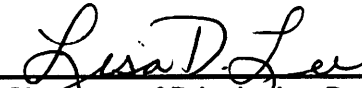


# RICHARDSON SIXTH GRADE ACADEMY

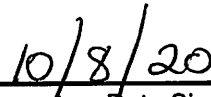
## Title I, Part A Parent and Family Engagement Plan

2020 - 2021

I, Lisa Lee, 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



Date Signed

***"Due to COVID-19, the Columbia County School District is restricting access to all areas of school campuses to outside visitors. This restriction will last until the district can determine that it is safe for our students, parents, faculty, and staff to return to normal operations. Therefore, parent and family engagement activities will be virtual and recorded for open unlimited access through the school's website and social media".***

### Mission Statement

Parent and Family Engagement 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 of diverse backgrounds, composition and culture 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 will provide a Title I Overview to rising sixth grade parents about the Richardson Sixth Grade Academy Title I Program. All parents are being sent a 2020-2021 Parent Input Survey electronically for input. Results will be compiled and shared at the school's Title I Annual Meeting, Richardson Sixth Grade Academy School Advisory Council meetings, the school website and through the school's newsletter.

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 composed 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, Volunteer Orientations, and through phone calls to families of underrepresented populations of students. 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, and social media platforms..

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. Solicitation is also sought through parent-family newsletters. 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 involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (section 1116(e)(4))"**

The Parent Resource Room is open daily from 8:00 A.M. to 2:00 P.M. After school hours can be scheduled for parents unable to access the resource room during the school day. Resources are available for parent and teacher check-out to assist with academic improvement at home.

<b>Program</b>	<b>Coordination</b>
IDEA	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home based on a comprehensive needs assessment.
Title I, Part C - Migrant Students	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home.
Title II	Funding supports are integrated and coordinated to provide professional development in accordance with the district plan based on a comprehensive needs assessment..
Title III - ELL Students	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home.
Title IV	Funding provides students with a well-rounded education in the area of STEAM (Science, Technology, Engineering, Arts, and Math). The STEAM program incorporates safe and healthy students, safe schools, and parent and family engagement components.
Title V	Coordinates with Title I objectives and ensure consistency across the district with web-based software that can be used at home with parents to help their child improve academically.
Title IX - Homeless Education	The district receives funds to provide resources (social work and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.
Perkins V	Funding supports are integrated and coordinated with parent involvement to teach families about industry trends and certifications through district CTE programs

	that will lead to career paths for their children, building their capacity to determine whether college, technical school, or certification programs are best for preparing their children for future employment.
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## 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), [Section 1116(c)(1)]. How will the school offer a flexible number of meetings, such as meeting in the morning or evening. LEAs may provide transportation, child care, or home visits, as such services related to parental involvement. [Section 1116(c)(2)]

### Response:

Flyers are sent home advertising the meeting days and time for the Title I Annual Meeting.

A PowerPoint is presented by the Curriculum Resource Teacher to explain all aspects of being a Title I school. Handouts are available for parents. Information included in the PPT includes, but is not limited to:

- Timely information about Title I, Part A programs (including how a schoolwide program works),
- A description and explanation of the curriculum in use at the school,
- the forms of academic assessment used to measure student progress,
- the achievement levels of the challenging State academic standards, and
- opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, if requested. (section 1116(c)(4)(A)-(C))

The Annual Parent Meeting will be recorded and placed on the school's website and social media account. Parents will be notified in writing about how to access the recording of the virtual Annual Parent Meeting. The recording will remain on the school's website for the duration of the 2020-2021 school year.

The Title I Brochure, developed in a parent friendly format explaining all aspects of the Parent and Family Engagement Plan and Title I School-wide program, is distributed to parents annually.

School Newsletter are distributed at the beginning of each month with Title I information and updates.

