Title I, Part A: Parent and Family Engagement Plan

School: Santa Rosa High School

I, Melissa Baxley, 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 the appropriate state and federal staff. I further certify that all expenditures will be obligated 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 9101(32), 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 1118(b)(1) and (c)(3)];
- 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 1118 (b)(1)];
- 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 school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- 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 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, 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 1118(b)(4)];
- 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 1111(h)(6)(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 is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(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 (h)(6)(A)].

Melissa Baxley
Signature of Principal or Designee

8/23/19
Date signed

Mission Statement

Parental Involvement Mission Statement

Response:

Santa Rosa High School is committed to continually identifying ways to increase our parental involvement which will in turn help our students achieve successful educational outcomes.

Engagement of Parents

Describe how the school will involve parents and families in an organized, ongoing, and timely matter in the planning, review, and improvement of Title I programs including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

Response:

Santa Rosa High School will include students (as appropriate), parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education. We will support this commitment by:

1. Conducting an annual meeting for parents. All parents will be invited and encouraged to attend. During this meeting, we will focus on explaining the requirements of Title I Program, the right of parents to be involved, Parent Compact, SPAR, Parent and Family Engagement Plan, School Improvement Rating, and our School Climate Survey.

2. Offering a flexible number of meetings to accommodate the varying schedules of parents. Child care may be provided if applicable.

3. Establishing a parent involvement advisory committee (School Advisory Council) that includes faculty, staff, parents, business members, and community members. All parents are encouraged to attend/observe meetings. The Council is reflective of our school diversity. The School Advisory Council will provide input for our school, assess the effectiveness of the Parent and Family Engagement Program, and make recommendations for positive changes regarding parent engagement. The Council shall serve in an advisory capacity to the school principal, to assist in the development of the educational program, and in the preparation and evaluation of the Parent and Family Engagement Plan required pursuant to Section 230.23 (18), Florida Statutes.

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, Home Instruction Programs for Preschool Youngsters, Voluntary Pre-Kindergarten, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116]

Response:

1. ESE--The ESE Inclusion support teacher coordinates with the ESE Liaison and Parents to prepare for IEP meetings, discuss student progress, prepare assessment waivers for graduation purposes
2. Literacy (Title III)--Administrators, school counselors, and teachers coordinate with the literacy department and parents to ensure a uniform understanding of graduation requirements and instructional methods for assisting students with meeting these requirements.
3. Professional Development (Title II)--Administrators and teachers are provided with valuable professional development from the PDC that enhances our ability to provide high quality instruction. The school will provide parents with information about these instructional strategies during our parent meetings and SAC's meetings.

Annual Parent Meeting:

Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program, the nature of the program, and a description of how the meeting will cover adequate yearly progress (AYP), SCHOOL choice, and the rights of parents.

Response:

1. Annual Title I Meeting Assistant Principal September 2018 Parent Survey and Sign in Sheets
2. School Advisory Council Meetings Principal Sept-June 2019-20Minutes and Sign in Sheets
3. Website and/or School Messenger Assistant Principal Aug-June 201920 Parent Survey
4. Invitation Letter for Annual Parent Meeting Assistant Principal September 2018 Parent Survey and Sign in Sheets

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how the school will provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement [Section 1116]

Response:

We try to provide activities at different times of the day to meet the needs of all parents. For many of our activities/meetings we provide meals and door prizes. Many of our teachers are willing to meet with parents prior to the school day (during planning time) and will also stay past their work hours to accommodate the parents' schedule. School counselors are available throughout the regular school day for parent meetings and have evening hours two nights each week during night school where they can meet with parents.

Building Capacity

Describe how the school will implement activities building the capacity for meaningful parent/family involvement, relationships with the community to improve student achievement, materials and trainings to assist parents/families to work with their children, and any other reasonable support for parent/family engagement activities [ESEA Section 1116]

Response:

Fall/Winter -Open House / Title 1 Annual Patent Meeting-- Counselors and Administrators will review of Title 1 program; assessments; explain standards and graduation requirements. Parents follow student's daily class schedule for an orientation to class requirements/standards and discussion with each teacher. STEAM Activities are planned and presented for parents and students to participate in, to demonstrate high engagement instructional activities students are exhibiting in the classroom setting.

Fall/Winter-College & Career Night Teachers-- Counselors and Administrators-- Provide students and their families with an opportunity to learn more about institutions, programs, colleges, careers, scholarship information and financial aid availability.

STEAM Family Day-- Students and families participate in STEAM activities that include Florida Standards in Math and Science.

SAC Meetings--Opportunity for administrators and PAC members to learn how to create the respectful, trusting relationships with families necessary to build the educational partnership that best supports children's learning.

Staff Training

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families in:

1. The value and utility of contributions of parents/families;
2. How to reach out to, communicate with, and work with parents/families as equal partners;
3. Implementing and coordinating parent/family programs and in building ties between parents/families and the school. [ESEA Section 1116]

Response:

Professional Learning Communities-Focus on high engagement activities to foster student participation and retention of content knowledge.

Capturing Kids Heart- Focuses on building meaningful productive relationships with all stakeholders such as: students, peers, community, colleagues, and parents.

Communication

Describe how the school will:

1. provide timely information about the Title I programs;
2. describe and explain the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain;
3. if requested by parents provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);
4. submit parents/families' comments if the schoolwide plan is not satisfactory to them. [ESSEA Section 1116]

Response:

When students enroll, a welcome letter is included in each student's packet. The letter includes school and district information, as well as, an explanation of the Title 1 program. At the annual Title 1 Meeting an explanation of the Title 1 program is provided to the parents. Parents are invited during each year to review and recommend changes to the compact, parent and family engagement plan, and school improvement plan. The recommended changes are reviewed with our SAC committee as well as the parents who attend. Each year a letter is sent home requesting nominations for parents to serve on the school advisory council.

Parents are contacted via letter, parent conferences, explanation at open house, or via call outs about upcoming assessments (FSA ELA, Algebra 1, Geometry, Biology 1, and U.S. History). Once data is received it is shared with parents, either in written form or at conferences. Teachers and parents meet to discuss interventions being use to help struggling students in the area of reading, math, or science. Parents are always welcomed to contact teachers, the guidance counselor, or administration should they have questions or concerns.

Accessibility

Describe how the school will:

1. provide full opportunities for participation in parent/family engagement activities for all parents/families;
2. share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages the parents can understand.

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Barriers

Describe the barriers that hindered parent participation in the previous school year. What steps will the school take during the upcoming school year to overcome the barriers (with attention paid to families who are disabled, have limited English proficiency, and parents/families of migratory children. [ESEA Section 116]

Response:

1. Lack of transportation- Programs offered in the evening to allow parents to seek other transportation means.

2. Inadequate Education-Promote adult education program we offer. Additional education opportunities.

3. Feeling inferior- Provide Counseling and encourage parents and show they can be effective when working with their own child.

4. Lack of interest- Specific reasons unknown-Have high-engaging activities to get the parents to school; provide door prizes, and food.

5. Time- Provide events at a variety of times of the day; include things on the website that parents can access at their convenience, and adult programs offered many times of the day to accommodate their schedule.