

Sebring High School's Parent and Family Engagement Plan (PFEP) 2019-2020

I, Kim Ervin, 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 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 1116 (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 1116(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 1116(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 shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
- 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 1112(e)(1)(A)].

Kim Ervin
Signature of Principal or Designee

9/20/19
Date Signed

Nick Vosburg SAC President

Parent and Family Engagement Statement

Response: The Sebring High School Title 1 Parent Involvement Program will strive to build relationships to create real family engagement for every child, every family, and every teacher every day. We believe that effective schools are a direct result of schools and families working together. Sebring High School is committed to collaborating with parents/caregiver to provide a safe and nurturing learning environment, one in which all students can learn and achieve their academic and career goals. As such, we believe that the involvement of parents/caregivers is vital to achieving our mission, which is working together to ensure that all students are college, career, or work-place ready.

Engagement 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 [Sections 1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: School Advisory Council (SAC): The Sebring High School's School Advisory Council, which represents all parents/guardians of all students attending the school, meets on a regular basis throughout the year to develop and revise the SHS School Improvement Plan (SIP). Guidelines for the makeup of the council, which is comprised of parent representatives of the school's demographics, are adhered to in the selection process. SHS recruits parents for the SAC in various ways. At the beginning of the year at Open House, there is a SAC table with a parent representative recruiting parents to be a part of SAC. Parents can sign up at that time to participate in SAC. SAC parent members actively recruit other parents to participate in SAC. Parents holding leadership positions are nominated by parents, and those in attendance make the selection.

The SAC is involved in reviewing and planning the use of Title 1 funds. Title 1 funds will be used to help support and implement SIP goals, pay for mentoring of at risk students, pay for professional development, and Parent family Engagement activities which are voted on and approved by the SAC committee.

Parent Family Engagement Activities: Sebring High School offers numerous opportunities for parents/caregivers to become actively involved in their child's education. All parents/caregivers are invited and encourage to participate on the SAC, to be a volunteer, and to serve on various committees designed to meet the needs of students. Title 1 funds are used to provide and support opportunities for parents through workshops and other activities.

All parents are invited via SHS Remind app, SHS Facebook page, and invitations/announcements on the school's website to attend the Title 1 Annual meeting where an overview of the Title I, Part A program is presented along with the 2018-2019 Title 1 budget. During the first SAC meeting (September 2018) parents were informed about the school receiving Title I funds and asked to give input for the Title I Parent Family Engagement Plan.

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(a)(2)(D) and 1116(e)(4)].

count	Program	Coordination
1	District School Advisory Council	This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Family Engagement Plans, and other items of concern.
2	District Parent Advisory for Advanced Academics	This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.
3	IDEA	Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.
4	Exceptional Students Education	This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.
5	Title I Part A	Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent family engagement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district.
6	Title I Part C, Migrant	Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program.
7	Migrant Parent Advisory	The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.
8	Title II	Provides for teachers and administrators professional development and supports all teachers to be state certified.
9	Title III	Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.
10	ELL	The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities.
11	Title IV	Supports activities to assist students, teachers, staff, and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology

12	Title V	Supports students by giving opportunities to them for online courses through the Highlands Virtual School
13	Title IX-Homeless & Title 1, Part A-Homeless	Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title IX also funds a homeless advocate for homeless students.
14	Supplemental Academic Instruction (SAI)	Supplemental Academic Instruction (SAI) funds will be coordinated to provide summer school for Level 1 readers.
15	VPK	These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.
16	Adult Education	Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.
17	Nutrition Programs	LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snacks are also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.

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 (school-wide or targeted assistance), opportunities for students, School grades, Student Achievements, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and presentation materials that address required components	Administration	October 2018	Copies of agenda, PowerPoint presentation, handouts, and sign-in sheet.
2	Develop and disseminate invitations	Administration	September 2018	Email invitation, Facebook app, Remind app
3	Advertisement of Event	Administration	September 2018	Email invitation, Facebook app, Remind app
4	Develop sign-in sheet	Administration	October 2018	Sign-in sheets will be maintained in Title 1 Binder
5	Title I Annual Meeting	Administration	October 2018	Sign-in Sheets/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 involvement [Section 1116(c)(2)].

Response:

The leadership and staff of Sebring High School strongly believe in the importance of family involvement. SHS invites all parents to attend SAC meeting held once a month at 4:30 PM. SHS works to meet with parents or conferences before and after school and parent events are held in the evenings so that parents can attend after work. Parents will give input on the best time to hold SAC meetings. If a social worker needs to make a home visit, the school can arrange one. Transportation to a meeting can be arranged with enough notification by the parent.

