



25-26 Parent and Family Engagement Plan

Date Revised with Parent Input: 4/15/2025

District Approved:

School Name: Rosenwald High School		School # 0581
Principal's Name: Jonathan McQuagge		

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format, and to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

Mission Statement

Rosenwald High School, home of the Bulldogs, strives to ensure our students are provided a high-quality education that allows for them to complete their educational journey in a smaller school setting focusing on essential academic credits needed to meet state graduation requirements. We take pride in the development of individualized student plans and provide a deliberate approach to removing barriers to graduation. Our Parent and Family Engagement Plan outlines how we will work alongside parents as valued partners in the educational process.

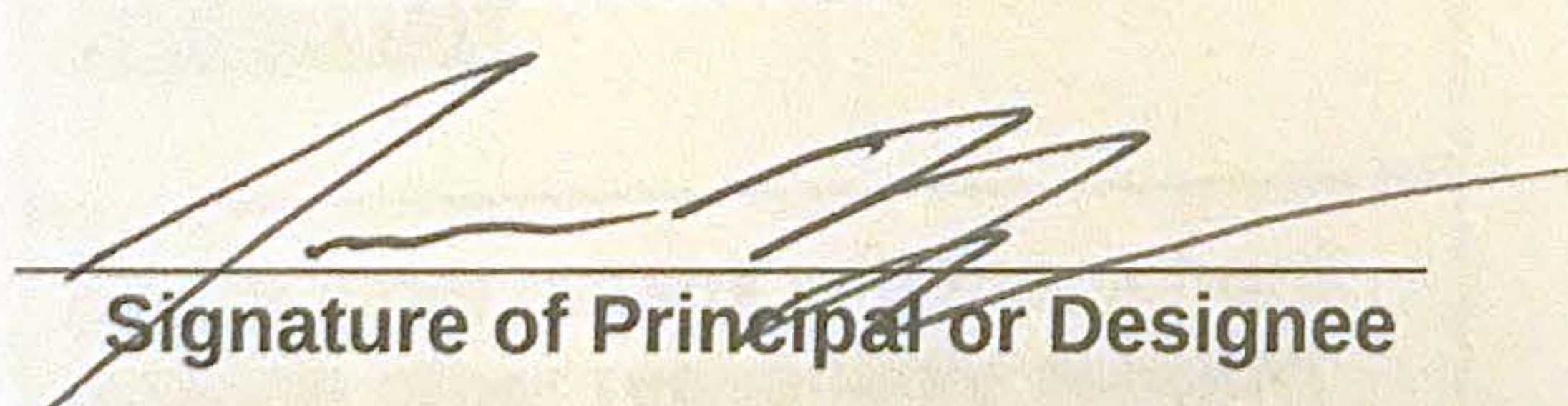
I, **Jonathan McQuagge**, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic

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 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.

What is required:

ASSURANCES: We Will:

- The school will be governed by the statutory definition of parent involvement, and will carry out programs, activities, and procedures in accordance with the definition outlines 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));
- 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 parent and family engagement plan and the joint development of the school-wide program plan under (Section 1114 (b)(2)) (Section 1118 ©(3));
- Use the findings of the parent and family engagement plan to review the strategies for more effective parent involvement, and to revise, if necessary, the school's parent and family engagement plan (Section 1118(a) (E));
- If the plan for the 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 to the local educational agency (Section 1118 (b)(4));
- Provide to each parent and 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)).


Signature of Principal or Designee

5/18/25

Date Signed

1. INVOLVEMENT OF PARENTS

(A) By what means will the school involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the PFEP Section 1116(c)(3)?

We will hold a parent meeting in August of 2025 to discuss our school compact and PFEP draft. Our Title One Annual Meeting will be held in September of 2025 allowing parents another opportunity to provide PFEP input. Notification in English and Spanish will be distributed via Peachjar and social media. A Google presentation and a PFEP summary will be shown during this meeting and then placed on our social media platform for those who could not attend.

(B) By what means will the school provide parents opportunities, if requested, for regular meetings to formulate suggestions and to participate, as appropriate, in making decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (Section 1116 (c) (4) (C)?

