents obtained the information they needed regarding graduation and post-secondary options to assist their children with graduation and college/career choices. Anticipated higher graduation rates. |
| 9 | Parent Information Workshop | 1 | 4 | Increased parental awareness of graduation requirements, career academies, student handbook, FOCUS grade book, and other ways to monitor student progress. |

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 | 100 | Parents can reinforce good behaviors expected for the learning environment. |
| 2 | Staff Meeting: Title I Parent Involvement Plan and Compacts | 1 | 100 | 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 | 75 | 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/events. |
| 3 | Lack of awareness of opportunities for students beyond high school and how to advocate for their children to find resources. | Use call outs/flyers/internet to advertise opportunities. |
| 4 | Parents may feel uncomfortable with their own literacy skills. | Introduce new parent library & offer light refreshments at all events. |

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 |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|
