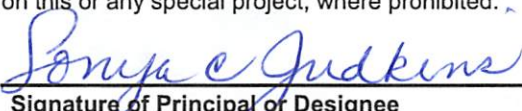


RICHARDSON SIXTH GRADE ACADEMY Title I, Part A Parent and Family Engagement Plan

I, **Sonya Judkins**, 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.



Signature of Principal or Designee

6-11-18

Date Signed

Mission Statement

Parental Involvement Mission Statement

Response:

Richardson Sixth Grade Academy encourages student achievement and strives to meet the diverse needs of our students through the building of strong minds, strong character, and through the establishment of a strong community of learners and friends. School stakeholders will work together to create, implement, and evaluate a schoolwide plan for engaging families in the academic success of students attending Richardson Sixth Grade Academy.

Involvement 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 Title I will be used (ESEA Section 1116).

Response:

Richardson Sixth Grade Academy has provided a Title I Overview to rising sixth grade parents about the Richardson Sixth Grade Academy Title I Program. Parents who attended the Richardson Sixth Grade Academy Step Up Information Night in May of 2018 received this information and are being sent a 2018-2019 Parent Input Survey electronically for input. A 2018-2019 Parent Input Survey will be sent to all remaining incoming families in August of 2018. Results will be compiled and shared at the school's Title I Annual Meeting, Richardson Sixth Grade Academy School Advisory Council meetings, and through the school's newsletter. Results are also used to update the Parent and Family Engagement Plan for the school.

The Richardson Sixth Grade Academy School Advisory Council (RSGA SAC) is the group responsible for the planning, review, and improvement of the Title I programs at the school. The council is comprised of at least 51% parent/ community members. Education about and participation in the RSGA SAC is solicited at events hosted for families, including "Meet the Teacher", Title I Annual Meetings, Spring Annual Step Up Night, and at Volunteer Orientations. Input of all stakeholders is documented in RSGA SAC meeting minutes.

Throughout the school year, information will be given to parents through newsletters, the school's website, the School Messenger automated phone call system, e-mails, Remind.com, parent/ teacher conferences, Orientation, Open House, Title I Annual Meetings, the school marquee, social media platforms, and the Lake City Reporter.

In addition to the Parent Input Survey administered in August and May, parents are given other opportunities throughout the year to offer feedback and suggestions through a Title I Parent Involvement Survey later in the year, as well as surveys associated with different activities. Sign

In sheets, agendas, and minutes (when applicable) provide the necessary documentation of all activities.

Coordination and Integration with Other Federal Programs

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.

Response:

count	Program	Coordination
1	IDEA	Title I works closely with IDEA to provide needed supports for parents and students with disabilities. Joint professional development opportunities are provided for staff in working with parents whose children are served through IDEA, and training opportunities are provided for parents of Title I ESE students by staff of the Office of Exceptional Education. Collaboration occurs to address the exceptional needs of students and families without duplicating services.
2	Title I, Part C - Migrant Students	This federal program seeks to eliminate barriers that would prohibit Migrant students from participating fully in the academic setting due to the transient nature of their living situation. The grant seeks to reduce barriers that would hinder the academic development of qualifying students. Tutors are offered to students who qualify for migrant services. Title I, Part C works closely with Title I, Part A by providing resources to make education opportunities accessible to students who of are migrant status.
3	Title II	This federal program supports professional development and activities designed to train teachers in how to effectively engage families. This includes training in helping parents work with their children at home.
4	Title III - ELL Students	This federal program seeks to eliminate barriers that would prohibit English Language Learners (ELL) from participating fully in the academic setting. Parents of ELLs are invited to all meetings and activities. Parents are provided, to the best extent possible, translated invitations to meetings and events. This grant seeks to eliminate barriers that would prohibit the child from participating in educational experiences. Tutors are offered to ELL students who qualify for migrant services. Title III works closely with Title I by providing resources to make education accessible to students who are learning the English language.
5	Title IV	This federal program provides student support and academic enrichment programs intended to increase the capacity of schools and local education agencies to improve the use of technology in improving the academic achievement and digital literacy of all students. Students receive education through initiatives geared towards STEM. Sixth grade students have the opportunity to earn industry certifications as Title IV partners with Title I programs by providing the resources and technology to assist in the development of necessary skills students may need in schools to further their education and gain viable skills that will equip them to become a part of the 21st Century workforce.
6	Title V	This federal program works closely with Title I by providing additional educational opportunities and resources to schools and districts that serve rural and low income children. This grant seeks to eliminate barriers to student success by working closely with Title

