**Pine Ridge High School Title I, Part A Parent & Family Engagement Plan (PFEP).**

I, Paul Nehrig, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition:
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
* Jointly develop/revise with parents the school Parent & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community;
* 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’s Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP);
* Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s PFEP;
* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
* 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;
* Provide each parent timely notice when their child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; 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.

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

# Mission Statement

Parent & Family Engagement Mission Statement

The Pine Ridge High School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in all school activities.

# Engagement of Parents & Families

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 parent and family engagement will be used.

Pine Ridge High School believes in involving parents in all aspects of its Title 1 programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PIP. More than 50% of the members of the SAC are parent (non-employee) representatives. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval. For the PIP, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by the SAC to determine needed changes. During the SAC meeting when the PIP and/or SIP are developed, the committee will decide, with the input from parents how the parental involvement funds will be used.

# Coordination and Integration

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, 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.

|  |  |  |
| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | Title I, Part C | Supplemental instruction support provided by the school will be discussed with parents during the development of the students' IEP.  |
| 2 | Title X, Homeless | Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation |
| 3 | Title I, Part D | Transition plans are coordinated the with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs. |
| 4 | Tiitle I Part A | Supplemental Tutoring before or after school. Supplemental materials and supplies needed to close the achievement gap. Supplemental funds for on-going staff development as determined by the results of FSA data.  |
| 5 | Title II | The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.  |
| 6 | Title III | Additional support and resources provided by the school will be discussed with parents during the LEP committee meeting. The District ESOL Coordinator and staff provide online support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.  |

# Annual Title I 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), 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. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents’ schedules.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts, and/or presentation materials that address the required components  | Kyle Schicker | 08/05/2019-06/01/2020 | Agenda and Power point |
| 2 | Develop and disseminate invitations – advertise event | Kyle Schicker | 08/05/2019-06/01/2020 | Connect Ed MessageFlyers Website |
| 3 | Provide updates o Title 1 programs at SAC | Paul Nehrig and Kyle Schicker | 08/05/2019-06/01/2020 | Meeting Minutes and Agenda |

# 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 parent and family engagement.

Title 1 info meetings will be held at two different times as well as on two different dates to accommodate parent schedules. Graduation assurance TOAs make home visits for parents that they are unable to make communication with directly over the phone.

# Parent & Family Engagement Activities (Building Capacity)

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | **Program of Studies** | Kyle Schicker | Parents will be provided a Program of Studies outlining graduation requirements and course descriptions to assist with high school planning.  | 08/05/19-06/01/20 | School Website and referred to in parent newsletter |
| 2 | **Course Syllabus** | Classroom Teachers | Teachers will provide a course syllabus that outlines specific course content as described in the Sunshine State Standards as well as course expectations and assessment information.  | 08/05/19-06/01/20 | Teacher Syllabi Website and dissemination at Open House |
| 3 | **Progress Monitoring** | Administration, Coaches,Department Leaders, Classroom Teachers | Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the year.  | 08/05/19-06/01/20 | Parent Conference NotesAnd sign in Log |
| 4 | **FOCUS Online Student information system** | Guidance Counselors | Parents will be provided information on how to log in to new gradebook and attendance system so that they can monitor their student's academic progress and daily attendance | 08/05/19-06/01/20 | Connect Ed message, log of parent log in data, and parent phone log.  |
| 5 | **College and Career Readiness** | Guidance Department and Academy Program Leaders | Parents will gain knowledge of college readiness, scholarship information, availability of financial aid, etc | 08/05/19-06/01/20 | Guidance Sign in Sheets and Event Sign in Sheets |
| 6 | **New FOCUS Parent information Night** | Lynn Boyles | Parents and students will receive training on how to navigate the new “gradebook” | 09/18/19 | Sign in SheetsWebsiteNewsletter |

# Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, 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 and family engagement programs, and build ties between parents and schools.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | **Collaborative Partner Training**  |  Kyle Schicker | Provide strategies and resources to effectively build ties between parents and schools.  | 09/01/19-06/01/20 | Emails and presentation to staff  |
| 2 | **Title 1 Parent Contact meeting**  |  Kyle Schicker | Provide staff with strategies to increase student achievement and parent involvement.  | 08/28/2019 | Sign in SheetsExit Survey |

  **Communication**

Describe how the school will provide parents and families 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 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; and
* If the schoolwide 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.

Pine Ridge High School provides information about our Title 1 programs at our freshman parent orientation in August. Freshman parents will be given a copy of the parent handbook which includes detailed information on these topics. At our annual meeting in September, parents learn about our Title 1 programs, the academic program of the school, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. On August 27, 2019 parents were invited to visit their child's classrooms and meet staff. During the classroom visits, teachers provided additional information regarding course curriculum and expectations.

In addition, teachers shared their assessment plans and ways parents can help at home. The same information is provided online through the course syllabi for parents unable to attend. Teachers maintained sign-in sheets and provide a copy to the assistant principal who will also maintain documentation on the dissemination of information, distribution methods, and timelines.

Each month, updates are provided at our School Advisory Council meetings from August through June on the progress of our Title 1 programs. The school curriculum information is outlined in our Program of Studies which is provided to parents in the Spring during the student registration process, and throughout the year as needed. Parents received information about the new FOCUS Gradebook and Attendance system in the Fall which allows parents to receive daily updated reports on their student's progress in each class, as well as descriptions of coursework assignments and assessments. The Pinnacle system also allows parents to view the proficiency expectations in each of their student's classes as well as the student's actual progress. Parents are invited to provide regular input into the academic program at Pine Ridge High School at the monthly School Advisory Council meetings as well as through annual parent surveys.

 **Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement 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.

The Parent Involvement Plan and the School-Parent Compact will be summarized into a brochure, translated into Spanish, and provided to parents at the School Advisory Council meetings, the front desk, and at the annual meeting outlining our Title 1 programs. The complete PIP will be posted on the school's website. Translators are available in school offices to provide translation services to ensure that parents are able to fully participate in parent meetings. If other languages are needed, schools will send the material to the school district office where local companies will be contracted to provide the translations. The school is fully accessible for any physically disabled parents. Homeless parents who would like to attend a guidance conference or a school activity and do not have transportation are provided a Lynx bus pass.

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan (PFEP).

Please upload into SharePoint and keep copies for our records.

# Upload School-Parent Compact

Note: As a component of the school-level PFEP, each school shall jointly develop, with parents for all children served under this part, a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Please upload into SharePoint and keep copies for your records.

# Upload Evidence of parent and family input in the development of the School-Parent Compact

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

Please upload into SharePoint and keep copies for your records.

## Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

**Parent & Family Engagement summary (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. Include participation data on the Title I Annual Meeting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Open house |  | 400 | Generate communication for teachers and parents. |
| 2 | Tittle 1 Meeting  |  | 10 | Inform parents on importance and what it means to be |
| 3 | College/Career Night |  | 25 | Provide students and parents with admissions and scholarships |
| 4 | L25 information  |  | 73 | Provide resources and supports we offer |

# 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Department meeting focused on best practices for communicating grades and behavior concerns |  | 85 | With greater positive communication parents will have an increased stock in interventions strategies to be applied at the home and with the intervention strategies, student achievement would increase.  |

# Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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).

|  |  |  |
| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Communication | New Facebook, more flyers instead of just posting it |
| 2 | Timing  | Offering events at a variety of times for families |

**Please return completed Parent & Family Engagement Plan (PFEP)**

**to your Parent & Family Engagement (PEF) facilitator by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

***PFEP must be signed by the Principal and approved by PEF prior to upload to CIMS***