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

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# Involvement of Parents

Describe how the school will involve parents and families in an organized, ongoing, and timely manner, in the planning, reviewing, and improvement of Title I programs including involvement in the decision-making of how funds for Title I will be used. (ESEA SEctions 1116)

|  |  |  |  |
| --- | --- | --- | --- |
| **Focus Area** | **Evidence** | **X** | **Tentative dates/timelines** |
| Parent and family engagement in the planning, reviewing, and improvement of Title I programs (including the decision-making process of how funds are used). | Title I Annual Parent Meeting | X | August 27th, 2019 @ 5:30 |
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| School Advisory Council Meeting (SAC) | X | May 9th, 2019 @ 8:00 A.M. |
| Other (specify) |  |  |

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# 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** | **X** |
| 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. |  |
| 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. |  |
| 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. | X |
| Title I, Part D | Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs. | X |
| ESOL-Title III | Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals. | X |
| 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. | X |
| Carl Perkins Career and Technical Education Act | Provides funds to increase the quality of career and technical education. | X |
| 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. | X |
| 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. | X |

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# 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.

|  |  |  |
| --- | --- | --- |
| **Activity/Tasks** | **Evidence of Effectiveness** | **X** |
| Develop meeting materials | Announcement | X |
| Agenda | X |
| Sign in sheet | X |
| Handouts |  |
| Customized Title I powerpoint | X |
| Other (specify) |  |
| Advertise/publicize event | School Messenger | X |
| School Calendar | X |
| School Newsletter |  |
| School Marquee | X |
| Social Media | X |
| Flyer |  |
| Website | X |
| Other (specify) |  |
| Title I Parent Meeting/ Documentation | Sign In Sheet | X |
| Agenda | X |
| Powerpoint | X |
| Minutes and Worksheet | X |
| Photos |  |
| School Family Compact | X |
| Evidence of Social Media | X |
| Survey (for parent input) | X |
| PFEP Template | X |
| Letter to Parents | X |

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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.

How will the school provide with Title I funds, transportation, child care, or home visits, as such services related to parental engagement {ESEA Section 1116}.

|  |  |  |
| --- | --- | --- |
| **Flexible Meetings** | **Description of Meetings/Activity** | **X** |
| Morning meetings | Meetings will be offered before school | X |
| Afternoon meetings | Meetings will be offered during/after school | X |
| Evening meetings | Meetings will be offered before, during and after school | X |
| Transportation | Title I funds budgeted for transportation |  |
| Child care | Title I funds budgeted for child care |  |
| Home Visits | Title I funds budgeted for home visits |  |
| Other |  |  |

# 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}.

|  |
| --- |
| **We have a Parent Resource Center located in guidance. The following information can be found there: information for various colleges and universities, a variety of scholarships, including Bright Futures, Pell grant, and other FASFA resources, resources for homeless students, military and career information, Florida Virtual School opportunities, COX free and reduced internet plans, Quick Tips pamphlets from The Parent Institute, summer reading and writing skills programs, Mental Health resources, graduation requirements, and Florida Prepaid information.** |

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# Building Capacity of Parents

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}.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Topic - Title of Activity** | **Person Responsible** | **Materials/Training**  **Provided to Parents/Families** | **Tentative Date/Time**  *(is it flexible?)* | **Documentation**  **Evidence**  **(announcement, agenda, sign in sheet, evaluation, etc.)** |
| 1 | Provide online resources through the school website | Technology coordinator, Administration | Videos, Google forms, announcements | Ongoing | Online on PFHS website |
| 2 | Provide college brochures, information about college ready assessment, ASVAB  information, and financial waivers | Guidance Staff | Brochures concerning colleges, college ready assessments, ASVAB, financial aid, and ACT/SAT waivers | August 2019-May 2020 | Brochures, PFHS website links |
| 3 | Information Sessions to inform parents of student progression, required assessments, and criteria for graduation | Administration and Guidance | Graduation Requirements | September 2019-May 2020 | Handouts |
| 4 | College and Career Night | Instructional Coach, Guidance, and Administration | ACT/SAT test prep materials and books will be distributed to families.  Break out session for all EOC courses, ACT/SAT, Dual Enrollment, and Advanced Placement classes. Representatives from colleges, George Stone, and various careers that can be found locally will also be in attendance to share information and answer any questions that parents and students may have. | November 2019 | Announcement on PFHS website, marquee announcement, call-out, social media, sign in sheet, evaluation |
| 5 | Family Literacy Night | Instructional Coach and Innovation Specialist | We will present ideas and strategies to empower our parents and support their student’s literacy development with a focus on reading both in and outside of the classroom. Attendees will explore curriculum resources and see first-hand how learning at various grade levels is taking place through student work samples utilizing literacy in all courses. Families will also learn about additional reading and writing programs,including our UWF Writing Lab, practices, and tools to help support students at home. They will be provided with a copy of a Florida Teen Reads novel and a nonfiction resource to help promote literacy outside of their ELA classroom. | January 2020 | Announcement on PFHS website, marquee announcement, call-out, social media, sign in sheet, evaluation |
| 6 | Freshman Orientation | Instructional Coach, Guidance, and Administration | 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. | August 2019 | Announcement on PFHS website, marquee announcement, call-out, social media, sign in sheet, evaluation, and mailed invites to incoming freshman for 2019-2020 |
| 7 | Open House | Administration | 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 2019 | Announcement on PFHS website, marquee announcement, call-out, social media, sign in sheet, evaluation |
| 8 | Senior Night | Guidance, and Administration | 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. | March 2020 | Announcement on PFHS website, marquee announcement, call-out, social media, sign in sheet, evaluation |
| 9 | Ninth Grade Welcome Night | Instructional Coach and Administration | Incoming ninth grade students and their parents have the opportunity to meet with guidance counselors to review their potential high school  schedule. *Seven Habits of Highly Effective Teens* was distributed to students and families. Mini workshops are given on the following: Standards Based Grading, How to Help your Child be Successful in High School, Goal Setting for College and Career Readiness, and Educational Expectations. 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. | March 2020 | Announcement on PFHS website, marquee announcement, call-out, social media, sign in sheet, evaluation, and mailed invites to incoming freshman for the 2020-2021 school year |