We will provide parents opportunities to participate in making decisions by providing evaluation forms at parenting events, IEP meetings, parent-teacher conferences, SAC meetings, CST meetings, and social media outlets. Due to the suggestions made by parents upon the spring survey, we will continue in practical and reasonable manners, to implement these in a timely manner. The one resounding comment from parents is the time of events. So, that will continue to be a consideration.

(C) By what means will the school involve parents in the joint development of the School Improvement Plan (Section 1116(A)(2)?

During a SAC meeting, to which all parents are invited, results from a comprehensive needs assessment are discussed. Revisions are made based on needs, barriers, and parent input

(D) If the School Improvement Plan is not satisfactory to the parents, by what means will the school provide parents an opportunity to submit comments with the plan when it is submitted to the district (Section 1116 (c) (5)?

Parents who are not satisfied with the school-wide plan will complete a form to be submitted with the plan to the district.

(E) By what means will the school provide other reasonable support for parental involvement activities as parents may request (Section 1116 (e)(13)? (Based on the Title I Parent Survey results, what activities did the parents request that are included in this plan?)

We will provide parents opportunities to participate in making decisions by providing evaluation forms at parenting events, IEP meetings, parent-teacher conferences, SAC meetings, CST meetings, and social media outlets. Due to the suggestions made by parents upon the spring survey, we will continue in practical and reasonable manners, to implement these in a timely manner. The one resounding comment from parents is the time of events. So, that will continue to be a consideration.

2. ACCESSIBILITY

A. By what means will the school offer a flexible number of meetings, such as meeting the morning or evening to accommodate parents' schedules (Section 1116(c)(2)?	<i>Based on the Spring Parent Surveys responses, the majority of parents indicated that in the evenings between 5-8 pm were the most convenient times for meetings. This will be taken into consideration when scheduling events.</i>
B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events (Section 1116(c)(4)(A)).	<i>A minimum of 7 days' notice will be our school policy. This will give parents an opportunity to save the date. Various methods of communications: flyers, Facebook, newsletter, IRIS alert, will be used to notify and remind parents about events to ensure the greatest participation.</i>
C. By what means will the school provide opportunities for informed participation of parents and family members (including parents and family members with limited English proficiency, with disabilities, and parents of migratory children). (Section 1116(f)?	<i>Based upon the Spring Parent Survey results, on schedule was listed as the top barrier to participation. We will offer alternative times for events to give every parent an opportunity to participate. All school communications are translated for our ELL families. Additionally, we will continue to use personal invites via phone, and parents will be encouraged to use Peachjar.</i>
D. By what means will the school ensure that information related to school and parent programs, school reports, meetings, and other activities is sent to the parents in a format and in a language the parents can understand (Section 1116(e)(5) and (f))?	<i>All school communications are translated for our ELL families. Google Translate and staff members assist with this. Our new ADA approved website will translate all uploaded documents.</i>

3. ANNUAL PARENT MEETING

The school will conduct the Annual Parent Meeting about the benefits of the Title I Schoolwide Program to inform parents and families of the school's participation in the Title I Schoolwide Program. During the meeting, the school will provide a description, explanation, or understanding of the Title I Schoolwide Program including an explanation about the forms of academic assessments, the school performance data, and the rights of parents. Additionally, the school will document that the communication has been provided to stakeholders as follows:

By what means will the school conduct a Title I Annual Meeting (convened at a convenient time, to which all parents are invited and encouraged to attend) to inform parents of their school's participation in Title I, the requirements of Title I, and the right of parents to be involved (Section 1116(c)(1) ?

Our annual meeting is held prior to our school's Open House. In this way, parents can come to school on one date and attend two important meetings about our school.