Activity/Tasks	Frequency	Person Responsible	Timeline	Evidence of Effectiveness
Annual Title I Meeting (Title I program, Type of Program, School Grade, Florida Schools Report Card, Rights of Parents)	annually	Curriculum Resource Teacher and Principal	August and September 2020	Curriculum Resource Teacher will maintain copies of flyers, agendas, schoolmessenger call-out, sign-in sheets, and handouts. At least 20% of parents will attend one of the Title I Annual Meetings.
School Newsletter (Title I Updates)	Monthly	Curriculum Resource Teacher and Principal	Monthly September through May	Curriculum Resource Teacher will maintain copies of each month's School Newsletter with Title I Updates
Title I Brochure	On-going	Curriculum Resource Teacher and Clerk-Typist	On-going	Increased awareness of the Title I Program based on the program surveys. Curriculum Resource Teacher will distribute to all current

				students. Clerk-Typist will distribute to all new enrollees as part of the New Student Packet.
Parent Notification Letters / Flyers	Annually	Curriculum Resource Teacher, Principal, and Classroom Teachers	August - September 2020	Curriculum Resource Teacher will maintain copies of flyers sent home advertising each scheduled Annual Title I Meeting

## 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:

The "Parents Right to Know" notification letters are sent home through the student backpacks at the beginning of the school year. Additionally, for students that enroll at the school throughout the year, the Parents Right to Know notification is included in the school's registration packet.

***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 a teacher who is out of field or does not meet the state licensure requirements.***

### Response:

An "Out of Field" notification letter is sent home with each student that is being taught for four or more weeks by a teacher that is out-of-field or does not meet the state requirements for licensure. Additionally, for students that enroll at the school throughout the year, a notification is included in the registration packet if the child is being assigned to a teacher that is out-of-field or does not meet the state requirement for licensure.

***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:

Local testing for progress monitoring includes i-Ready and Performance Matters.

i-Ready Diagnostic assessment is conducted three times per year (beginning, middle, and end) in reading and math for kindergarten through sixth grade. Results from these assessments are reviewed with parents at conferences and reports are sent home.

Performance Matters assessments for third through fifth grade Science are given three times per year. Results are sent home in a timely manner and discussed during parent conferences.

State testing includes FSA Reading and Math for grades three through six and Science for grade five. Individualized results provided by the state are distributed to parents in a timely manner upon receipt of the reports from the Florida Department of Education. Parents are notified through the automated callout system when results are available.

The Florida Kindergarten Readiness assessment is given at the beginning of each school year for students that are entering Kindergarten for the first time. The individualized assessment results are sent home in a timely manner upon receipt of the reports from the Florida Department of Education.

Each parent is provided with access to their child's academic records through an online parent portal - FOCUS. Parents are encouraged to access their child's state testing results as well as their child's academic progress in each subject area in real-time.

**How will the school make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website for each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State, and where such information is available and feasible to report, assessments required district-wide by the LEA (section 112(e)(2)(B))**

**Response:**

A testing transparency question and answer document is placed on the district website and on each school's website. The question and answer document includes information on each assessment required by the State and required district-wide. The testing requirements for each grade level, type of test and test dates are included. Additionally, The document address frequently asked questions and answers and where to find state and federal law that requires each assessment. In addition, the document provides information on how to contact the district testing and accountability coordinator. The document can be found on each website under Parents Right to Know - Assessments.

**How will the school inform parents of English learners identified for participation or participating in a language instruction educational program as determined under Title III of the information listed in section 1112(e)(3)(A)(i)-(viii) not later than 30 days after the beginning of the school year. (section 1112(e)(3)(A))**

**Response:**

The school informs parents of identified English learners for participation and those already participating in a language instruction educational program no later than 30 days after the beginning of the school year by sending home a standardized letter. The letter either specifies that the student qualifies for ESOL services for either initial placement, or continuing placement, outlining data from standardized assessments and any other relevant sources. For continuing placement, the school's ELL Coordinator also updates student ELL plans annually, which includes convening the school's ELL Committee. Parents/guardians are invited to attend these committee meetings and give input into their student's ELL plan and to make relevant recommendations. An ELL Committee is not required for initial placement if ELL screening scores alone are enough to justify placement, however, parents are still notified through the standardized form. Through this form, parents are also informed of their right to decline Title III services, if they so choose.

