Pine Forest High School Title I, Part A Parental and Family Engagement Plan

# Involvement of Parents

Describe how the school will involve parents and families 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 {ESEA Section 1116}.

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| Pine Forest High School will work diligently and consistently to inform parents of all school  activities and academic programs through regular communications by the school website, individual web pages of our instructional staff members, social media, our school marquee, and the school messenger system. Our School Advisory Council is a diverse representation of our school community and will work collaboratively to make informed decisions that impact all students and involve families. |

# Coordination and Integration with Other Federal Programs

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 {ESEA Section 1116}.

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| **#** | **Program** | **Coordination** |
| 1 | Freshman Orientation | Administrative staff and faculty of the Freshmen Center provide new students and their parents with academic information about high school expectations, available resources, a tour of the facility, as well as their tentative high school schedule.  August 4, 2018 |
| 2 | Open House | The faculty and staff use this opportunity to inform parents of their classroom expectations, goals for the year, and helpful educational resources available to supplement their content areas. We encourage parents to access the Focus Parent Portal for the progress of their student, as well as informing guidance if a conference is required to  address concerns. Clubs, organizations, and sports will also set up booths to answer questions and pass out informative literature to parents and students.  August 27, 2018 |
| 3 | Senior Night | Graduating Seniors and their parents attend this event to receive information about important activities which take place throughout the  year. The guidance staff informs students and parents about areas of concerns, available community school to replace poor grades, as well as information about college ready assessments. Our ultimate goal is to  leave no senior behind and have 100% graduation participants with this cohort of students.  September 11, 2018 |
| 4 | College and Career Night | Students and parents have an opportunity to explore a variety of college, careers, and military opportunities for students. We will have representatives from several colleges and universities, local careers, military recruiters, and local business opportunities for students to become acquainted with before graduation. Students and parents will be able to attend several breakout sessions that focus on information that will help them better understand the process of college applications, FAFSA, ACT/SAT, and Dual Enrollment and Advanced Placement courses that are offered to PFHS students. ACT and SAT test study materials and books to help with assessment preparation will be provided to students.  October 16, 2018 |
| 5 | M.E.S.S and Curriculum Fair | The faculty and staff will provide information and demonstrations in order for parents to provide assistance at home with math, English  Language Arts, science and social studies assignments in the Innovation Center while at the same time in the commons area students and parents have an opportunity to explore and gain knowledge of resources, clubs, athletics, and course offerings at Pine Forest.  TBA |
| 6 | Awards and Recognition | Students and their families gather to celebrate the academic achievements of selected students. They are recognized for their persistent efforts to achieve excellence.    TBA |
| 7 | Ninth Grade Welcome Night | Incoming ninth grade students and their parents have the opportunity to meet with guidance counselors to review their potential high school  schedule. Student leaders and academy teachers are available to answer questions and provide information. Summer events for students are highlighted. Dinner is also served to participating families.  TBA |

# 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), Adequate Yearly Progress, school choice, and the rights of parents are covered at the annual meeting.

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| **#** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Place annual meeting on the school  calendar | Principal | One month before  the meeting | Meeting minutes |
| 2 | School call-out with information  pertaining to the annual meeting | Assistant Principal | Two weeks before  the meeting | Number of  participants |
| 3 | Seek volunteers for focus group | Principal | Two weeks before  the meeting | Number of  participants |
| 4 | Agenda and presentation materials  developed | Principal | One week before  the meeting | Meeting Notes |
| 5 | Invite parents to provide input to compact and plan | Principal | The night of the meetings | Meeting Notes |
| 6 | Make the plan available on the school  website | Assistant Principal | Once plan is approved | Appearance on the PFHS website |
| 7 | Maintain documentation | Instructional Coach | Ongoing | Sign-In sheets/Parent Input/Agenda/Meeting Minutes |

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# 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 engagement {ESEA Section 1116}.

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| Quarterly meetings will be conducted in the morning and the afternoon to accommodate the  busy schedules of our working school community. Parents are welcome to bring their younger children, as we will have a designated area for them to congregate during the informative sessions. |

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# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, and building relationships with the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents assist parents/families to work with their child. Include information on how the school will provide other reasonable support for parent/family engagement activities under {ESEA Section 1116}.