4. BUILDING PARENT CAPACITY (Address topics F-J)

(F) Assist parents in understanding:

- State academic standards;
- State and local academic assessments;
- Requirements of Title I;
- Monitoring a child's progress; and
- Work with educators to improve the achievement of their children (Section 1116 (e) (1)

(G) Description and explanation of:

- Curriculum in use at the school (Section 1116(4) (B)

(H) Description and explanation of:

- Academic assessments used to measure student progress. (Section 1116 (4) (B)

(I) Description and explanation of:

- Achievement levels of State academic standards that students are expected to obtain (Section 1116 (4) (B)

(J) Provide materials and training to:

- Help parents work with their child to improve their children's achievement, such as literacy training and using technology (including the harms of copyright piracy), to foster parental involvement (Section 1116 (e) (2) (LEA note: This includes Parent Portal Training)
- Schools must provide a description, explanation, or understanding of academic requirements that fall under the Federal Guidelines for Title I.

Table A

QUALIFYING TITLE I PARENT EVENTS: PARENT TRAINING OPPORTUNITIES

List all activities for requirements F through J and transition activities that involve parents.

Timeline	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on student achievement?	Requirements Addressed	Evidence/ Documentation for Effectiveness
August	Welcome to Rosenwald	PFEP input, Compact, Parent Portal use to monitor student progress, Testing Standards and Achievement Levels, Curriculum used at Rosenwald	F,G,H,I	
September	Title One Annual Meeting	What is Title One, review of PFEP draft, compact	F,J	
November	Giving Thanks at Rosenwald	Strategies for reading and math, ways to help at home, online resources	F,J	
April	Spring Into Testing and Transition into the Future	Standards, Achievement Levels, Testing Dates, Importance of Attending Testing	F,H,I	

Table B-1

OTHER EVENTS/ACTIVITIES

Other activities or events, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (Section 1116 (e) (4)).

[illegible]

Table B-2
Parent Communication/Disseminating Information
Communication/Information shared with parents (Section 1116 (e) (4)).

Communication/ Information Shared	Date(s) Sent	Method of Dissemination (How did you share it?)	Languages	Who did you send it to? "All" parents or a specific group
School Newsletter	August-May	Peachjar, copies home, social media	English Spanish	All
School Reminders	August-May	Peachjar, social media	English Spanish	All

5. PARENT/SCHOOL COMPACT

As a component of the school-level Parent and Family Engagement Plan, 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.

How will the school ensure parents'/families' involvement in this process?

We will provide parents opportunities to participate in making decisions by providing evaluation forms at parenting events, IEP meetings, parent-teacher conferences, SAC meetings, CST meetings, and social media outlets. Due to the suggestions made by parents upon the spring survey, we will continue in practical and reasonable manners, to implement these in a timely manner. The one resounding comment from parents is the time of events. So, that will continue to be a consideration.

ELEMENTARY

How will the school ensure that teachers conduct a parent-teacher conference for individual students at least annually, during which the compact is discussed and signed?

N/A

(Section 1116 (d) (2) (A))	
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MIDDLE & HIGH SCHOOL

How will the school distribute the school-parent-student compact? (Section 1116 (d) (2)(A)?	A copy of the compact will be included in our beginning of the year packet which is sent home with students the first week of school.
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6. BUILDING STAFF CAPACITY
Describe the professional development activities the school will provide to educate the teachers, specialized instructional support, principals, and other school leaders, as well as other staff with the assistance of parents/families in: • The value and utility of their contributions • How to reach out to, communicate with, and work with parents and families as equal partners; and • How to implement and coordinate parent/family programs and build ties between parent/families and the school. (Section 1116 (e) (3) **Complete Table C.**

Table C

Activity/ Topic	Person Responsible	Timeline	Evidence Documentation of Effectiveness	# of Faculty/ Staff Attended
What is Title One?	Title One Coordinator	August-September	F,J	
PLC Meetings	PLC Leaders	August-September	F,G,H,I,J	

7. COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS
Describe to the extent feasible, the means the school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs that encourage and support parents in participating in the education of their children (Section 1116 (e) (4).