**How will the school inform parents of children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year of the information listed in section 1112(e)(3)(A)(i)-(viii) during the first 2 weeks of the child being placed in a language instruction education program. (section 1112(e)(3)(B)).**

**Response:**

The school informs parents of newly identified English learners through a standardized letter. The letter either specifies that the student qualifies for ESOL services for initial placement, outlining data from standardized assessments and any other relevant sources. An ELL Committee is not required for initial placement if ELL screening scores alone are enough to justify placement, however, parents are still notified through the standardized form. Through this form, parents are also informed of their right to decline Title III services, if they so choose. If a student is being considered for placement in ESOL services based on criteria other than ELL screening assessments, an ELL Committee is convened and parents are formally invited to be a part of the committee and provide input into the recommendation for or against ELL services for their student.

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### **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.

***Due to COVID-19, the Columbia County School District is restricting access to all areas of school campuses to outside visitors. This restriction will last until the district can determine when it is safe for our students, parents, faculty, and staff to return to normal operations. Therefore, parent and family engagement activities will be virtual and recorded for open unlimited access through the school's website/social media offered and made available to all families.***

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**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 families 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 through a variety of mediums, including conferences, workshops, educational showcases, etc. Feedback surveys after events will be used to inform future offerings. These mediums will also be used to educate parents on the academic progress of their children and build the capacity of families by providing 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 virtually in the positive student programs/initiatives, 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. *When normal operations resume, community members will be invited to campus.*

***How will the school provide materials and training to assist parents/ families to work with their children 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 build the capacity of parents to provide support for their children on skills and standards while at home. Virtual training 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 or access resources online 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 is available as a medium for obtaining support for parents

needing help supporting the education of their children through assignments and projects assigned by the school when resources are available to fulfill the need.

#### List of Activities

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
RSGA Parent Meet the Teacher/ Parent Orientation	Curriculum Resource Teacher/ Principal	Increase the awareness and knowledge of parents about academics standards, parent and family engagement opportunities, and RSGA policies and procedures to ensure academic success of students in middle school transition	August 2020	Increase in parent and family engagement as indicated by sign-in sheets, increase in student success at the middle school level as indicated by progress reports and report cards
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	October/ November 2020	An increase in student usage of web-based applications with parent support and increase in supervision of parents as students engage in online activities
Take Your Child To School Day/ Mothers' 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 2020/ May 2021	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.
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 2020 - February 2021	Student performance will increase based on parents' knowledge of student progress.
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.	January - March 2021	Student desire to engage in STEM related activities and knowledge base of STEM subjects will increase.
Academic Nights- Provide workshops where strategies, information, and study aids are provided for parents to help students complete	CRT, Guidance Counselor, Instructional Coach	Increase students' opportunity for increase in classroom performance and standardized testing achievement	October 2020 - February 2021	The number of parents attending academic based initiatives will increase year-to-year, as indicated by sign-in sheets.

homework, practice learning standards, and prepare for standardized tests. - FSA Night - ELA Curriculum Nights - Math Curriculum Nights				
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	April/ May 2021	Student performance will increase based on parents' knowledge of resources available to them and their children at RSGA.
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 2020 - May 2021	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

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Utilizing Parents As Volunteers and Partners	Curriculum Resource Teacher/ Volunteer Coordinator	Increased student achievement.	Fall 2020	Increased engagement of parents in the education of their students from October 2020 - May 2021
Engaging Parents During the COVID-19 Pandemic	CRT and Instructional Coach	With the increase in parent engagement a partnership will be	October	PD survey, samples of teacher



		formed resulting in increased student		communication with parents
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***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**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Communicating and Working With Parents: Parent and Family Engagement Using Compacts	Curriculum Resource Teacher	Increased student achievement and positive behavior at school.	Fall 2020	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 partner 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**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Building Ties Between Home and School	Principal/ CRT	Increased student achievement and positive behavior at school.	Throughout the Year	Increase in number of positive parent communications by 10% from December 2020 - May 2021

**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 Newsletters
4.	RSGA Website/ Social Media/ Remind Text posts
5.	Feedback/ Evaluation Surveys

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**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 meetings will be the means through which the school will provide opportunities for formulating suggestions and participating 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:**

Family and Engagement activities and events are made available to all stakeholders through the following means.