Parents are notified via Blackboard Connect, Facebook app, Remind app, and the school's website when progress reports and report cards are sent home. Parents have access to Skyward to view their child's grades. Teachers leave comments and messages in Skyward for students and parents. Many teachers maintain a class webpage or Google Classroom site where parents can access class content.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e)]. 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(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1116(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Assessments/ Individual Parent/ Student Conferences	Guidance/ Classroom Teachers	Conferences will assist parents in understanding how to monitor their child's progress and to work with educators to improve their child's academic success.	August 2018- May 2019	Conference Logs, Grades
2	Progress Monitoring Plan/ Intervention Letter for Parents of	Administration/ Guidance/ LCRT	Parents are provided with strategies they can use at home to help their child become successful at school.	January 2019- May 2019	Academic Improvement PMP letters, Meeting Notes

	Struggling Students				
3	Academic Awards	Administration/ Awards Committee/ Classroom Teachers	Students will receive awards for maintaining GPA and behavior	September 2018- May 2019	Maintaining and improving achievement award list
4	Awards Ceremony	Guidance/ Teachers/ Administrators	Parents are invited to attend awards night for students who are recognized for excellence in various subject areas	May 2019	Award List Parent Invitations
5	MTSS/ 504 Meetings	Guidance Counselors/ LCRT/ School Psychologist/ Administration	Involve parents in creating a plan to meet their child's academic needs.	September 2018- May 2019	Meeting Minutes/ Increase achievement via MTSS/ 504 process
6	FAFSA Nights	Guidance Counselors, Administrators, College Coach	Parents receive hands-on assistance completing financial aid applications	October 2018	Sign-in Sheets
7	AVID Family Nights	AVID Coordinator, Elective Teachers	Parents gain a better understanding of academic rigor, college readiness, and how to assist their student in preparing for advanced academics and college.	December 2018, March 2019	Sign-in Sheets, Agendas
8	College Nights	Guidance Counselors, Administrators, College Coach	Parents and their students interact with various colleges to learn about admission and financial aid requirements	September 2018, October 2018	Sign-in Sheets
9	Open House	Guidance Counselors, Teachers, Administrators	9th-12th graders and their parents gain a better understanding of high school requirements and expectations. Students and parents have an opportunity to meet their teachers.	August 2018	Agendas, Sign-in Sheets
10	Parent Task Forces	School Advisory Council/ Administration	Strengthen school/parent collaboration in the area of policy development and enforcement	As needed	Agendas/ Sign-in Sheet

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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Faculty Meetings	Administration	Staff members will gain an understanding of the value of parental involvement, communicating and working with parents, implementation of the school-wide parent involvement program, building ties between home and school, and develop sensitivity to other cultures. All aspects of this training will help to focus on student achievement by focusing on the parent as an asset to the student's learning.	September 2018-May 2019	Student progress reports and report cards, Faculty Meeting Agendas, Sign-in Sheets
2	Department Meetings	Teachers	Teachers will work together to share best practices and review data to come up with ways to best support every student.	September 2018- May 2019	Meeting Agendas and Sign-in Sheets, Student progress reports and report cards
3	Interdisciplinary Meeting	Teacher	Teachers will collaborate with other teachers across the school to develop an understanding of what students need to know to be successful in every classroom. Teacher will share how others can support their content standards.	September 2018-May 2019	Meeting Agendas and Sign-in Sheets, Student progress reports and report cards

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 (e)(4)].

Response: Sebring High School staff communicates with parents/guardians via phone calls, emails, text messages, web pages, conferences, AVID parent nights, Open house, sporting events, band/chorus concerts, and academic recognition ceremonies. Sebring High School has a school website and app that notifies parents of upcoming events and provides links to instructional resources.

Parents will be notified of student's grades via progress reports that will be sent home at the midpoint in the grading period (4 1/2 weeks) and report cards will be sent home at the end of each grading period (9 weeks). Parents may also access their child's grades and attendance information using their Skyward login. Login information was mailed home to all parents. Assistance is offered to parents who need help navigating the site.

Additional resources e.g. Health Department Shot information, athletic schedules, free and reduced information, Insurance-Florida Kid-Care, bus schedules, are located in guidance waiting area and our front office. Parents of struggling students are directed to guidance department and/or school administrators for the necessary help for their student.

Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

- Timely information about the Title I programs [Section 1116(c)(4)(A)];
- 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 [Section 1116(c)(4)(B)];
- 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 1116(c)(4)(C)]; and
- If the school-wide program plan under Section 1114 (b)(2) 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(c)(5)].

Response: Parents are notified by email, Facebook app, Blackboard Connect, and Remind app of the Title 1 Annual meeting and the pre-school orientation time for Sebring High School. At the Annual Title One meeting of parents in October, Sebring High School shared information about the Title 1 programs, the curriculum, and academic assessments. All notes/minutes from this meeting and all other meetings will be kept in the Title 1 Resource Binder. On August 9, 2018, Sebring High School held its orientation. At that time parents made classroom visits where teachers provided additional information on the subjects they teach, assessment plans, and how parents can help at home. Teachers maintained sign-in sheets

and provided a copy to the assistant principal who also maintained documentation of the dissemination of information, distribution methods, and timelines.

The Blackboard Connect5 system, Facebook app, and Remind app are used to notify all parents of upcoming events such as: dress code policies at Sebring High School, report cards going home, informing parents of important FSA testing dates, bus information, weather reports (when necessary), school start-up times and dates, holidays, early release days, family nights, and SAC/PTO meeting dates and times.

The school will notify parents on the first day of school through the "Right to Know" letter that parents have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is out of field. This notification will be a "Four Week Letter" to the parents.

Parents that attend SAC meetings gain valuable information about school improvement and the Parent Family Engagement Plans. We share data with them about test scores and behavior issues. We ask for input from them on how we can better support them. The ELL Para or other staff members are available to translate.

Parents are notified through phone calls in English and Spanish, notes in Skyward, progress reports, and report cards about concerns teachers might have with individual students by suggesting a parent conference. The school's phone number is provided, and a translator is provided upon request. The ELL Para notifies the Data Operator if progress or report cards need to be in Spanish or English.

Parents receive a Progress Monitoring letter regarding their child's scores on the Florida Standards Assessments and/or Reading test after administration of test. Parents can call and gather further information from the Reading Coach or discuss with the ELL Para. A copy of the form letter will be kept in the Title One notebook in the Title One Resource Teacher/Dean's office and monitored by the Assistant Principal.

The school also will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments.

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 LEA 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 (e)(5) and 1116(f)).

Response:

Sebring High School provides families with an interpreter for conferences and meetings. Our ELL Para and other bilingual staff members help teachers communicate with parents via phone, notes, or home visits. The ELL Para and bilingual staff members help students better understand the curriculum in their native language (Spanish). The Migrant Academic Advocate and Migrant Recruiter will also help migrant parents in conferences or school meetings on an as needed basis. The administration, with the help of the ELL Para, will monitor the home languages and provide additional languages when that population percentage increases to a level that is necessary and feasible.

Sebring High School uses the Blackboard ConnectEd system, which sends out messages in English and Spanish for our Non-English speaking families.

Sebring High School takes appropriate steps to ensure parents with disabilities have an equal opportunity to participate in and enjoy the benefits of all offered activities.

Sebring High School has had the Home-School Compact/Agreement in English and Spanish. The district has a letter of teacher qualifications and the code of conduct transcribed in English and Spanish for our parent's convenience.

Evidence of Input from parents- must have evidence of parent/family input in the development of the plan- Send District Office a copy of Meeting Notes

Parent-School Compact-Send District Office a copy of your 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 1118(d)].

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents and families to help their children academic achievement [Section 1116 (e)(1-2)]. 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	Academic Award Nights	2	200	Rewarding students for their hard work and achievements
2	License to Chill	1	600	Rewarding students for their hard work and dedication to academic success
3	AVID Family Nights	2	300	Engaged families in the AVID program and rewarded students for their hard work and dedication to academic success
4	College Signing Day	1	200	Recognized students that were accepted to college or who had signed with the military or technical school.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff 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(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Staff training to show teachers how to link Khan Academy to PSAT scores	1	90	Students were able to link their Khan Academy SAT practice to their PSAT scores to receive specific remediation. Improved SAT scores.
2	Department Meetings	7	90	Teachers collaborated to better understand their standards. Student work aligned to the rigor of the standards.
3	Staff training for Skyward	ongoing	120	Teachers trained to use Skyward and to show their students how to use Skyward to monitor their progress toward graduation.

Barriers

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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(a)(2)(D)(i)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Timeline pushed back because of Hurricane. PD days canceled.	Plan for new PD days this year. Scheduling time for teachers to meet during their study hall time.
2	Many families struggled to rebuild after the hurricane.	District offered assistance with connecting families to resources.