**Pensacola 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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|  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 email the Title I school contact with suggestions is provided. |

**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 | Title 1 | Open House: Provide parents with the opportunity to meet with teachers and counselors to support their students at school and home. |
| 2 |  Title 1 | Senior/Parent Night:  Provide information for parents regarding graduation and post-high school planning processes. |
| 3 |  Title 1 | Financial Aid Workshop:  Parents obtain help preparing financial aid & FAFSA documents from Pensacola State College representatives.  Hosted by Title I Parent Coordinator.   |
| 4 |  Title 1 | 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 1 |  Parent/Teacher Conferences:  Progress information made available to parents at conferences. |
| 6 | Title 1 | PHS Tiger Parent Library:  Provide parents with year-long access to information and resources to support the academic and social development of their students at home and at school. |

**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), Adequately 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 | Develop meeting materials |  Title 1 Parent Coordinator |  Ten Days prior to meeting | Agenda, handouts, etc. |
| 2 | Advertise/publicize event  |  Title 1 Parent Coordinator |  1 week prior to the meeting | Flyer/invitation and Sign-In sheet |
| 3 | Title I Parent Meeting |  Title 1 Parent Coordinator |  October 12, 2017 | Sign-In sheet |
| 4 | Maintain documentation |  Title 1 Parent Coordinator |  5 years | Sign-In sheets/Parent Input/Agenda/Meeting Minutes |

**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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| 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 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 | Senior Parent Night |  Title 1 Parent Coordinator | Information for parents regarding graduation and post-high school planning processes.  Presenters secured by Literacy Leadership Team & Guidance Counselors.   |  October 2017 |  Sign-In Sheets |
| 2 | Financial Aid Workshops |  Title 1 Parent Coordinator | Parents obtain help preparing financial aid & FAFSA documents from Pensacola State College representatives.  Hosted by Title I Parent Coordinator.   |  November 2017-May 2018 |  Sign-In Sheets |
| 3 | Parent Literacy and Math night |  Title 1 Parent Coordinator | 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 Coordination, Literacy Leadership Team, & Math Department.   |  January-March 2018 |  Sign-In Sheets |
| 4 | PHS Tiger Parent Library |  Title 1 Parent Coordinator |  Provide parents with year-long access to information and resources to support the development of their students at home and at school. |  August 2017-May 2018 |  Book Check out  |

**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 |  Provide parents with year-long access to information and resources to support the development of their students at home and at school. |  Principal | Setting clear goals for increased parental involvement with create more opportunities for shared responsibility (as is intended by the Parent School Compact:, which will lead to higher achievement levels by students/  |  November 2017 | Teacher parent conferences recordReturn of compacts by parentsLogs of phone calls to parentsGraduation Rate |
| 2 |  Teacher Training for Working With Parents: Building Relationships for Student Success  |  Principal |  Better communication improves student achievement |  January2018 |  Sign In Sheets |

**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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| The Pensacola High School Administration has an open-door policy for all parents. Parents may share concerns or ideas without a prior appointment.   |

**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, 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.  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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| 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. |

**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 | Accessibility (no phones in classrooms) | The administration  will add more places where parents can make calls on campus to parents.  |
| 2 | Communication | The school website will keep updated information on website.  The school will also post announcements on the electronic marquee. |
| 3 | Knowledge of Assignments | Teachers will provide parents with access regarding Google Classroom. |
| 4 | Parental Assistance With Difficult Content | Extend USA Test Prep for Algebra 1 & add Geometry. Provide training for parents to support students use of the on-line resource for reading & math at home. |

**Assurances about the Parent and Family Engagement 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

* 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.

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| Signature of Principal or Designee Mr. David Williams | Date Signed (2017/18)        10/27/2017 |
| (typed signature denotes approval of PFEP) |  |