		I to close the achievement gap of economically disadvantaged students that are served in these communities.
7	Title IX - Homeless Education	This federal program seeks to eliminate barriers that would prohibit any child from participating fully in the academic setting. Parents of homeless children are invited to all meetings and activities. This grant seeks to eliminate barriers that would prohibit the child from participating in educational experiences. Title I works closely with Title X by providing educational support to homeless students and their families.
8	Columbia County Public Library	The public library offers a variety of programs to encourage families to become more involved in literacy. Throughout the school year, the parent liaison will disseminate flyers and encourage families to attend these programs.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate Yearly Progress, school choice, 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)].

Response:

An overview of the Richardson Sixth Grade Academy Title I Program will be presented to rising sixth grade parents in May of 2018. For the 2018-2019 school year, the Title I Annual Meetings and updates will be advertised through newsletters, social media platforms, Remind.com, and available mediums for advertising. Attendees will receive handouts that accompany a PowerPoint presentation that will address Title I requirements as presented by the Curriculum Resource Teacher and Principal. At the meeting, families and community members will also receive information on the Parent and Family Engagement Program, the Title I Schoolwide Plan, Annual Yearly Progress of the school, school choice options, parental rights, information about how to obtain resources about the school, individual teachers, and other information available through the Title I program that will aid them in the development and education of their children.

count	Activity/Tasks	Frequency	Person Responsible	Timeline	Evidence of Effectiveness
1	Annual Title I Meeting (Title I program, Type of Program, School Grade, SPAR, School Choice, Rights of Parents)	2, Updates ongoing	CRT, Principal	August/ September 2018, May of 2019, updates ongoing	An increase in knowledge base of the Title I program and what the program offers, Copies of agenda, Powerpoint, and handouts to reflect the needed compliance items for the meeting
2	School Newsletter (Title I Updates)	6 (minimum)	CRT, Principal	September 2018/ 6x per year	Increase the turnout of families at events designed to address the academic needs of students
3	Title 1 Brochure	1	CRT	Fall of 2018	An increased knowledge base of the Title I program and what the program offers
4	Parent Notification Letters / Flyers	3	CRT, RSGA Media Contact	August and September of 2018	Increase the turnout of families at events designed to address the academic needs of students

Parent Notifications

Describe how the school will provide each family with timely notification of their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Response:

Parents will receive notification of their right to request information about their right to request information on the professional qualifications of teachers and paraprofessionals at our Title I Annual Meetings and through Title I updates throughout the school year. This information will also be included in our monthly publications to parents.

Describe how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by teacher who is out of field or does not meet the state licensure requirements.

Response:

Once the fourth consecutive week draws to a close, each family who has a child being served by a non state qualified/ out-of-field teacher will be notified by a letter signed by the principal of the teacher's qualification status. Students will have to sign certifying that the letter was received and directed to give the letter to their parents. Copies of this letter will be available in the Richardson Sixth Grade Academy Title I Front Office Notebook as well.

How will the school provide each family with an individualized annual report about the performance of their child(ren) on the State and Local assessment (ESEA Section 1116 - Florida State Statute 1008.22)

Response:

Scores for Florida Standards Assessments from the preceding year will be sent home with students upon their entrance into sixth grade - once the school received these reports from the feeder elementary schools. Florida Standards Assessment scores reports are also included in each child's cumulative folder. Parents are able to request copies of those reports at any time. Score reports on local assessments will be sent home through subject area teachers upon completion of assessments and/ or on county wide progress reporting dates in combination with student grade reports.

Flexible Parent Meetings

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

Response:

Meetings and workshops will be offered at a variety of times and days of the week throughout the school year. Every effort will be made to provide meetings at alternative times such as early morning, afternoon, and evenings. Specific organizations such as the School Advisory Council and PTO will survey their members and determine appropriate meeting times for their membership. If necessary, service organizations at the school (such as Student Council), under the supervision of a certified teacher and additional support personnel, can be used to provide childcare for parent meetings held after school hours. Parents who are unable to attend meetings at scheduled times, or who cannot attend due to other barriers will have the opportunity to receive resources and training by the Parent Liaison at a later time. When feasible and when trained personnel are available, options involving the use of technology will be explored. Child Care will be provided when feasible as well.

