



Pasco County Title 1 School Level
Parent and Family Engagement Plan 2017-2018

Ridgewood High School

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

School's vision for engaging families:

We believe in the importance of a partnership between home and school for the education of our students. We will maintain open communication using phone calls, parent/teacher conferences, planners, newsletters and videos. We will attempt to communicate in a language parents can understand, as feasible, and make parents more aware of the services offered by the Florida Parent Information and Resource Center. Parents and other family members are encouraged to participate through family events, volunteering and mentoring. By working together, we will make a difference in the lives of our students.

What is Required:

Assurances: We will:

- ☒ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- ☒ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- ☒ Use at least 1% of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- ☒ Involve parents in the planning, review and improvement of the Title I program.
- ☒ Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- ☒ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- ☒ Provide materials and training to help parents support their child's learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ☒ Coordinate with other federal and state programs, including preschool programs.
- ☒ Provide information in a format and language parents can understand, and offer information in other languages as feasible.

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Principal: Dr. Chris Dunning

Date: July 31, 2017

EVERY TITLE I SCHOOL IN PASCO COUNTY WILL:

- 1. Involve parents in the planning, review, and improvement of their Comprehensive Needs Assessment and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan with an adequate representation of parents.**

Describe the method in which parents were involved	Parents reviewed, discussed and submitted suggestions for revising Ridgewood High School's Comprehensive Needs Assessment, Title I Parent & Family Engagement Plan and Title I Parent Compact for the 2017-18 school year as part of Parent University and School Advisory Council (SAC) meetings. School administrators solicited parent input through Appreciative Inquiry (AI) interviews at a Parent University and broke-out the primary components of our Title I plans at individual stations so parents could rotate, review, discuss and suggest revisions at each station during a SAC meeting.
Date of meeting to gather parent input for Comprehensive Needs Assessment	Parent University Coffee & Conversation May 9 School Advisory Council Planning Meetings February 9, April 13 and May 11
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	Parent University Coffee & Conversation May 9 School Advisory Council Planning Meetings February 9, April 13 and May 11

**Evidence of the input gathered and how it was/will be used should be available at the school site.*

- 2. Develop a school-home compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents & teachers will communicate.**

How were parents invited to develop or revise the compact?	Parents reviewed, discussed and submitted suggestions for revising Ridgewood High School's Title I Parent Compact for the 2017-18 school year as part of School Advisory Council (SAC) meetings. School administrators broke-out the primary components of our Title I plans at individual stations so parents could rotate, review, discuss and suggest revisions at each station during a SAC meeting.
Date of parent meeting to develop or revise the compact	School Advisory Council Planning Meetings February 9, April 13 and May 11
What communication methods will be used between teachers & parents as well as school & parents?	Teachers will use phone calls, email, class newsletters, websites, Remind, social media and parent/teacher conferences to communicate with parents. The school will use mail, marquees/signage, phone calls, weekly automated-dialer calls, emails, parent university meetings, SAC meetings, SMS, social media, Remind, websites, e-newsletters and streaming videos to communicate timely information so parents can best support and participate in their child's education.
Elementary schools are required to hold at least one face to face conference with parents. Explain your process?	Not applicable

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**A parent signed copy of the compact should be submitted to the Title I office as evidence of implementation.*

**Evidence of the input gathered and how it was/will be used should be available at the school site.*

3. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.

What information is provided at the meeting? How are parents notified of the meeting?	Parents will receive information about the Title I section of the Every Student Succeeds Act (ESSA, 2015), its primary purposes, schools' responsibilities under Title I, our Title I Compact, what Title I funds can and cannot be spent on, the results of our annual Comprehensive Needs Assessment, our 2017-18 Title I Plan, opportunities for parents to participate in school governance and opportunities for parents to learn more about how to get more involved in and to best support their child's education.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	Title I Parent Night on Monday, August 21, from 6:30-8:30pm Ridgewood High School's administrative and leadership teams will meet during pre-school (Aug. 7-11) to review requirements for our annual Title I Information presentation and to develop an agenda and scripts that highlights parent's rights under Title I (ESSA, 2015).
How do parents who are not able to attend receive information from the meeting?	The presentation will be videotaped and posted online, along with an electronic version of a Title I brochure, so parents who cannot attend this event can still access this important information.
How are parents informed of their rights?	Parents will be informed of their rights under Title I as part of a presentation and accompanying brochure disseminated at our annual Title I Parent Night on Monday, Aug. 21. Parents will have opportunities to ask questions regarding their rights as part of the presentation. The presentation will be videotaped and posted online, along with an electronic version of the Title I brochure, so parents who cannot attend this event can still access this information.

4. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents in more fully participating in the education of their children and/or to help support learning at home.

Title III-ESOL	MTSS Provided by Academic Coaches, Extended Day Programs & Diagnostic Assessments
Title IV-Homeless	MTSS Provided by Academic Coaches, Extended Day Programs & Diagnostic Assessments
Preschool Programs	Not applicable
IDEA/ ESE	MTSS Provided by Academic Coaches, Extended Day Programs & Diagnostic Assessments
Migrant/Homeless	MTSS Provided by Academic Coaches, Extended Day Programs & Diagnostic Assessments
Other	MTSS Provided by Academic Coaches, Extended Day Programs & Diagnostic Assessments

5. Use at least 1% of Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.

Minimum allocation	\$1,823.32
Explain how these funds will be used this school year	Ridgewood High School's portion of Title I funds to support parent and family engagement will be used to support our Parent University events where parents have opportunities to learn more about Pasco County's and Ridgewood's public education programs/procedures, state standards, curriculum, assessments, graduation/career pathways, post-secondary enrollment requirements, scholarships/financial aids and parenting. Title I funds will be used to copy information for parents and to pay teachers/counselors to facilitate these events.
How are parents involved in deciding this?	Parents were involved in deciding how our Title I parent and family engagement funds would be spent as part of SAC meetings on February 9, April 13 and May 11 –and- as part of AI interviews conducted on May 9.

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How will you document parent input?	AI interview notes and compiled input from the May 11 SAC meeting are documentation of explicit parent involvement in our Comprehensive Needs Assessment, Title I Parent & Family Engagement Plan and Title I Parent Compact for the 2017-18 school year.
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6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

<u>Building Capacity of Parents</u>		<u>How will this impact Student Achievement?</u>		<u>Check all that apply.</u>				<u>How will this support learning at home?</u>
<u>Title/Topic of Event</u>			<u>Tentative Date/Time</u> Are they flexible?	<u>Transportation</u>	<u>Meal Refreshments</u>	<u>Childcare</u>	<u>Translation</u>	
Curriculum Areas	Parent University	Course/Program of Study Selection	February 13, 2018, 6 p.m.		X	X	X	Parent/student collaboration in selecting appropriate courses/programs of study
Achievement Levels, Expectations and Assessments	Parent University	Decreased Course Failures	August 21, 2017, 6:30 p.m.		X	X	X	Increased awareness of performance requirements/expectations will provide parents with the information they need to help ensure students work toward their academic goals at home.
Progress Monitoring	Parent University	Student Self-Monitoring Improved State Assessment Proficiency/Growth Rates	December 5, 2017, 6 p.m.		X	X	X	Increased awareness of how to access up-to-date grades and/or test data will provide parents with the information they need to help ensure students work toward their academic goals at home.
Other Activities (Financial Aid)	Parent University	Increased Post-Secondary Enrollment Rates	December 5, 2017, 6 p.m. April 12, 2018, 6 p.m.		X	X	X	Parents will learn more information about post-secondary education institution admission requirements and about how to apply for financial aid and scholarship opportunities.
Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.		Parents are provided information regarding curriculum, achievement levels, course/program of study options, graduation requirements, financial aid/scholarship opportunities, post-secondary enrollment requirements as part of presentations and handouts disseminated at advertised parent university events. This year these presentations will be recorded on video and posted online, along with accompanying handouts, on the school’s website.						
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?		Participating parents who provide their email addresses will receive links to online surveys designed to evaluate the effectiveness of our parent and family engagement events and to assess parents’ needs.						
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.		Ridgewood High is fortunate to employ many staff who are bilingual and who speak a variety of world languages including: Spanish, French, German, Italian Farsi, Dari, Portuguese, Mandarin Chinese and ASL. These staff will be available to translate speech and documents at planned parent universities and other events. In the event that a member of staff cannot translate information for parents, we will seek support from the district to translate information.						
What are the barriers for parents to attend workshops/events and how do you overcome these?		Primary barriers are time, transportation, child-care and hunger. Events will be held at convenient times; presentations will be videotaped and posted online. A school extracurricular organization will provide free child care, and the principal will use discretionary funds to purchase low-cost meals for families that attend.						

