

James S. Rickards High School: 2019-2020 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.



Signature of Principal

4-30-19

Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement

Response: The mission of James S. Rickards High School is to involve all stakeholders (i.e., parents/guardians, community leaders) to ensure that we 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 society.

Engagement 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 [Sections 1116].

Response: The school will hold monthly School Advisory Council (SAC) meetings. During these meetings, school officials will share the Title 1 budget to allow stakeholders to provide input on how the funds are allocated as it relates to parent and family engagement.

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].

count	Program	Coordination
1	Title 1, Part A	Hold parent workshops and train parents on strategies that will support student achievement.
2	Title IV, Part B 21 Century Afterschool	Provide family literacy that provide services to parents as well as students, additional academic and enrichment resources/activities for participating students in afterschool.
3	Title 2	Staff development where staff will discuss expectations and plan strategies to share with parents.
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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].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Annual Title I Meeting- Develop invitations, place invite on listserv, send home flyers, and place on school marquee. Discuss Parent Right to Know	Principal, Assistant Principal	August 2019	At least 10% of parents will attend one of the Title I meetings..
2	Advertise and publicize events	Principal, Assistant Principal	September 2019	Copies of the flyer will be place in the parent engagement notebook.
3	Develop agenda; sign in sheets, handout and presentation materials.	Principal, Assistant Principal	September 2019	Parent Liaison will maintain copies of flyers, agendas, sign in sheets
4	Maintain all documentation		September 2019	Documentation will be located in the Title I Binder stored in the Title I liaison's office and uploaded to the Title I SharePoint for LEA monitoring.

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].

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].

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 2019	Agenda/Sign in sheets/survey
2	Annual Parent Meeting/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 2019	Agenda/Sign in sheets
3	Parent Workshops/Meetings/Conferences – to provide information on graduation requirements, FOCUS, available resources, standardized testing requirements (EOC, FSA, IB/AP Exams), GAS 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 2019 (Ongoing)	Agenda, 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 2019 – 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].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Faculty/Staff/ Department Meetings where the faculty receive information including but not limited to curriculum, available resources to engage parents and students, and professional development.	Administration, Department Chair	Collaboration between all stakeholders within the organization to assist parents in working with their student more effectively	Monthly	Agenda, Sign-in sheets
2	AVID District Trainings/Summer Institute provide professional development to teachers to ensure the fidelity of the implementation of the AVID Program.	Administration, AVID Coordinator/Department Chair, AVID Elective Teachers	WICOR Strategies implementation will impact student performance in academic core classes	Ongoing/ June 2019	Certificate of completion
3	District Parental Involvement Meeting/Workshops – receive information including but not limited to resources to implement parent/family programs in the school environment.	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 2019 – Ongoing	Agenda

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].

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].

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.

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 (Optional)

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.)

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Parent Workshops/Nights to engage parents/family on how to support their students and ways they can get involve.	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 to offer flexible times for parents to become engage in the school environment.	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].

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Student/Parent Orientation	1	320	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	44	Increased passing rates on FSA (Reading and Writing), and EOCs (Algebra 1, Algebra 2, US History, and Biology)
4	Grade Level Nights	3	72	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	111	Receive information on senior's timelines and requirements prior to graduation
7	Saturday Academic Camps	8	836	Increased passing rates on FSA, EOCs, AP and IB examinations
8	IB CAS & Induction Ceremony	1	186	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)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	IB Workshops/Conference	2	10	Increase pass rate on IB Exams
2	Department Meetings	10	@78	Increase content comprehension – strategies and techniques
3	Faculty Meetings	10	@78	Building rapport to increase opportunity for student success – (i.e., standard-based)
4	ELA Workshops	2	6	Increase FSA ELA Scores
5	AVID Site Meetings	8	10	Increase WICOR strategies – college and career readiness
6	AVID Summer Institute	1	5	Increase WICOR strategies – college and career readiness