The school will send home notifications and flyers to parents informing them of all activities at the school. Notifications will be translated, when feasible, for parents of students who are English language learners. The school will solicit support from the Alachua County Migrant Program for parents of migrant students to provide translation support during the events when requested.

All schools in Columbia County are compliant with accessibility requirements under ADA. The Columbia County School District will assure that all students, parents and stakeholders including those with disabilities, those with limited English proficiency have equitable access to activities and materials provided during parent and family engagement activities.

Parent and Family Engagement activities provided by the school are family oriented and the school encourages participation by every member, regardless of age, in the activities and events that are planned.

***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:**

To ensure understanding, 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 by meeting with parents in small groups or one on one. Upon request, the district has the ability to change information written in the English language to the language being spoken in the home.

## 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].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
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.
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.
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
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.
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 March of 2020 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 2019-2020 Parent and Family Engagement Survey has been uploaded as well as attempts to engage 2019-2020 School Advisory Council members after COVID-19 school closures. Once suggestions have been obtained from 2020-2021 surveys and the surveys of all other incoming families, this information will be uploaded as well.

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**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.***

Attempts to engage parents from the Richardson Sixth Grade Academy School Advisory Council from the Spring of 2020 has been uploaded. Input will be solicited from members of the 2020-2021 School Advisory Council will be uploaded.

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**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 2020-2021 Richardson Sixth Grade Academy Parent-School Compact has been uploaded to the RSGA PFEP Folder. Versions in English and in Spanish are available.

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**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.***

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**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.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
Dads Take Your Child To School Day	1	278	Increase in the level of engagement of male role models at school and at home in academic progress and development of students
Science Fair Night - Provide information to parents regarding requirements for completion of science fair projects.	1	20	Provided information to parents regarding the requirements for completion of science fair projects and offered assistance in completion

Parent Conference Days/ Nights - How parents can support academic development of students at home	2	126	Parents received information regarding the academic progress of students and how to work with their children to improve
School's Academic Structure - Family Fun Events & Educational Showcase (STEM Exploration)	1	92	Provide opportunity for parents and students to engage in STEM related activities while learning the value of STEM in everyday society.
Academic Nights- Provide workshops where strategies, information, and study aids are provided for parents to help students complete homework and prepare for standardized tests.	7	43	Increase students' opportunity for increase in classroom performance and standardized testing achievement
Technology and Internet Safety Night	0	Cancelled due to COVID-19	Increase in student usage of web-based applications with parent support and increase in supervision of parents as students engage in online activities
Step Up/ Information Night	0	Cancelled due to COVID-19	Families received information that will improve student achievement and learned about opportunities for academic success
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.	9	3,215	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

### 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?***

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Utilizing Parents As Volunteers	1	43	Increased student achievement.
Building Ties Between Home and School	1	30	Increased student achievement and positive behavior at school.
Communicating and Working With Parents/ Parent and Family Engagement Using Compacts	1 (each department)	39	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?**

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Utilizing Parents As Volunteers	1	39	Increase in growth of lowest quartile students by 5%.
Building Ties Between Home and School	1 (each department)	38	Increased student achievement and positive behavior at school.
Communicating and Working With Parents/ Parent and Family Engagement Using Compacts	1 (each department)	39	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.

Content/Purpose	Description of the Activity
Parent Conference Days	Through the Guidance and CRT offices, parents were able to call and schedule conferences in the evening hours.
RSGA All Pro Dads Kickoff/ Dads Take Your Child to School Day	Promote the engagement of males in the educational lives of students through empowerment activities and information about ways to be engaged at Richardson Sixth Grade Academy.

