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 | Head Start | LEA cofunds Head Start for 185 children. These services are provided in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities. |
| 2 | Voluntary Pre-Kindergarten | Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities. |
| 3 | Title I, Part C | Migrant families participate in a LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities. |
| 4 | Title I, Part D | Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs. |
| 5 | ESOL-Title III | Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals. |
| 6 | Title IV, Part A | Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids’ Hearts training and the services of the secondary schools guidance TSA. |
| 7 | Carl Perkins Career and Technical Education Act | Provides funds to increase the quality of career and technical education. |
| 8 | Title IX, Part A | Provides hygiene items, schools supplies, and tutors at area homeless shelters to support families. Assistance for housing, food, and other emergency support are available for families referred under Title IV. Counseling services and shelter based tutoring/parent training is available. |
| 9 | IDEA | Provides students with a disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards. |

# 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 | Develop meeting materials | Title 1 Coordinator | Ten Days prior to meeting | Agenda, handouts, etc. |
| 2 | Advertise/publicize event | Title 1 Coordinator/Ms. Canales | 1 week prior to the meeting | Flyer/invitation/Call-out Notes |
| 3 | Title I Parent Meeting | Title 1 Coordinator | 9/24/18 | Sign-In sheet |
| 4 | Maintain documentation | Title 1 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 Monday through Friday. 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. |

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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 | 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. | October 2018-  May 2019 | Sign-In Sheets |
| 2 | Parent Information & Training Sessions | Title 1 Parent Coordinator | Parents learn information to assist their children with standardized assessments and obtain information regarding online and school-based literacy and math resources. Presented by Title I Parent Coordination, Literacy Leadership Team, & Math Department. | November 2018  -April 2019 | Sign-In Sheets |
| 3 | 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 2018-May 2019 | Book Check out |

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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 | Provide staff and 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 2018 | Teacher parent conferences record  Return of compacts by parents  Logs of phone calls to parents  Graduation Rate |
| 2 | Teacher Training for Working With Parents: Building Relationships for Student Success | Principal | Better communication improves student achievement | January  2019 | 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. |

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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, 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 email addresses provided on the school website  -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 | Not enough meetings & open face to face lines of communication | Schedule more face-to-face information/training sessions for parents throughout the school year. |
| 2 | Working parents trying to deal with the low reading & math levels of their struggling students/Parents not knowing what to do to help their students | Schedule Information & training regarding academic online resources (math & reading/English) so parents can make use of chromebooks to helps their students at home. |
| 3 | Some parents struggle with transportation issues that prevent them from making meetings. | Provide transportation vouchers to to enable parents to attend parent conferences or parent information/training sessions. |
| 4 | Parent-Teacher Meetings not long enough. | Pay for substitutes for a conference day so parents can have more flexibility to meet with a teacher or teachers, rather than just in the morning. |

# Assurances about the Parent and Family Engagement Plan

I, David M. 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  David M. Williams | Date Signed (2018/19)  September 28, 2018 |
| (typed signature denotes approval of PFEP) |  |