**James S. Rickards High School: 2018-2019 Title I, Part A Parent and Family Engagement Plan**

I, Douglas Cook, 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.

**Assurances**

* The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA.
* Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
* Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
* Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.

* Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school’s parent and family engagement plan.

* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.

* Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.

* Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

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| **Signature of Principal** | **Date Signed** |

**Mission Statement**

Parent and Family Engagement: Mission Statement

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| **Response:** The mission of James S. Rickards High School is to produce graduates with skills and competencies to succeed on local, state, national, and international levels and who are responsible, self-supporting, and productive members of our society. |

**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 parent and family engagement will be used [Sections1116].

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| **Response:**  Our parents will take an active role in the education process at Rickards High School.  This process is vital for the academic success of all students. Since we have a large number of parents participating in our School Advisory Council (SAC), we will hold monthly meetings. At the annual meeting, at the beginning of the school year, administration share information to the parents about our Title 1 Plan, schools’ programs and course offerings. Parents are encouraged to voice their concerns, offer suggestions, and provide feedback to school leaders, faculty and staff. Furthermore, administration meet with parents to review and update the School/Parent Compact and the Parent and Family Engagement Plan. Throughout the year, during SAC meetings, allocation of parent involvement funds are budgeted and expended based upon the goals and priorities set during these meetings. |

**Coordination and Integration**

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116].

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| **count** | **Program** | **Coordination** |
| 1 | Understanding Graduation Requirements | Guidance Counselors, IB Coordinator, AP Coordinator, APC, CAS Advisors, EE Advisors |
| 2 | Understanding Assessments and Testing Requirements (EOC, FSA, IB/AP Exams) | Testing Coordinator, Teachers, APC, Guidance Counselors, IB Coordinator, AP Coordinator |
| 3 | Grade Level Nights - | Guidance Counselors, IB Coordinator, AP Coordinator, APC |
| 4 | IB CAS Recognition/Induction | IB Coordinator, CAS Advisor, AP Coordinator, IB Teachers, APC |
| 5 | AVID Program Recognition | AVID Department Chair, AP Coordinator, APC |
| 6 | NHS Recognition/Induction | NHS Advisor |
| 7 | Raiders IMAGE Ceremony | Academic Dean, APC |
| 8 | Family Literacy Events | Guidance Counselors, IB Coordinator, AP Coordinator, 21st CCLC Coordinator, APC |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Orientation | Principal | August 2018 | Sign in sheet/survey |
| 2 | Open House | Principal | September 2018 | Sign in sheet/survey |
| 3 | School Advisory Council (SAC) | SAC Chair, Principal, Assistant Principal | Monthly  (July 2018 – May 2019) | Sign in sheet, Minutes |
| 4 | Parent Grade Level Night | Guidance Counselors, APC | October 2018 | Sign in sheet/survey |
| 5 | AVID Site Team | AVID Coordinator, AVID Department Chair, APC | Monthly  (Aug 2018 – May 2019) | Sign in sheet |

**Flexible Parent Meetings**

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

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| **Response:** James S. Rickards High School will work with parents’ schedules and other obligations when scheduling parent-teacher conferences. We will provide parents opportunities to meet with their child’s teacher(s) before school, during lunch, or after school (based on teacher's availability). We will provide parents with an opportunity to meet with teachers on planning days as well. We understand the demands that are placed on our parents who are solely responsible for the monetary well-being of their children while maintaining gainful employment. It is for this reason we are flexible. In extreme and rare situations, we will customize parents a time that will best fit their schedule so that they can attend parent-teacher-student conferences. |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Orientation - to provide an overview of JSRHS including but not limited to Title 1 Programs and Curriculum | Administration, Team Leaders | Provide an opportunity for students and parents to learn more about Title 1 schools, Rickards High School and resources available to students | August 2018 | Sign in sheet/survey |
| 2 | Open House – Teachers and staff highlight their academic, social, extra-curricular programs and parents have the opportunity to begin building parent-teacher rapport. | Teachers, Team Leaders, Administration, Staff | Active parents want to learn more about our school’s policies and procedures as well as our school data, particularly, test data. When parents and teachers build rapport, we all can expect desirable outcomes regarding student success | September 2018 | Sign in sheet |
| 3 | Parent Workshops/Meetings/Conferences – to provide information on graduation requirements, FOCUS, available resources, standardized testing requirements (EOC, FSA, IB/AP Exams), CAS Requirements, EE Requirements, Dual Enrollment Requirements | Guidance Counselors, Administration, Teachers, Team Leaders | When parents and students understand expectations and are aware of and how to use available resources, students’ performance increases | October 2018 (Ongoing) | Sign in sheet/survey; data chats, conferences |
| 4 | Individual/Group Consultation with Parents | Guidance Counselors, Teachers, Staff, Administration | Collaboration between all stakeholders to assist parents in working with their student more effectively | September 2018 – May 2019 | Conference feedback/results form |

**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Faculty/Staff/ Department Meetings | Administration, Department Chair | Collaboration between all stakeholders within the organization to assist parents in working with their student more effectively | Monthly | Sign-in sheets/data chats |
| 2 | AVID District Trainings/Summer Institute | Administration, AVID Coordinator/Department Chair, AVID Elective Teachers | WICOR Strategies implementation will impact student performance in academic core classes | Ongoing/ June 2019 | Data chats |
| 3 | District Parental Involvement Meeting/Workshops | Administration, Parent Designee, DAC/SAC Representative | Collaboration between all stakeholders including parents who are involved in their children’s education, their children are most likely to excel in their school work | September 2018 – Ongoing | Meeting/workshop minutes |

**Other Activities**  
  
Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

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| **Response:** James S. Rickards High School will continue to acquire literature and  resources to assist parents and families to help their student achieve learning goals at  home and in the classroom. Parents will be able to request materials deemed necessary to  work with their student. Additionally, parent who struggled with finding activities/resources are encouraged to seek additional help from department chairs, child’s teacher, guidance conference, New Horizon Counselor, Parent Designee, or any school site official with knowledge of available resources. |

**Communication**

Describe how the school will provide the following under [ESEA Section 1116].