Program	Coordination
Title III ESOL	Support for our ESOL population through parent communication translations, ESOL

	paraprofessionals to assist with parent meetings, and monitoring to increase achievement through greater parent involvement. We will host an ESOL parent event in the Spring to increase parent involvement with our ESOL families so they can help their students at home.
Title II Professional Learning	<i>We use input from our spring survey to develop staff training and ensure we cover topics important to our parents. We want to be able to bridge the gap between home and school.</i> Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.
Title III ESOL	<i>Our ESOL students and parents are encouraged to voice concerns and engage with our programs.</i> Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful.
Title IX Homeless	<i>We have our backpack and food for the weekend program to help our families.</i> Title IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation,

	and academic success. Schools are provided with student housing questionnaires to identify students who may be experiencing homelessness.
Daycare/Preschool	<i>We have a Teen Parenting Program and an Early Education and Care Pre-K programs on site. Parents are invited to parenting events at the school. We also offer a parenting course for teen parents that encourages and supports parents in participating in the education of their children. Additional parenting workshops will be offered throughout the year.</i> In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone. It will be advertised throughout the community via social media. During the meetings, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent Portal. Parents will be given a tour of the campus. Additionally, in the fall, schools hold an Orientation to invite parents and families to visit the school, classroom, and teacher to become more comfortable with the school and to provide opportunities for parents to be involved.
Other	<i>Our Triad Team helps students in crisis.</i> The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school. Secondary Schools: Title I, Part D funds provide a transition specialist to coordinate with schools to ensure that students and their educational

	records successfully transition to and from the juvenile detention system.
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8. DISCRETIONARY ACTIVITIES

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.)

How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities <u>(Section 1116 (e) (13)?</u>	<i>We will continue our partnership with community based organizations such as Trio, Gulf Coast Advocacy Center, FSU, and Gulf Coast State College</i>
By what means will the school involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of the training <u>(Section 1116 (e) (6)?</u>	<i>We will use input from our parent events evaluation forms and our spring survey to develop training for the teachers, principal, and other educators.</i>
By what means will the school provide literacy training for parents if the LEA has exhausted all other resources of funding <u>(Section 1116 (e) (7)?</u>	<i>We will provide school based training for our parents who need literacy training if all other resources have been exhausted.</i>
By what means will the school pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions <u>(Section 1116 (e) (8)?</u>	<i>We will work with community partners to provide such services.</i>
By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u>	<i>We will hold informational meetings during the year for all parents at various times to increase involvement.</i>
By what means will the school conduct in-home conferences for parents who are unable to attend at school <u>(Section 1116 (e)(10)?</u>	<i>We will use Google Meet or phone conferences for such meetings.</i>
By what means will the school adopt and implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u>	<i>We will use Google Voice, PeachJar, and our social media platforms to contact parents and to improve parental involvement.</i>

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT	
Category	List of Items
Staff	Salary, benefits, supplements, supplies
Equipment	Technology
Parent Training/Events	We will work with community partners to provide refreshments, printed materials, and/or ink/toner

10. BARRIERS
Provide a description of the: • Barriers that hindered participation by parents during the previous school year. • Steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) <u>(ESEA Section 1116)</u>

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Barrier (Including the specific subgroup)	Steps the School will Take to Overcome Barrier
Communication (All)	• Multiple platforms to increase communication (Facebook, website, school messenger, Portal Messenger, Marquee sign, Peachjar, etc.)
Attendance	Provide giveaways supplied by community partners to encourage parental participation

11. PARENT AND FAMILY FEEDBACK
Each year, our school encourages parents, and families to work in collaboration with the school to develop, review, and revise the Title I school-level Parent and Family Engagement Plan (PFEP), The PFEP is a tool that is used to determine how well our school is partnering with you and promoting your involvement in your child's education throughout school.

Your feedback is important in helping us continually improve the PFEP and the parent and family engagement program at our school. We have provided contact information below so that you can learn about the different ways you can be a part of this home-school connection.

District Title I Supervisor	<i>Loretta Mistrot 850-767-4354 mistrll@bay.k12.fl.us</i>
District Parent Liaison	<i>Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us</i>
Title I Resource Teacher	<i>Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us</i>
Principal	<i>Jonathan McQuagge 850-767-3904 mcquaj@bay.k12.fl.us</i>
Title I Coordinator	<i>Denise Hinson 226-2307 hinsodl@bay.k12.fl.us</i>
Parent Liaison	N/A