**Pinellas Park High School**

**Parent and Family Engagement Plan**

I, Brett Patterson, 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 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 parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement 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 parent and family engagement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parent and family engagement plan [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)].

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

**Mission Statement**

Parent and Family Engagement Mission Statement

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| **Response:**The Pinellas Park High School community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships. |

**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 parent and family engagement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:**Pinellas Park High School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC meetings. |

**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 [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Freshmen Orientation | Orientation for new families in August |
| 2 | PCSB FOCUS | Parent FOCUS login at Back to School Night |
| 3 | FAFSA | PCSB Fall Workshop in November |
| 4 | College/University Applications | College and Career Session in October and January |
| 5 | Monthly Parent Meeting Options | Parent meeting options each month |
| 6 | Weekly Progress Reports | Updated grade and attendance data sent home weekly |

**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 (schoolwide or targeted assistance), Adequately Yearly Progress, 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 [Section 1118(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | School Messenger calls | Principal | 2022-23 | School Messenger summary reports |
| 2 | Community emails | Principal/Graduation Coach | 2022-23 | Sent to approximately 500 community stakeholders in email distribution group |
| 3 | New Student Orientation | Principal | August 2022 | Over 500 in attendance |
| 4 | Website/Social Media | Principal/Graduation Coach | 2022-23 | Website access summary data |
| 5 | Annual Parent Meeting | Principal | 2022-23 | Attendance roster summary |

**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 1118(c)(2)].

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| **Response:**Pinellas Park High School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year. |

**Building Capacity**  
  
Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(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 1118(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 1118(e)(14)].

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Curriculum/Back-2-School Night | Principal and Assistant Principal | Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school. | September 2022 | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Curriculum/ Showcase | Principal, Assistant Principals, Student Success Coaches | Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by FSA gains. | November 2022 | Sign-in sheets, handouts, agendas, and presentation materials |
| 3 | Curriculum/Literacy Night | Principal, Assistant Principal,  Department Heads, Teachers | Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement in literacy across all content areas to support 100% gains on FSA Reading. | January 2023 | Sign-in sheets, handouts, agendas, and presentation materials |
| 4 | Parent-Principal Round Table Meeting | Principal | Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include highest student achievement, making learning gains in math, science and reading | September 2022 SAC meeting | Sign-in sheets and handouts |

**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, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | MTSS PD | MTSS team | Increase student engagement – increase in academic proficiency, and decreases in discipline referrals and student absences | August 2022- May 2023 | PLC agendas and minutes |
| 2 | Instructional Leadership PD | Department Heads, Leadership Team, and Instructional Coaches | Alignment of department instructional common strategies with school goals | Monthly | PLC agendas and minutes |
| 3 | Subject Department PD | Subject area department teachers, Instructional coaches, Leadership Team | Effective implementation of pacing guide, standards | Monthly | Lessons aligned to standards, pacing |
| 4 | Advanced Placement/Dual Enrollment PD | AP/DE teachers, Leadership Team | Equitable access to rigorous coursework, with support as needed | Monthly | Enrollment, academic student data |
| 5 | Improvement Team PD | Voluntary team members | Incentive based objectives and restorative practice use | Monthly | Climate survey for staff |
| 6 | AVID Site Team PD | AVID Site Team members | Consistency of tutorials, schoolwide AVID strategies | Monthly | Enrollment, academic student data |
| 7 | Demonstration Days | Instructional staff | Improve consistency within instructional strategies | Bi-annually | Participation rosters |
| 8 | Full Staff PD | All staff | Refocus of school goals, initiatives | Every other month | Classroom observations |

**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 1118 (e)(4)].

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| **Response:**Pinellas Park High School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication. |

**Communication**  
  
Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(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 1118(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 1118(c)(4)(C)]; and
* If the schoolwide 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 1118(c)(5)].

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| **Response:**Pinellas Park High School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back-2-School night and **stand-alone Annual Title I Meeting**, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. |

**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 [Section 1118(e)(5) and 1118(f)].

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| **Response:**Pinellas Park High School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. |

**Pinellas Park High School Title I Compact**

**School Vision:** To educate and prepare each student for college, career, and life.

**Mission:** 100% student success.

**Student Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade** \_\_\_\_\_

**PPHS Parent/Guardian Agreement:** I want my child to reach his/her full academic potential; therefore, I will do the following to support my child’s learning:

Ensure that my student attends school regularly and on time

Provide a home environment that encourages my student to learn

Oversee completion of school assignments via Portal access and regularly check my student’s progress

Support participation in school activities

Communicate with my student’s teacher(s) and attend parent/teacher conferences as needed

Express high, realistic expectations for achievement

Encourage my student’s overall development and progress in school

Show respect and support for my student, the teachers, and the school

**PPHS Student Agreement:** It is important that I do the best that I can; therefore, I will do the following:

Come to school on time daily, dressed for success, and ready and prepared to learn

Believe in my ability to learn and engage in the educational process

Treat myself, my school, and others with respect

Work cooperatively with my classmates

Work with my teachers to ensure I’m completing assignments and maintain a passing grade or better

Follow district, school, and bus rules

Accept responsibility for, and the consequences of, my own actions

**PPHS School Agreement** – The entire school staff will share the responsibility for improved student achievement, therefore, we agree to do the following:

Provide meaningful and appropriate instructional opportunities for your student

Help your student achieve to his/her fullest potential

Promote a safe learning environment

Enforce school and classroom rules fairly and consistently

Maintain ongoing communication with you and your student

Provide guidance for post-secondary school and careers

**Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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 [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Monthly SAC Meetings | 9 | 10-15 each | Increase parental involvement |
| 2 | FOCUS Parent login usage | NA | Over 1,800 | Increase parental awareness of student academic status |
| 3 | Technology Advisory Board | 4 | 25-30 | Increase guest speakers, classroom demonstrations, and internships |
| 4 | FR/CJA Advisory Board | 4 | 10-15 | Increase guest speakers and application of knowledge |
| 5 | College and Career Evening | 1 | Over 50 | Increase in student successful post high school transitions |

**Staff Training Summary**

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Preschool PD | 1 | 110 | Increased rigorous classroom lessons, engagement (AVID CRT, Virtually) |
| 2 | Full staff PD | 10 | 165 | Refocus of school goals, initiatives |
| 3 | Subject Area PLCs | 8 | 100 | Effective implementation of pacing guide, standards |
| 4 | Advanced Placement PLCs | 8 | 35 | Equitable access to rigorous coursework, with support as needed |
| 5 | Department Head PLCs | 8 | 17 | Alignment of department instructional common strategies with school goals |

**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) [Section 1118(a)(E)].

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| **Count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lack of parent involvement at Title I Nights (economically disadvantage) | Offer alternate meeting times in the morning periodically throughout the year |
| 2 | Unable to contact parents/multiple calls from several teachers in one day (economically disadvantage) | Structured cross content teams with time built in to work with parents through parent calls, emails and conferences |
| 3 | Parents unable to get information on what is happening in their child’s classes (economically disadvantage) | Integrated use of social media to showcase student engagement in classes and school related activities |