# **RICHARDSON SIXTH GRADE ACADEMY**

## **Title I, Part A Parent and Family Engagement Plan**

**2020 - 2021**

I, Lisa Lee, 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.

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**Signature of Principal or Designee**

**Date Signed**

***"Due to COVID-19, the Columbia County School District is restricting access to all areas of school campuses to outside visitors. This restriction will last until the district can determine that it is safe for our students, parents, faculty, and staff to return to normal operations. Therefore, parent and family engagement activities will be virtual and recorded for open unlimited access through the school's website and social media".***

### **Mission Statement**

Parent and Family Engagement 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 of diverse backgrounds, composition and culture in the academic success of students attending Richardson Sixth Grade Academy.

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### **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 will provide a Title I Overview to rising sixth grade parents about the Richardson Sixth Grade Academy Title I Program. All parents are being sent a 2020-2021 Parent Input Survey electronically for input. Results will be compiled and shared at the school's Title I Annual Meeting, Richardson Sixth Grade Academy School Advisory Council meetings, the school website and through the school's newsletter.

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 composed 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, Volunteer Orientations, and through phone calls to families of underrepresented populations of students. 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, and social media platforms..

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. Solicitation is also sought through parent-family newsletters. 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 involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (section 1116(e)(4))"**

The Parent Resource Room is open daily from 8:00 A.M. to 2:00 P.M. After school hours can be scheduled for parents unable to access the resource room during the school day. Resources are available for parent and teacher check-out to assist with academic improvement at home.

<b>Program</b>	<b>Coordination</b>
IDEA	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home based on a comprehensive needs assessment..
Title I, Part C - Migrant Students	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home.
Title II	Funding supports are integrated and coordinated to provide professional development in accordance with the district plan based on a comprehensive needs assessment..
Title III - ELL Students	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home.
Title IV	Funding provides students with a well-rounded education in the area of STEAM (Science, Technology, Engineering, Arts, and Math). The STEAM program incorporates safe and healthy students, safe schools, and parent and family engagement components.
Title V	Coordinates with Title I objectives and ensure consistency across the district with web-based software that can be used at home with parents to help their child improve academically.
Title IX - Homeless Education	The district receives funds to provide resources (social work and tutoring) for students identified as homeless under the McKinney-Vento Act to

	eliminate barriers for free and appropriate education.
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### 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), [Section 1116(c)(1)]. How will the school offer a flexible number of meetings, such as meeting in the morning or evening. LEAs may provide transportation, child care, or home visits, as such services related to parental involvement. [Section 1116(c)(2)]

#### Response:

Flyers are sent home advertising the meeting days and time for the Title I Annual Meeting.

A PowerPoint is presented by the Curriculum Resource Teacher to explain all aspects of being a Title I school. Handouts are available for parents. Information included in the PPT includes, but is not limited to:

- Timely information about Title I, Part A programs (including how a schoolwide program works),
- A description and explanation of the curriculum in use at the school,
- the forms of academic assessment used to measure student progress,
- the achievement levels of the challenging State academic standards, and
- opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, if requested. (section 1116(c)(4)(A)-(C))

The Annual Parent Meeting will be recorded and placed on the school's website and social media account. Parents will be notified in writing about how to access the recording of the virtual Annual Parent Meeting. The recording will remain on the school's website for the duration of the 2020-2021 school year.

The Title I Brochure, developed in a parent friendly format explaining all aspects of the Parent and Family Engagement Plan and Title I School-wide program, is distributed to parents annually.

School Newsletter are distributed at the beginning of each month with Title I information and updates.