Building Capacity

How will the school implement activities that will build the capacity for meaningful parent/family involvement?

Response:

Richardson Sixth Grade Academy will utilize Teacher and Parent Input surveys to determine the needs of students being served. Results will be used to build and implement activities for the school year.

Activities will be hosted on days and times most convenient for families, when feasible monthly between the months of September and February through a variety of mediums, including conferences, workshops, educational showcases, etc. These mediums will be used to educate parents on the academic progress of their children and provide user friendly resources parents can use at home with their children.

How will the school implement activities that will build relationships with the community to improve student achievement?

Response:

Community representatives will be invited to participate in the Monthly Monday Munchers program, serve as resource speakers, mentors, and volunteers for classrooms and family engagement activities. Community organizations will be invited to partner with Richardson Sixth Grade Academy through the support of initiatives designed to raise the student achievement of our students.

How will the school provide materials and trainings to assist parents / families to work with their child to improve their child's academic achievement?

Response:

A Parent Resource Center is housed on campus. The resource center houses and prepares resources designed to help parents provide practice with their children on skills and standards while at home. Trainings will be provided throughout the school year to aid parents in helping their children at home with skills and standards being taught at school.

How will the school provide other reasonable support for parent and family engagement activities? (ESEA Section 1116).

Response:

Parents who are not able to attend family engagement events will have an opportunity to reach out to the Parent Liaison/ Curriculum Resource Teacher for support in working with their children. The Parent Resource Center will also be available a medium for obtaining support for parents needing help working with their children on assignments and projects assigned by the school when resources are available to fulfill the need.

List of Activities

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Technology and Internet Safety	Media Contact/ Curriculum Resource Teacher/ Principal	Increase the awareness and knowledge of parents in technologies used by students at school and technologies available to students and parents away from school so parents can assist their children at home	August/ September 2018	An increase in student usage of web-based applications with parent support and increase in supervision of parents as students engage in online activities
2	Dads Take Your Child To School Day/ Mothers Day Tea	Curriculum Resource Teacher	Increase in the level of engagement of male role models at school and at home in academic progress and development of students	September 2018/ May 2019	An increase in the number of male and female role models attending and participating in school-based initiatives will increase from year-to-year as indicated by sign-in sheets.

3	Science Fair/ Curriculum Night - Provide information to parents regarding requirements for completion of science fair projects.	Science Department, Curriculum Resource Teacher	Provide information to parents regarding the requirements for completion of science fair projects	October 2018	An increase in understanding of Science Fair requirements with parents will result in an increase of student performance on science projects and use of scientific processes outlined in the Florida State Standards.
4	Parent Conference Days/ Nights - How parents can support academic development of students at home	Principal, Guidance, Curriculum Resource Teacher	Provide information regarding the academic progress of students	October 2018-March 2019	Student performance will increase based on parents' knowledge of student progress.
5	School's Academic Structure - Family Fun Events & Educational Showcase (STEM Exploration)	Instructional Coach, STEM Teacher	Provide opportunity for parents and students to engage in STEM related activities while learning the value of STEM in everyday society.	November - December 2018	Student desire to engage in STEM related activities and knowledge base of STEM subjects will increase.
6	Academic Nights- Provide workshops where strategies, information, and study aids are provided for parents to help students complete homework and prepare for standardized tests.	CRT, Guidance Counselor, Instructional Coach	Increase students' opportunity for increase in classroom performance and standardized testing achievement	October 2018 - February 2019	The number of parents attending academic based initiatives will increase year-to-year, as indicated by sign-in sheets.
7	Step Up/ Information Night	Guidance/ CRT/ Principal	Increase in classroom performance, build relationships with families by providing information that will ensure academic success of students	May 2019	Student performance will increase based on parents' knowledge of resources available to them and their children at RSGA.
8	Publish and distribute newsletters which will increase parents' knowledge of the curriculum, instruction, and assessments used at school and strategies parents can use at home.	Curriculum Resource Teacher	Enhanced student achievement as a result of providing specific strategies for parents such as: homework strategies, reading & math strategies to use at home with their children	Aug/ Sept 2018 - May 2019	At least 4 to 6 newsletters will include information parents can use at home with their children in reading and math.

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other school leaders and other staff

with the assistance of parents / families in the value and utility of contributions of parents and families?

