## Title I, Part A 2019-2020 Parent and Family Engagement Plan

## SOUTH FORT MYERS HIGH SCHOOL

##  I, Edward Mathews, 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 8101, 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 1116)];
* 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 1116)];
* 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 1116
* 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 1116)];
* If the plan for Title I, Part A, developed, 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 1116];
* 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 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 not highly qualified [Section 1116)
* 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 1116)].

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| **Signature of Principal or Designee**  | Date Signed |

**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 [Sections1116)].

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| **SFMHS** will involve parents in an organized and timely manner with regards to the planning, review, and improvement of the Title I programs. All parents will be invited through the school newsletter, SchoolMessenger, social media, and/or school website to attend the SAC/Title I meetings. The procedures for selecting this group will include the input of parents, staff members, and the SAC committee. Input from parents will be collected through surveys and open discussions. These communications will be flexible in format such as online, in person, or on paper; allowing for all parents to give input. Formats will be in different languages and terms that parents can easily understand. Information gathered from this data will be used to create a plan. The plan will be created and reviewed during SAC/Title I quarterly meetings. During a scheduled SAC meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement will be used. Ideas and input from parents will be documented in the SAC Meeting Minutes. In order to provide additional support for parental involvement, flexible meeting times will be available. Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets, and/or workshop comments will be maintained in the Title I Crate. |

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**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 1116].

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| Count |  | Program | Coordination |
| 1 | ESOL/ELL (Title III) | All programs and activities will be available to all parents.  | All invitations, flyers, and Parent Link messages are translated into Spanish and Creole. |

**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 1116)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Leadership Title I team meeting | Principal and Title I team | June – August | Meeting sign-in sheets |
| 2 | Publicize  | Title I team | July & August | Post on district website, outdoor marquee, social media, school website, ParentLink. |
| 3 | Title I meeting  | Administrators, teachers, parent involvement specialist, and support personnel | August 26, 2019 | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation\* Hard copy of the Title I Power Point presented to parents explaining what it means to be a Title I school. |

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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 involvement [Section 1116)].  |

**SFMHS** will provide flexible dates and times for meetings and workshops when possible.

Open house orientation will be held on either a Saturday or during a weekday evening prior to the beginning of the school year to provide flexibility for parents and students to attend. Translators will be available during the event.

Quarterly SAC meetings will be held in the evenings to encourage parental participation and translators will be available. All SAC meetings will be advertised on the school website, social media, newsletters and/or ParentLink.

Parent workshops will be held at various times.

Incoming freshman course registration will be on multiple nights to avoid a conflict with the local elementary and middle schools.

Counselors/administration schedule parent/teacher meetings at flexible times during the day, throughout the year.

**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 1116)]. 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 1116)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Annual Meeting | Administration/ teachers | Provide information to families about the Title 1 program, about expectations, and how they can support their children at home. | August | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 2 | High School 101 | APC/Counselors | Families will have the opportunity to learn the ins and outs of high school life to assist their child in a successful transition to high school. | September | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 3 | SAC meetings | Administration/teachers | Families participate in school decision making for increased student achievement. | Monthly | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 4 | ESOL Night | ESOL Contact | Provides opportunities for families to learn effective ways to communicate and help their children perform in school. | October | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 5 | Scholarships/ Financial Aid parent night | Counselors | Counselors will educate and inform parents on financial opportunities made available to their student through academic success.  | October | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 6 | School Choice Open House | Administration | Provides opportunities for potential new students & families to learn about the school culture and academic programs available to them. SAC will be present to involve and recruit parents for the upcoming school year and assist with the tour the school/meet the principal sign up. | January | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 7 | Incoming Ninth Grade Orientation | Administration and counselors | Students & families will have the opportunity to meet with administration, counselors and teachers in regards to information and scheduling. Parents will receive information on credits, GPA, testing requirements, and various academic programs. | May | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 8 | FAFSA Assistance | Counselors  | Students & families will be educated and assisted on the process of filling out federal financial aid paperwork for post secondary education. | Monthly | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 9 | FSA Success Night | Testing Coordinator | Students & families will be educated on the format of the FSA exams, and given resources to best prepare their students for success. | February | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 10 | Career Night | Academy Teachers | Students and families will have an opportunity to meet with members of the community who work in fields related to our academies to gain knowledge about the career, and showcase their skills. | October | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |
| 11 | Senior Success Night | Senior Administrator, Reading Coach | Students and families of seniors who have not achieved the mandatory requirements for graduation will have the opportunity to find out which requirements are still needed, and opportunities to fulfill these requirements. | September | Announcement, agenda, handouts, sign-in sheets &/or meeting minutes, and workshop evaluation |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title I Introduction | Admin/Teacher Leaders | What is Title I and the importance of communication with families | August | Sign in sheets, presentation |
| 2 | FOCUS Grades | APC | Increased communication with parents/guardians for online and real time update grade reporting | Fall | Parent use of FOCUS, staff sign in |
| 3 | School Website | Website Designer | Increased communication with teacher/student/parent on class activities, resources, and homework | August | Website examples, sign in sheets |
| 4 | Google Classroom | Teacher Leaders | Increased communication with teacher/student/parent on class activities, resources, and homework | 1st semester (with Tech Tuesday follow ups as needed) | Google Classroom examples, sign in sheets |
| 5 | APPLES: Communicating with parents  | APSA | Resources for new teachers in the school to build relationships with parents and families using tools such as parentlink, castle, parent conferences, and timely notification. | 2nd quarter | Sign in sheet, agenda |
| 6 | School newsletter with research based articles on parent involvement. | Resource teacher | Research based tips for increasing parent involvement | Quarterly | Newsletters |
| 7 | School Messenger | Teacher Leaders | More efficient and effective communication with parents and families.  | August | Sign in sheets |