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How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Due to schedule and staffing barriers, Ridgewood can only plan/host evening meetings. These meetings are always scheduled to begin after 6 p.m., thus making it easier for most working parents to attend. This year we will video record all presentations and post them online, along with accompanying handouts, so parent who cannot attend these events can have access to the same information as parents who attended at any time. Computers with internet access will be available in our Student Services Center for those parents/family members who do not have computer or internet access.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Ridgewood's facilities are fully ADA compliant. There are no barriers for parents with disabilities to participate in any parent and family engagement event.

**These events should be included on the Data Collection Sheet for School Events.*

7. Utilize strategies to ensure meaningful Communication

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school	Ridgewood faculty, staff and administrators will use a variety of media/methods to maintain exceptional communication with parents and families. First, RHS acknowledges the effectiveness of proactive, face-to-face communication. As such, RHS' administrative and leadership teams are implementing improved procedures to require teachers to call parents/families to address academic performance and behavioral concerns more frequently and to increase opportunities for face-to-face parent/teacher conferences. In addition, RHS will continue to send letters in the mail, use the auto-dialer system weekly to inform parents of upcoming events, maintain our website, post information on social media, use Remind app functions, publish e-newsletters and update/use myStudent (Focus) to communicate with parents/families. In response to input gathered from parents at SAC and Parent University meetings in 2017, staff will video record informative presentations and post them online, along with accompanying handouts, so parents/families that cannot attend events on campus will still have access to this information.
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8. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.

<u>Topic/Title</u>	<u>How does this help staff build school/parent relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Poverty Institute	Participants learned to communicate more effectively with those living in poverty and about strategies and materials that are more effective for poor families.	Workshop	Teachers, Counselors and Administrators	June 12-14 9 a.m.- 3 p.m.
Summer Data Reviews	Participants reviewed a variety of data including academic proficiency/growth, course failure, interim assessment, EWS, attendance and discipline data –and- collaborated to plan strategies to address student deficits in collaboration with parents and families.	Workshop	Teachers, Counselors and Administrators	June 19-20 8:30 a.m. - 2:30 p.m.
Monthly Grade-Level Team Meetings	Teams of teachers will regularly collaborate to identify and monitor at-risk students and to share	Workgroup/PLC	Teachers, Counselors and	Ongoing 7:40-8:20 a.m.

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	and refine strategies to increase and improve partnerships with parents and families to support improve students' academic success and socio-emotional health.		Administrators	
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9. Provide an easily accessible resource area where parents and families can get information about the school facility, school policies, contacts, academic assistance, community resources and other materials.

<u>Location of Resource Center/Area</u>	<u>Person responsible for monitoring and updating Resource Center/Area</u>	<u>List a sampling of materials made available in the Resource Center/Area</u>
Student Services Center	Donna Leonard (727) 774-3934, dleonard@pasco.k12.fl.us	Title I Parent Brochure, SAC Brochure, Title I Parent & Family Engagement Plan, Title I Compact, RHS Course Selection Cards, RHS Academy Descriptions, FAFSA Application Info., Scholarship Opportunities, GED/College Admission Testing Info., Extended Day Program Info., Contact Info. for Local Social Service Organizations

10. Evaluation of the 2016-2017 Plan:

- ☒ **Data Collection Sheet for School Events submitted to Title I. Date of submission:** May 25, 2017
- ☒ **Compliance items submitted to the Title I office. Date of notice of completion:** September 30, 2016
- ☐ **N/A – not a Title I school in 2016-2017**

Principal: Dr. Chris Dunning Date: July 31, 2017

PFEF's are due to the Title I office by September 1, 2017.

**Copies should be placed on the school website as well as in the front office for parent and community access. Information regarding where the plan may be accessed should be communicated to parents and the community.*

**A "Family Friendly" version of this plan should be distributed to families and submitted to the Title I office.*