Response:

Richardson Sixth Grade Academy will provide personnel with best practices for engaging families and ways that family members can positively contribute to the success of students. The training will include various ways parents and families can contribute to the success of students during the school day and strategies for engaging the community in supporting parents and schools in the education of children.

List of Activities

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Utilizing Parents As Volunteers	Curriculum Resource Teacher/ Volunteer Coordinator	Increased student achievement.	August 2018	Increase in number of classroom volunteers by 10% from August 2018-May 2019

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents / families, in how to reach out to, communicate with, and work with parents / families as equal partners?

Response:

The Richardson Sixth Grade Academy Title I Compact between students, teachers, and parents will be used as a vehicle for educating teachers on how to effectively communicate with parents and involve them in the education of their children. Additional opportunities will be determined by feedback from teachers concerning the challenges they experience in communicating positively with parents.

List of Activities

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Communicating and Working With Parents: Parent and Family Engagement Using Compacts	Curriculum Resource Teacher	Increased student achievement and positive behavior at school.	August/ September 2018	Increased communication between parents & school indicated by parent comments in Student Planners and on Title I Surveys.
2	Communicating and Working With Parents: Engaging in Effective Communication	Principal/ CRT	Increased student achievement and positive behavior at school.	Throughout the Year	Increased communication between parents & school indicated by parent comments in Student Planners and on Title I Surveys.

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents / families, in implementing and coordinating parent / family programs, and in building ties between parents / families and the school?

Response:

Richardson Sixth Grade Academy will provide personnel with available resources that will enable them to build with parents as they work together to enhance the educational experiences of children. Engaging

difficult to reach parents and families is a challenge for RSGA personnel. As a result activities surrounding this topic will be addressed as well.

List of Activities

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Building Ties Between Home and School	Principal/ CRT	Increased student achievement and positive behavior at school.	Through out the Year	Increase in number of positive parent communications by 10% from December 2018 - May 2019
2	Building Ties Between Home and School Using Technology	Curriculum Resource Teacher	Increased student achievement and positive behavior at school.	Through out the Year	Increase in number of teachers using the Remind app other correspondence by 10% from December 2018 - May 2019

Other Activities

Describe how other activities, such as parent resource centers (rooms), the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children [ESEA Section 1116].

Response:

Richardson Sixth Grade Academy is building its material base in order to have adequate resources to share with families for the purpose of aiding their children. The Parent Resource Center strives to house materials and resources available for parents to use with students in achieving academic success. The resource room has pamphlets on a variety of topics that promote active engagement of families in the education of their children. This resource is also available to families on the school's website. The parent resource room has two computers available for parent use in accessing grades, calendars, and internet sources. Student packets will be available upon request for additional practice in math and reading.

Feedback from parents through conferences, attendance at events, and input surveys will also be utilized. Ongoing workshops and meetings will be held to address and discuss parent concerns, provide support for helping students in reading/ math, and answer any parent questions. These workshops will be based on parent input gathered from surveys given in the spring and at the beginning of the school year.

The Parent and Family Engagement Teacher will also work to increase the number of Title I compacts completed this school year. Recruitment of parents and business/ community members for participation in the School Advisory Council has taken place.

Schoolwide educational showcases will be scheduled for families to attend and build relationships with school personnel. Monthly newsletters will be sent home to enhance communication between school and home. This resource will include tips for parents to use at home to help their children with reading and math. The Richardson Sixth Grade Academy website and social media platforms will be updated regularly for parents to access school events and important dates, as well as, keeping them informed of current reading, writing, math, and science standards.

List all activities that will be implemented:

1.	Parent Resource Room	
2.	Title I Compact	
3.	Parent Corner Newsletters	
4.	RSGA Website/ Social Media	

Communication

Describe how the school will provide timely information about the Title I programs?

Response:

Information about Title I programs will be communicated with parents through a variety of mediums which include parent meetings, SAC meetings, flyers sent home with students, School Messenger phone calls, Remind texts, the school marquee, postings on social media platforms and calendar postings on the school website.

Explain how the school will describe and explain the curriculum to the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

Response:

Information regarding the school curriculum, academic assessments, and proficiency levels is included at our Orientation/ Open House at the start of the school year, during SAC meetings, in parent conferences, and in the online pupil progression plan found on the Columbia County School System website. The Parent and Family Engagement Teacher will keep records of all written communication provided to students on an ongoing basis as a resource for families who are unable to attend events. SAC meetings are held throughout the school year. Parent conferences can be scheduled through the guidance office at any time during the school year. Parents participate in yearly surveys and all responses (negative and positive) are shared with the School Advisory Council.