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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 leaders and other staff with the assistance of parents/families and the school. How to value and utilize the contributions of parent/families. How to reach out to, communicate with and work with parents/families as equal partners. How to implement and coordinate parent/family programs, and build ties between parents/families and the school. {ESEA Section 1116}.

# Focus Areas for Staff Development

|  |  |
| --- | --- |
| A | Value and utility of contributions of parents and families. |
| B | How to reach out to, communicate with and work with parents/families as equal partners. |
| C | Implementing and coordinating parent/family programs. |
| D | Building ties between parents/families and the school. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Topic - Title of Activity** | **Person Responsible** | **Anticipated Parent Engagement Focus Area**  *(list the focus area/s)* | **Tentative Date** | **Documentation**  **Evidence**  **(agenda, sign in sheet, etc.)** |
| 1 | Capturing Kids’ Hearts | Flippen Group, Assistant Principal | Building ties between parents/families and the school | July 2019 | Agenda, Sign in sheet |
| 2 | Professional Learning Communities at Work | Solution Tree, Principal | How to reach out to communicate with and work with parents/families as equal partners | July 2019 | Agenda, Sign in sheet |
| 3 | Assessment and Grading | Solution Tree, Principal | How to reach out to communicate with and work with parents/families as equal partners | June 2019 | Agenda, Sign in sheet |
| 4 | Dr. Ruby Payne’s Emotional Poverty Training | Latasha McGruder | Building ties between parents/families and the school |  | Agenda, Sign in sheet |
| 5 | IEP Training | Dr. Travis | Value and utility of contributions of parents and families and Building ties between parents/families and the school. | July and August 2019 | Agenda, Sign in sheet |

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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}.

|  |  |  |  |
| --- | --- | --- | --- |
| **Communication Focus Areas** | **Type of Activity** | **X** | **Evidence of activity** |
| How does the school communicate timely information about the Title I program? | Title I Annual Parent Meeting | X |  |
| SAC | X |  |
| Electronic Communication | X |  |
| Mail Out to Parents |  |  |
| Family Nights | X |  |
| School Website | X |  |
| School Messenger | X |  |
| Flyers |  |  |
| Other |  |  |
| How does the school communicate timely information about curriculum, assessment, and achievement? | Title I Annual Parent Meeting | X |  |
| Family Nights | X |  |
| Newsletters |  |  |
| Open House | X |  |
| SAC | X |  |
| Website | X |  |
| FOCUS | X |  |
| RTI Parent Meetings | X |  |
| Conferences | X |  |
| Other |  |  |
| How does the school offer opportunities for regular meetings for parent to participate in making decisions and give feedback? | SAC Meetings | X |  |
| PTA Meetings |  |  |
| Conferences | X |  |
| Letter to Parents | X |  |

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# 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.

|  |  |
| --- | --- |
| Describe the opportunities that families have to fully participate in their child’s education. | All activities and programs will be planned to meet the needs of the community. |
| Describe how the school will share information to families in an understandable, uniform format, and in different languages as needed. | Communication will occur via the phone call-out system and written flyers as well as our school marquee and website. 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. |

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# Discretionary Activities (Optional)

Activities that are not required, but will be paid for through Title I. Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

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| --- | --- | --- | --- | --- | --- |
| **#** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |

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# Barriers

Describe the barriers that hinder 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}.

|  |  |  |
| --- | --- | --- |
| **Barrier(s):**  **Including the**  **Specific Subgroup** | **X** | **Plan of Action (Steps to overcome)** |
| Language | X | Provide necessary interpreters and/or a separate session  for parents of ESOL students |
| Disabilities | X | Addressed through 504 and IEP’s. |
| Transportation | X | Taxi vouchers paid for through the internal account will be provided to parents in need in order to attend meetings and parental involvement activities. |
| Child Care |  |  |
| Schedule | X | Offer meetings before, during, and after school. |
| Homelessness | X | Resources will be offered through Title IX Part A. |
| Communication | X | More communication will be mailed to parents, posted through social media, posted on the website, sent home through students, and contact made through School Messenger. Contact Information will be updated in Focus. |
| No WiFi Availability |  |  |
| Other |  |  |

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# 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 district, state and federal staff for a minimum of five (5) years. 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
* 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 (a)(3)(b);
* Plan was jointly developed/revised with parents and distributed to our families and the local community {Section 1116 (b)(1);
* Engage parents and families, 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 parent and family engagement policy and the joint development of the school wide program plan under Section 1116 (c)(3);
* Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to review, if necessary, the school’s Parent and Family Engagement Plan {Section 1116 (a)(E);
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment {Section 1112 (e)(1)(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 does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned {Section 1112 (e)(1)(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 1112 (e)(1)(A).

|  |  |
| --- | --- |
| Signature of Principal or Designee  Laura Touchstone | Date Signed (2019-2020)  5-2-19 |
| (typed signature denotes approval of PFEP) |  |