Activity/Tasks	Frequency	Person Responsible	Timeline	Evidence of Effectiveness
Annual Title I Meeting (Title I program, Type of Program, School Grade, Florida Schools Report Card, Rights of Parents)	annually	Curriculum Resource Teacher and Principal	August and September 2020	Curriculum Resource Teacher will maintain copies of flyers, agendas, school messenger call-out, sign-in sheets, and handouts. At least 20% of parents will attend one of the Title I Annual Meetings.
School Newsletter (Title I Updates)	Monthly	Curriculum Resource Teacher and Principal	Monthly September through May	Curriculum Resource Teacher will maintain copies of each month's School Newsletter with Title I Updates
Title I Brochure	On-going	Curriculum Resource Teacher and Clerk-Typist	On-going	Increased awareness of the Title I Program based on the program surveys. Curriculum Resource Teacher will distribute to all current students. Clerk-Typist will

				distribute to all new enrollees as part of the New Student Packet.
Parent Notification Letters / Flyers	Annually	Curriculum Resource Teacher, Principal, and Classroom Teachers	August - September 2020	Curriculum Resource Teacher will maintain copies of flyers sent home advertising each scheduled Annual Title I Meeting

## 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:

The "Parents Right to Know" notification letters are sent home through the student backpacks at the beginning of the school year. Additionally, for students that enroll at the school throughout the year, the Parents Right to Know notification is included in the school's registration packet.

***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 a teacher who is out of field or does not meet the state licensure requirements.***

### Response:

An "Out of Field" notification letter is sent home with each student that is being taught for four or more weeks by a teacher that is out-of-field or does not meet the state requirements for licensure. Additionally, for students that enroll at the school throughout the year, a notification is included in the registration packet if the child is being assigned to a teacher that is out-of-field or does not meet the state requirement for licensure.

***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:

Local testing for progress monitoring includes i-Ready and Performance Matters. i-Ready Diagnostic assessment is conducted three times per year (beginning, middle, and end) in reading and math for kindergarten through fifth grade. Results from these assessments are reviewed with parents at conferences and reports are sent home.

Performance Matters assessments for third through fifth grade Science are given three times per year. Results are sent home in a timely manner and discussed during parent conferences.

State testing includes FSA Reading and Math for grades three through five and Science for grade five. Individualized results provided by the state are distributed to parents in a timely manner upon receipt of the reports from the Florida Department of Education. Parents are notified through the automated callout system when results are available.

The Florida Kindergarten Readiness assessment is given at the beginning of each school year for students that are entering Kindergarten for the first time. The individualized assessment results are sent home in a timely manner upon receipt of the reports from the Florida Department of Education.

Each parent is provided with access to their child's academic records through an online parent portal - FOCUS. Parents are encouraged to access their child's state testing results as well as their child's academic progress in each subject area in real-time.

**How will the school make widely available through public means (including by posting in a clear**

and easily accessible manner on the LEA's website and, where practicable, on the website for each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State, and where such information is available and feasible to report, assessments required district-wide by the LEA (section 112(e)(2)(B))

**Response:**

A testing transparency question and answer document is placed on the district website and on each school's website. The question and answer document includes information on each assessment required by the State and required district-wide. The testing requirements for each grade level, type of test and test dates are included. Additionally, The document address frequently asked questions and answers and where to find state and federal law that requires each assessment. In addition, the document provides information on how to contact the district testing and accountability coordinator. The document can be found on each website under Parents Right to Know - Assessments.

**How will the school inform parents of English learners identified for participation or participating in a language instruction educational program as determined under Title III of the information listed in section 1112(e)(3)(A)(i)-(viii) not later than 30 days after the beginning of the school year. (section 1112(e)(3)(A))**

**Response:**

The school informs parents of identified English learners for participation and those already participating in a language instruction educational program no later than 30 days after the beginning of the school year by sending home a standardized letter. The letter either specifies that the student qualifies for ESOL services for either initial placement, or continuing placement, outlining data from standardized assessments and any other relevant sources. For continuing placement, the school's ELL Coordinator also updates student ELL plans annually, which includes convening the school's ELL Committee. Parents/guardians are invited to attend these committee meetings and give input into their student's ELL plan and to make relevant recommendations. An ELL Committee is not required for initial placement if ELL screening scores alone are enough to justify placement, however, parents are still notified through the standardized form. Through this form, parents are also informed of their right to decline Title III services, if they so choose.