Explain how, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children?

Response:

The Richardson Sixth Grade Academy School Advisory Council will be the means through which the school will provide opportunities for formulating suggestions and participate in educational decisions regarding the education of all students. Built into the meeting structure is time for non-members to express concerns and comments. For those who are unable to attend School Advisory Council meetings, contact information will be provided for parents to submit concerns to the School Advisory Council Chairperson and/ or the school's administration.

Explain the process the school will use to submit parents / families comments if the schoolwide plan is not satisfactory to them (ESEA Section 1116)?

Response:

Richardson Sixth Grade Academy's Parent and Family Engagement Plan will be posted on the school's website. In publicizing events, all Parent and Family Engagement event flyers and communications that go home with students are translated into Spanish for parents whose primary language is not English. Additional language translations can be provided for those families who will benefit from the services, including American Sign Language and Braille.

The DRAFT Parent and Family Engagement Plan will also be shared in the Title I Annual Meeting at the beginning of the school year. Thorough newsletters, the annual meeting, and Social Media, parents will have an opportunity to review the plan, offer comments and suggestions. Since the Richardson Sixth Grade Academy is now a one-year school, participation of parents of entering sixth graders will be solicited to revise the plan based on the needs of the serving population using the mediums described above. Parents will be able to contact the Parent-Teacher Liaison/ Curriculum Resource Teacher directly to express concerns with the plan. Suggestions made will be shared with the School Advisory Council/ Leadership Team who will make decisions as to if revisions are necessary.

Accessibility

Describe how the school will provide full opportunities for participation in parent / family engagement activities for all parents / families?

Response:

All families are encouraged to participate in parent and family engagement activities. Information is shared with parents using mail outs, School Messenger callouts, teacher phone calls, notices on the marquee & website, and through use of our school's Facebook and Twitter platforms. For families who are unable to attend, resources from the event will be made available, with opportunities for the Curriculum Resource Teacher/ Parent Liaison to share directly with those families at another time. This is how Richardson Sixth Grade Academy will differentiate the offerings of family engagement activities.

Describe how the school will share information related to school and parent / family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents / families can understand?

Response:

Mailings and school documents will be made available to parents in English. Other languages are available upon request. Parent conferences and meetings will offer translation services as needed. Parents are also provided reports of academic progress through report cards and mid-term progress reports. Regular meetings are encouraged as follow-up to strategies outlined to check on progress. Parents are provided regular reports of academic progress through report cards, progress reports, and weekly progress on completed assignments. Invitations to school meetings and conferences go home by backpacks. Progress Monitoring information is communicated by teachers in Progress Reports. If an interpreter is required, assistance from the school district will be requested.

Translators are provided in parent conferences for ELL students. As ELL students arrive, translators of schoolwide notices and communications in native languages of families will be provided when translations in the native language are available. Our school is handicap accessible and we can accommodate parents with handicaps at any school activities.

Discretionary Activities

Discretionary School Level Parental and Family Engagement Policy Components

Will the school provide any 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.)

List all activities that will be implemented:

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline

Barriers

Describe the barriers that hindered participation by parents during the previous school year. Include the 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, have limited literacy, and parents / families of migratory children)? [ESEA Section 1116].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Scheduling/ Conflicting Schedules with events for siblings	On flyers/ information sent out, a notice will be added for parents to contact the liaison to schedule alternate time/ when feasible and

		personnel with expertise available, recording events for later viewing.
2	Work Schedule	On flyers/ information sent out, a notice will be added for parents to contact the liaison to schedule alternate time/ when feasible and personnel with expertise available, recording events for later viewing.
3	School/ Student Did Not Let Me Know	In addition to flyers, the school will use - School Messenger, Social Media platforms, Remind account, Newsletters, School Marquee, Lake City Reporter, Distribution of Flyers at Car Riders
4	Transportation	On flyers/ information sent out, a notice will be added for parents to contact the liaison for the event if transportation is a barrier.
5	Language Barrier	Translation of communications into other languages with a "reply" option included. Make translations available for parents.

