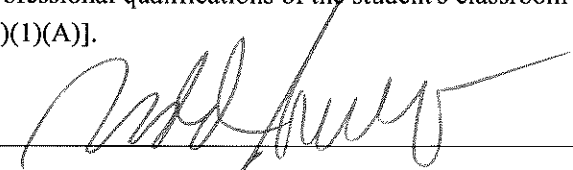




I, Todd Smith, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on the PFEP Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the plan. 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 8101, ESEA;
- Involve the parents and family 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 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-Level PFEP, distribute it to parents of participating children, and make it available to the local community [Section 1116(b)()];
- Involve parents and families, 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 PFEP and the joint development of the school-wide program plan under Section 1116(c)(3);
- Use the findings of PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP [Section 1116(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(e)(1)(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 does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(i)]; 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)].


Principal Signature8/24/20
Date

| |
|--|
| Parent and Family Engagement Mission Statement (optional) |
| |

| Involvement of Parents/Families |
|---|
| <p>Describe how the school involves the parents/families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used [ESEA Section 1116].</p> <p>The school utilizes various forms of communication to inform parents and the community members of school events and announcements. Our school communicates to the community through;</p> <p>TCHS endorsed Facebook, TCHS webpage, school messenger, marquee board, Remind texts, business partners, open house, homecoming week, student led conferences, student government, community night, and SAC. Teachers and parent continue to communicate through the school/district Skyward system which provides real time information on student academic performance in each of their respective classes.</p> <p>Our Administration Team, Faculty Council and SAC help determine how Title I funds will be used.</p> |

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116)

| Program | Coordination |
|---|--|
| Senior Parent Night | Senior graduation requirements, college applications and scholarships, tutoring, project success, communication portals, and parent involvement drive monitoring student success on their graduation pathway. |
| FASA Night | Scholarship process, FASA applications process, PSAT, SAT, and ACT |
| Freshman Open House Grade Level Meetings | Resources to 9 th grade parents for high school success, how to progress monitor students, programs and opportunities offered at TCHS |
| 9 th and 10 th Grade SLC | These small learning communities schedule Student-Led Conferences for student to professionally showcase their progress and/or mastery or pre-set standards. Student also reflect and self-report recognized opportunities for improvement. The Student-Led conferences encourage parents/guardians intervention so they many more intimately involved in the students academic progress. This approach has proven successful in developing a more cohesive collaborative approach for all stakeholders. |
| At-Risk Meetings | Grade level meetings that develop strategies/plans that put student back in an environment that promotes student success and graduation progression. |

Annual Parent Meeting

Provide a brief description of the following:

- **Specific steps your school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school's Title I program.**
- Sac, Counselors Corner, Parent Nights
- **The nature of the Title I program that is shared with parents (school-wide or targeted assistance).**
- During the various meetings data points are discussed and in some cases voted on. Transparent reports to the district and state with title one funds.
- **How the school, at the annual meeting, will inform parents of school performance data and the right of parents.**
- Show data drive presentations and discussions with student achievement data. Conferring and communicating the needs of the students to promote their success.

Flexible Parent Meetings

Describe how the school will:

- Offer a flexible number of meetings, such as meetings in the morning or evening,
- Provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement [ESEA Section 1116].

Parents are allowed to schedule meetings in the morning or after school with our ESE Department, SRO/SRD, Guidance Department, Teachers, Deans, and/or Administration. Student need meetings are also held in the same fashion but can also occur as PSTs during the school day. ESE Department, SRO/SRD, Guidance Department, Teachers, Deans, Administration, PSTs, SLCs, Role-alike, and Subject Departments meet regularly to discuss student achievement data, social and emotional needs, attendance, and risk factors.

Building Capacity

Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement
- Implement activities that build relationships with the community to improve student achievement
- Provide materials and trainings to assist parents/families to work with their child/children.
- Provide other reasonable support for parent/family engagement activities [ESEA Section 1116].

| Activity | Materials Provided | Person Responsible | Timeline | Evidence of Effectiveness |
|-------------------------|--------------------|-----------------------------|----------|---------------------------------------|
| SAC | Student resources | SAC committee | Monthly | Data, self and committee evaluation |
| FASA and College Night | Student resources | Guidance and Administration | October | Parent and Student Feedback |
| Student-Led Conferences | Student Product | Teachers and Administration | November | Parent, Teacher, and Student feedback |
| College Visits | | Ongoing | March | |

Staff Development

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders, as well as other staff with the assistance of parents/families in:

- The value 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 parents/families and the school [ESEA Section 1116].

| Activity | Person Responsible | Area of Focus | Timeline | Evidence of Effectiveness |
|--|--------------------|---|-----------------|--|
| Skyward | Teacher Leader | Communication and Student Progress Monitoring | Yearly | Feedback from Teacher, Students, and Parents |
| Deescalating Strategies | Deans | Deescalating at risk behaviors, documenting and communicating with parents | Two times years | Student discipline data |
| At-Risk Ruby Payne and SEL Leader in Me | Administration | Understanding poverty and our at-risk students and supporting their social and emotional needs. | Yearly | Teacher Feedback/Student Data/Teacher Evals |

Other Activities

Describe other activities, such as a parent resource center, the school will conduct in order to encourage and support parents/families in more meaningful engagement in the education of their child/children [ESEA Section 1116].

Parent nights, Councilor's Corner, at-risk assembly, mentoring program, after school tutoring in tested areas, and Saturday work opportunities.

Communication

Describe how the school will provide to parents of participating children the following:

- **Timely information about the Title I program and activities;**
- **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;**
- **If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].**

The school utilizes various forms of communication to inform parents and the community members of school events and announcements. Our school communicates to the community through;

TCHS endorsed Facebook, TCHS webpage, school messenger, marquee board, Remind texts, business partners, open house, homecoming week, student led conferences, community night, and SAC. Teachers and parent continue to communicate through the school/district Skyward system which provides real time information on student academic performance in each of their respective classes.

Teachers and parent continue to communicate through the school/district Skyward system which provides real time information on student academic performance in each of their respective classes. Teachers and Administration will use Unify to communicate with students and parents on student progression. Guidance will do credit and attendance checks and communicate with parents. Graduation councilor will track senior and identify any at-risk factors and communicate with student, teacher, parent, and administration.

Accessibility

Discretionary Activities (Optional)

Describe any activities that are not required, but will be paid through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

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) [ESEA Section 1116].

Barrier (Including the Specific Subgroup)**Steps the School will Take to Overcome**

Parent(s) work schedule

Commination and flexible scheduling

Money

Relocate funds based on student needs and demographics

Professional Development

Provide staff training for at-risk student of poverty

Discipline and Early Intervention Parent Communication

Data tracking using Unify and Power BI, communication logs and notes