**How will the school inform parents of children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year of the information listed in section 1112(e)(3)(A)(i)-(viii) during the first 2 weeks of the child being placed in a language instruction education program. (section 1112(e)(3)(B)).**

**Response:**

The school informs parents of newly identified English learners through a standardized letter. The letter either specifies that the student qualifies for ESOL services for initial placement, outlining data from standardized assessments and any other relevant sources. An ELL Committee is not required for initial placement if ELL screening scores alone are enough to justify placement, however, parents are still notified through the standardized form. Through this form, parents are also informed of their right to decline Title III services, if they so choose. If a student is being considered for placement in ESOL services based on criteria other than ELL screening assessments, an ELL Committee is convened and parents are formally invited to be a part of the committee and provide input into the recommendation for or against ELL services for their student.

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**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.

***Due to COVID-19, the Columbia County School District is restricting access to all areas of school campuses to outside visitors. This restriction will last until the district can determine when it is safe for our students, parents, faculty, and staff to return to normal operations. Therefore, parent and family engagement activities will be virtual and recorded for open unlimited access through the school's website/social media offered and made available to all families.***

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### **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 families 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 through a variety of mediums, including conferences, workshops, educational showcases, etc. Feedback surveys after events will be used to inform future offerings. These mediums will also be used to educate parents on the academic progress of their children and build the capacity of families by providing 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 virtually in the positive student programs/ initiatives, 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. *When normal operations resume, community members will be invited to campus.*

***How will the school provide materials and training to assist parents/ families to work with their children 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 build the capacity of parents to provide support for their children on skills and standards while at home. Virtual training 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 or access resources online 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 is available as a medium for obtaining support for parents

needing help supporting the education of their children through assignments and projects assigned by the school when resources are available to fulfill the need.

#### List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
RSGA Parent Meet the Teacher/ Parent Orientation	Curriculum Resource Teacher/ Principal	Increase the awareness and knowledge of parents about academics standards, parent and family engagement opportunities, and RSGA policies and procedures to ensure academic success of students in middle school transition	August 2020	Increase in parent and family engagement as indicated by sign-in sheets, increase in student success at the middle school level as indicated by progress reports and report cards
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	October/ November 2020	An increase in student usage of web-based applications with parent support and increase in supervision of parents as students engage in online activities
Take Your Child To School Day/ Mothers' 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 2020/ May 2021	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.
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 2020 - February 2021	Student performance will increase based on parents' knowledge of student progress.
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.	January - March 2021	Student desire to engage in STEM related activities and knowledge base of STEM subjects will increase.
Academic Nights- Provide workshops where strategies, information, and study aids are provided for parents to help students complete	CRT, Guidance Counselor, Instructional Coach	Increase students' opportunity for increase in classroom performance and standardized testing achievement	October 2020 - February 2021	The number of parents attending academic based initiatives will increase year-to-year, as indicated by sign-in sheets.

homework, practice learning standards, and prepare for standardized tests. - FSA Night - ELA Curriculum Nights - Math Curriculum Nights				
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	April/ May 2021	Student performance will increase based on parents' knowledge of resources available to them and their children at RSGA.
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 2020 - May 2021	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

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Utilizing Parents As Volunteers and Partners	Curriculum Resource Teacher/ Volunteer Coordinator	Increased student achievement.	Fall 2020	Increased engagement of parents in the education of their students from October 2020 - May 2021
Engaging Parents During the COVID-19 Pandemic	CRT and Instructional Coach	With the increase in parent engagement a partnership will be	October	PD survey, samples of teacher

		formed resulting in increased student		communication with parents
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***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**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Communicating and Working With Parents: Parent and Family Engagement Using Compacts	Curriculum Resource Teacher	Increased student achievement and positive behavior at school.	Fall 2020	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 partner 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**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Building Ties Between Home and School	Principal/ CRT	Increased student achievement and positive behavior at school.	Throughout the Year	Increase in number of positive parent communications by 10% from December 2020 - May 2021

**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 Newsletters
4.	RSGA Website/ Social Media/ Remind Text posts
5.	Feedback/ Evaluation Surveys

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**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 meetings will be the means through which the school will provide opportunities for formulating suggestions and participating 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:**

Family and Engagement activities and events are made available to all stakeholders through the following means.