Supply Evidence of Input from Parents

Note: As an assurance of the school-level parent and family engagement plan, each school shall involve parents of children served in Title I, part A in decision about how Title I, Part A funds are spent.

Upload evidence of how parents were involved in making decisions in the FA399 folder.

Input of parents from the Richardson Sixth Grade Academy School Advisory Council from April 2018 has been uploaded.

Supply Evidence PFEP Plan was Jointly Developed

Note: As an assurance of the school-level parent and family engagement plan, each school shall jointly develop/revise the PFEP with parents and made available to the local community.

Upload evidence of how the plan was jointly developed in the FA399 folder.

Input of parents from the Richardson Sixth Grade Academy School Advisory Council from April 2018 has been uploaded. The 2018-2019 parents of Richardson Sixth Grade Academy who were in attendance at the Spring 2018 Step Up Information Night are receiving an electronic version of the RSGA Parent Input Survey. Once suggestions have been obtained from the surveys and the surveys of all other incoming families, this information will be uploaded as well.

Supply Evidence Planning, Reviewing and Improving the Schoolwide Plan

Note: As an assurance of the school-level parent and family engagement plan, parents and families are to be involved in planning, reviewing and improving the schoolwide program plan

Upload evidence of how parents were involved in planning, reviewing and improving the schoolwide program plan in the FA399 folder.

Input of parents from the Richardson Sixth Grade Academy School Advisory Council from April 2018 has been uploaded.

Supply Parent-School 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.

Upload an electronic version of the Parent-School Compact in the FA399 folder.

The 2018-2019 Richardson Sixth Grade Academy Parent-School Compact has been uploaded to the RSGA PFEP Folder. Versions in English and in Spanish are available.

Supply Evidence of Parent Involvement in Development of Parent-School 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.

Upload evidence of parent input in the development of the compact in the FA399 folder.

Evaluation of the previous year's Parent and Family Engagement Plan

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Dads Take Your Child To School Day	1	105	Increase in the level of engagement of male role models at school and at home in academic progress and development of students
2	Science Fair Night - Provide information to parents regarding requirements for completion of science fair projects.	1	64	Provided information to parents regarding the requirements for completion of science fair projects and offered assistance in completion
3	Parent Conference Days/ Nights - How parents can support academic development of students at home	2	75	Parents received information regarding the academic progress of students and how to work with their children to improve
4	School's Academic Structure - Family Fun Events & Educational Showcase (STEM Exploration)	1	61	Provide opportunity for parents and students to engage in STEM related activities while learning the value of STEM in everyday society.
5	Academic Nights- Provide workshops where strategies, information, and study aids are provided for parents to help students complete homework and prepare for standardized tests.	1	49	Increase students' opportunity for increase in classroom performance and standardized testing achievement
6	Step Up/ Information Night	1	300	Families received information that will improve student achievement and learned about opportunities for academic success

6	Publish and distribute newsletters which will increase parents' knowledge of the curriculum, instruction, and assessments used at school and strategies parents can use at home.	7	2,609	Enhanced student achievement as a result of providing specific strategies for parents such as: homework strategies, reading & math strategies to use at home with their children
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Staff Training Summary

Provide a summary of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other school leaders and other staff with the assistance of parents / families in the value and utility of contributions of parents and families?

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Utilizing Parents As Volunteers	1	42	Increased student achievement.
2	Building Ties Between Home and School	0	0	Increased student achievement and positive behavior at school.
3	Communicating and Working With Parents/ Parent and Family Engagement Using Compacts	1	21	Increased student achievement and positive behavior at school.

Provide a summary of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents / families, in how to reach out to, communicate with, and work with parents / families as equal partners?

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Utilizing Parents As Volunteers	1	41	Increase in growth of lowest quartile students by 5%.
2	Building Ties Between Home and School	1 (each department)	41	Increased student achievement and positive behavior at school.
3	Communicating and Working With Parents/ Parent and Family Engagement Using Compacts	1 (each department)	20	Increased student achievement and positive behavior at school.

Best Practices

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective.

count	Content/Purpose	Description of the Activity
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1	Parent Conference Days	Through the Guidance and CRT offices, parents were able to call and schedule conferences in the evening hours.
2	RSGA Step Up Night	Incoming sixth grade families were treated to an overview of Richardson Sixth Grade Academy - information about the Title I Schoolwide program, course offerings/ electives, and expectations was shared.