* Provide a description of how parents/families will be given timely information about the Title I programs.
* Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
* If requested by parents, how will the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
* Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

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| **Response:** Information about our Title I Program will be shared with our stakeholders, accordingly to [ESEA Section 1116]. Opportunities will be provided to parents to attend regularly scheduled meetings. Such meetings will give parents an opportunity to formulate suggestions and to participate in decisions relating to their child's education.  James S. Rickards High School will continue to build positive relationships with our parent partners by offering many forms of communication such as: e-mails, Listserv, Website, Flyers, and so on; to share with our community of learners. It is our responsibility to provide and share Title I information, academics, and social school related information with our student body and community. One of our priorities is to make sure that we are sharing and distributing vital information to our parents, students, and community in a timely manner; to ensure that parents,  teachers, students, and our community are kept well informed about our students' academic progress, development, and success. To help us maintain this goal, we have employed the following tools to ensure effective and continuous communication: Website, ListServ, Telephone Calls, E-mails, Social Media, FOCUS, Daily Announcements, and Newsletter. Furthermore, the Parent and Family Engagement Plan, and Parent Compact will be on display at the school in several location and at a community-based organization.  Success will be measured by the Title I Survey and School Climate Survey results, as well as, feedback from discussions in SAC meetings, Parent Input Forms, parent and teacher conferences. Data will be shared with parents. Furthermore, a school created a parent needs survey will be administered to receive input from parents regarding their needs and concerns.  Curriculum and the forms of assessment are shared with parents in different ways, including at orientation, open house, parent-teacher and student conferences, grade level meetings, SAC, and during other scheduled parent meetings/workshops throughout the year. |

**Accessibility**

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to 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.

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| **Response:** Parent support groups are strong in the community and school. New students and new parents are encouraged by teacher/counselor to become part of the school family. The SAC Chair and Volunteer Coordinator recruits parents as they enter the school for volunteering and mentoring. James S. Rickards High School will make available opportunities for the involvement and contribution of parents of students with limited English proficiency, parents of students with disabilities, and parents of migratory and Title 1 students. The ESOL Coordinator, 504 Coordinator, ESE Department, and Guidance Counselor supports new families and make sure materials are available for families with need, and that availability is widely communicated to these families. Upon request, documents translation is available, where feasible. Teachers, students, and district personnel assist with translations. |

**Discretionary Activities**

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

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Parent Workshops/Nights | To increase participation, alleviate the stress of parents/guardians leaving work, coming to a meeting, then going home to prepare meals, we will provide a light snacks during parental involvement evening workshops. | Administration, Guidance Counselors, Team Leaders | When parents are informed about expectation, students excel academically because the school and home can work hand-in-hand | Ongoing |
| 2 | Lunch and Learn | Since we want to increase parental involvement and some parents cannot attend functions in the afternoon, we offer Lunch and Learns during the day (parents are encourage to take their lunch break during this time) to provide parents with information to assist in their student’s development academically and personally. | Administration, Guidance Counselors, Team Leaders | Providing resources to parents to assist student in and out of school. Well informed parents, inadvertently leads to higher student success | Ongoing |

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Language Barriers | Offer opportunities for parents to learn English and become involved |
| 2 | Socio-economic conditions | Meet the needs of parents and students who are disadvantaged but want to participate in school activities |
| 3 | Reading/Comprehension – Communication | Provide resource materials for ELL, ESOL, and other parents and students to check out, take to improve communication |

**Evaluation of the Previous Year’s Parental Involvement 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 1116]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Student/Parent Orientation | 1 | 300 | Students and parent meet the administration team, review overview of the school as a whole, receive upcoming year schedules, meet faculty/staff, and tour the campus |
| 2 | Open House | 1 | 140 | Students and parents gain in-depth knowledge of classroom academic expectations in order for the student to have a successful school year. |
| 3 | Parent Testing Workshop | 1 | 15 | Increased passing rates on FSA (Reading and Writing), and EOCs (Algebra 1, Algebra 2, US History, and Biology) |
| 4 | Grade Level Nights | 3 | 250 | Provide parent and student requirements for being promoted, as well as graduation, and college and career requirements |
| 5 | AVID Recognition | 1 | 212 | Provide parents with best strategies and practices their child learn and can use in college to succeed |
| 6 | Senior Night | 1 | 180 | Receive information on senior’s timelines and requirements prior to graduation |
| 7 | Saturday Academic Camps | 6 | 216 | Increased passing rates on FSA, EOCs, AP and IB examinations |
| 8 | IB CAS & Induction Ceremony | 1 | 165 | Provided parents with best strategies and practices their child learn and can use in college to succeed |

Provide a description of 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 and parents/families of migratory children)? [Section 1116].

**Response:** The school will offer opportunities for parents to learn English and become involved, provide resource materials for ELL, ESOL, and other parents to check out to improve communication and have, if applicable, written materials translated.

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | AVID District Training | 1 | 2 | Increase WICOR strategies – college and career readiness |
| 2 | AVID Summer Institute | 1 | 8 | Increase WICOR strategies – college and career readiness |
| 3 | Departmental Meetings | 10 | @78 | Increase different strategies and provide various techniques to increase content comprehension |
| 4 | Faculty Meetings | 10 | @78 | Building rapport and increase opportunity for student success |