The school will send home notifications and flyers to parents informing them of all activities at the school. Notifications will be translated, when feasible, for parents of students who are English language learners. The school will solicit support from the Alachua County Migrant Program for parents of migrant students to provide translation support during the events when requested.

All schools in Columbia County are compliant with accessibility requirements under ADA. The Columbia County School District will assure that all students, parents and stakeholders including those with disabilities, those with limited English proficiency have equitable access to activities and materials provided during parent and family engagement activities.

Parent and Family Engagement activities provided by the school are family oriented and the school encourages participation by every member, regardless of age, in the activities and events that are planned.

***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:**

To ensure understanding, 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 by meeting with parents in small groups or one on one. Upon request, the district has the ability to change information written in the English language to the language being spoken in the home.

## 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].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
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.
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.
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
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.
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 March of 2020 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 2019-2020 Parent and Family Engagement Survey has been uploaded as well as attempts to engage 2019-2020 School Advisory Council members after COVID-19 school closures. Once suggestions have been obtained from 2020-2021 surveys and the surveys of all other incoming families, this information will be uploaded as well.

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**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.***

Attempts to engage parents from the Richardson Sixth Grade Academy School Advisory Council from the Spring of 2020 has been uploaded. Input will be solicited from members of the 2020-2021 School Advisory Council will be uploaded.

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**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 2020-2021 Richardson Sixth Grade Academy Parent-School Compact has been uploaded to the RSGA PFEP Folder. Versions in English and in Spanish are available.

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**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.***

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**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.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
Dads Take Your Child To School Day	1	278	Increase in the level of engagement of male role models at school and at home in academic progress and development of students
Science Fair Night - Provide information to parents regarding requirements for completion of science fair projects.	1	20	Provided information to parents regarding the requirements for completion of science fair projects and offered assistance in completion

Parent Conference Days/ Nights - How parents can support academic development of students at home	2	126	Parents received information regarding the academic progress of students and how to work with their children to improve
School's Academic Structure - Family Fun Events & Educational Showcase (STEM Exploration)	1	92	Provide opportunity for parents and students to engage in STEM related activities while learning the value of STEM in everyday society.
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	43	Increase students' opportunity for increase in classroom performance and standardized testing achievement
Technology and Internet Safety Night	0	Cancelled due to COVID-19	Increase in student usage of web-based applications with parent support and increase in supervision of parents as students engage in online activities
Step Up/ Information Night	0	Cancelled due to COVID-19	Families received information that will improve student achievement and learned about opportunities for academic success
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.	9	3,215	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

### 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?***

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Utilizing Parents As Volunteers	1	43	Increased student achievement.
Building Ties Between Home and School	1	30	Increased student achievement and positive behavior at school.
Communicating and Working With Parents/ Parent and Family Engagement Using Compacts	1 (each department)	39	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?**

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
Utilizing Parents As Volunteers	1	39	Increase in growth of lowest quartile students by 5%.
Building Ties Between Home and School	1 (each department)	38	Increased student achievement and positive behavior at school.
Communicating and Working With Parents/ Parent and Family Engagement Using Compacts	1 (each department)	39	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.

<b>Content/Purpose</b>	<b>Description of the Activity</b>
Parent Conference Days	Through the Guidance and CRT offices, parents were able to call and schedule conferences in the evening hours.
RSGA All Pro Dads Kickoff/ Dads Take Your Child to School Day	Promote the engagement of males in the educational lives of students through empowerment activities and information about ways to be engaged at Richardson Sixth Grade Academy.