**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 1116)].

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| We welcome families and provide caring and efficient service to their needs in person and on the phone. We will address parental needs in a courteous manner that demonstrates our desire for parental input. |

**Communication**

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

* Timely information about the Title I programs [Section 1116];
* 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;
* 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
* If the schoolwide program plan 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 1116].

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| SFMHS will communicate with families through the Title I Brochure, SchoolMessenger, school newsletters, letters, Annual Title 1 meeting, and SAC meetings. Families will be provided information about curriculum, assessments, and other State expectations during Open House and during additional parent workshops. Progress Reports will be sent home with students as scheduled. Families of incoming ninth graders will be invited to meet with administration and counselors in the spring, prior to entering high school, to discuss their child’s academic needs.A program of studies will be on the school website for parents to ask questions and provide input on their child’s course schedule requests. All families and stakeholders are invited to join SAC which will opportunities to formulate suggestions and to participate in school decisions. Families’ comments or concerns with the school’s Title 1 program will be submitted to the District Title 1 office. |

**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 1116)].

\* Provide communication sent home to families in both English, Spanish, and Creole.

\* Translators will be provided for school wide events and available for conferences
and meetings as requested.

\* Events will be advertised on the school website and School Messenger in English, Spanish, & Creole.

\* Business partners donate food for some functions to accommodate our busy families

\* School Messenger will give parents the opportunity to choose to hear the message in English or Spanish.

\*Peachjar announcements

\* We will make every effort to provide full opportunities for parents with disabilities and those with special needs.

\*Use of full-time social worker to work with families on increasing student attendance.

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**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:

X Not Applicable

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.to the Title 1 Crate for the school year

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**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 1116].

Upload an electronic version of the Parent-School Compact.to the Title 1 Crate for the school year

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**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 1116)].

Upload evidence of parent input in the development of the compact to the Title 1 Crate for the **2018-2019** school year

## Evaluation of the 2018-2019 PFEP

**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 1116)]. Include participation data on the Title I annual meeting.

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| Count | Content and Type of Activity | Number of Activities | Number of Participants  | Anticipated impact On Student Achievement |
| 1 | Title 1 Annual Meeting | 1 | 6 | Provided information to families about the Title I Program, expectations, and how they can best support their children. |
| 2 | High School 101 | 1 | 84 | Explained the ins and outs of high school life to assist freshmen with the transition to high school. |
| 3 | SAC Meetings | 6 | 10 | Families contributed ideas and solutions to increase their children’s achievement |
| 4 | ESOL Night | 0 | 0 | Did not take place since we held a LCSD ESOL Night at South |
| 5 | Scholarships/Financial Aid Night | 1 | 30 | Families were educated on financial opportunities available for students wishing to pursue higher education. |
| 6 | School Choice Open House | 1 | 500 | Potential incoming freshmen and new students were provided the opportunity to tour the school, meet school personnel, and learn about the school culture and academic programs. |
| 7 | Incoming 9th Grade Orientation | 2 | 200 | Families were given the opportunity to schedule the classes for incoming freshmen students, meet school administration, and review high school academic requirements |
| 8 | FHSAA/NCAA Night | 1 | Has not yet occurred (scheduled for end of May) |  |
| 9 | Career Night | 3 | 120 | Families were exposed to the opportunities available to students to earn industry certifications and experience. |
| 10 | Senior Success Night | 1 | 18 | Senior familes reviewed requirements for graduation and available opportunities to earn the requirements. |
|  |  | 16 | 968 |  |

**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 1116)].

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| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title I Introduction | 1 | 120 | Understanding the importance of communication with families. |
| 2 | FOCUS Grades | 4 | 60 | Increased communication with families regarding student academic progress. |
| 3 | Google Classroom | 4 | 60 | Increased teacher/student/family communication. |
| 4 | APPLES: Communicating with parents | 10 | 3 | Building relationships with families using Parentlink, Castle, family conferences, and written notification. |
| 5 | School newsletter with research based articles on parent involvement | 4 | Varied | Research-based tope for families to support their child’s academic progress and parent involvement. |

**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 1116)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Intrinsic motivation | Provide food and continue sending invitations |
| 2 | Language barrier (Hispanic & Haitian) | Provide invites in other languages, and have translators at the events. Also provide the newsletter in other languages. |