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| **#** | **Building Capacity Activity for Families** | **Person Responsible** | **Materials/Training**  **Provided to Parents/Families** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Provide on-line  resources through the  school website | Technology  Coordinator,  Assistant Principal | Videos, Google forms, and announcements | Ongoing | Increased  parental support  of student  academic  success. |
| 2 | Provide college  brochures, information  about college ready  assessment, ASVAB  information, and  financial waivers | Guidance Staff | Brochures concerning college, college ready assessments, ASVAB, financial aid and waivers. | September  2018 - May 2019 | Sign-in sheets |
| 3 | Information sessions to  inform parents of  student progression,  required assessments,  and criteria for  graduation | Administration,  Guidance | Graduation requirements | September  2018 - May 2019 | Feedback from  parents |
| 4 | Materials distributed  through email | Teachers | Varies | September  2018 - May 2019 | Feedback from  parents |
| 5 | Provide a night for parents and students to better understand SAT and ACT preparation and study assistance | Instructional Coach and Assistant Principal | ACT test and SAT test study materials and book to help with assessment preparation. | October 2018 | Feedback from  parents and students |

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# Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents/families, and in how to implement and coordinate parent/family programs, and build ties between parents/families and schools {ESEA Section 1116}.

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| **#** | **Building Capacity Activity for Staff** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Capturing Kids  Hearts Training | Flippen Group,  Assistant Principal | Building better  relationships improves  student achievement | August 2018  - June 2019 | Parent surveys |
| 2 | Professional  Learning  Communities  at Work | Solution Tree, principal | Increased student  achievement | June  2018 | Assessment  results; graduation  rate |
| 3 | Professional Learning Communities Consultant a PD | Solution Tree, principal | Increased student  achievement | August-October 2018 | Assessment  results; graduation  rate |
| 4 | Capturing Kids’ Hearts Process Champions | Flippen Group,  Assistant Principal | Building better  relationships improves  student achievement | October-May 2018-2019 | Parent surveys |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children {ESEA Section 1116}.

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| A parent resource center will be established in the guidance and/or main office area. Parents  can receive helpful information on student progression, college programs, financial assistance, and academic programs. |

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# Communication

Describe how the school will provide parents of participating children the following:

* 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 achievement levels students are expected to obtain;
* If requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and
* If the school wide program plan is not satisfactory to the parents of participating children, the school will submit the parents’ comments with the plan that will be made available to the local education agency {ESEA Section 1116}.

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| The school informs parents of curriculum, assessments, meetings, student progress, and proficiency levels on an ongoing basis through call outs and handouts sent home. Parents have access to the FOCUS grade portal to check on their child’s grades on a daily basis. Parents are invited to ask questions about the school and to suggest parent workshop topics at the Ninth Grade Orientation, Title I meeting, and Open House. 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  -Use of Social Media  -REMIND text messaging  -Teacher e-mail addresses provided on the school website  -FOCUS Gradebook Viewer - a link to the online Parent Portal 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 Rights and Responsibilities handbooks are provided by the Escambia County School District  -Curriculum syllabi with grade level expectations and grading policies are provided by teachers  -Brochures  -Chromebook Contracts |

# Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents. Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable, uniform format and in a language that parents/families can understand.

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| All activities and programs will be planned to meet the needs of the community.  Communication will occur via the phone call-out system and written flyers. We will hold multiple sessions in the mornings and evenings so that parents have an opportunity to attend. We will also accommodate our parents with limited English proficiency by offering additional support from our ESOL instructional staff members. If required, an interpreter will be provided as well. We have four parents in our school community that are hearing impaired and we will provide a sign language interpreter so the stakeholders can and will be informed of all school related information. |

# 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 disabled, have limited English proficiency, and parents/families of migratory children) {ESEA Section 1116].

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| **#** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Time of activities | Offer activities in the mornings and evenings |
| 2 | Parents of students in the ESOL  program were not in attendance | Provide necessary interpreters and/or a separate session  for parents of ESOL students |
| 3 | Transportation | Taxi vouchers will be provided to parents in need in order to attend meetings and parental involvement activities. |
| 4 | Communication | More communication will be mailed to parents, posted through social media, posted on the website, and contact made through School Messenger. Contact  information will be updated in Focus. |

# Assurances about the Parent and Family Engagement Plan

I, Laura Touchstone , 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

* Describe how the school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent;
* Plan was jointly developed/revised with parents and distributed to our families and the local community;
* Involve parents and families in the planning, review, and improvement of the school wide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to review, if necessary, the school’s parent and family engagement plan;
* Provide to each parent an individual student report about the performance of their child on the state assessment {ESEA Section 1116};
* 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 out of field;
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Laura Touchstone 4/26/2018

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| Signature of Principal or Designee  Laura Touchstone | Date Signed (2018/19)  4/26/2018 |
| (typed signature denotes approval of PFEP) |  |