

2022-23

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



School Name: Westside HS

School #: 3241

Principal Name: Mr. Vincent Foster]

School Website: dcps.duvalschools.org/westside



TABLE OF CONTENTS

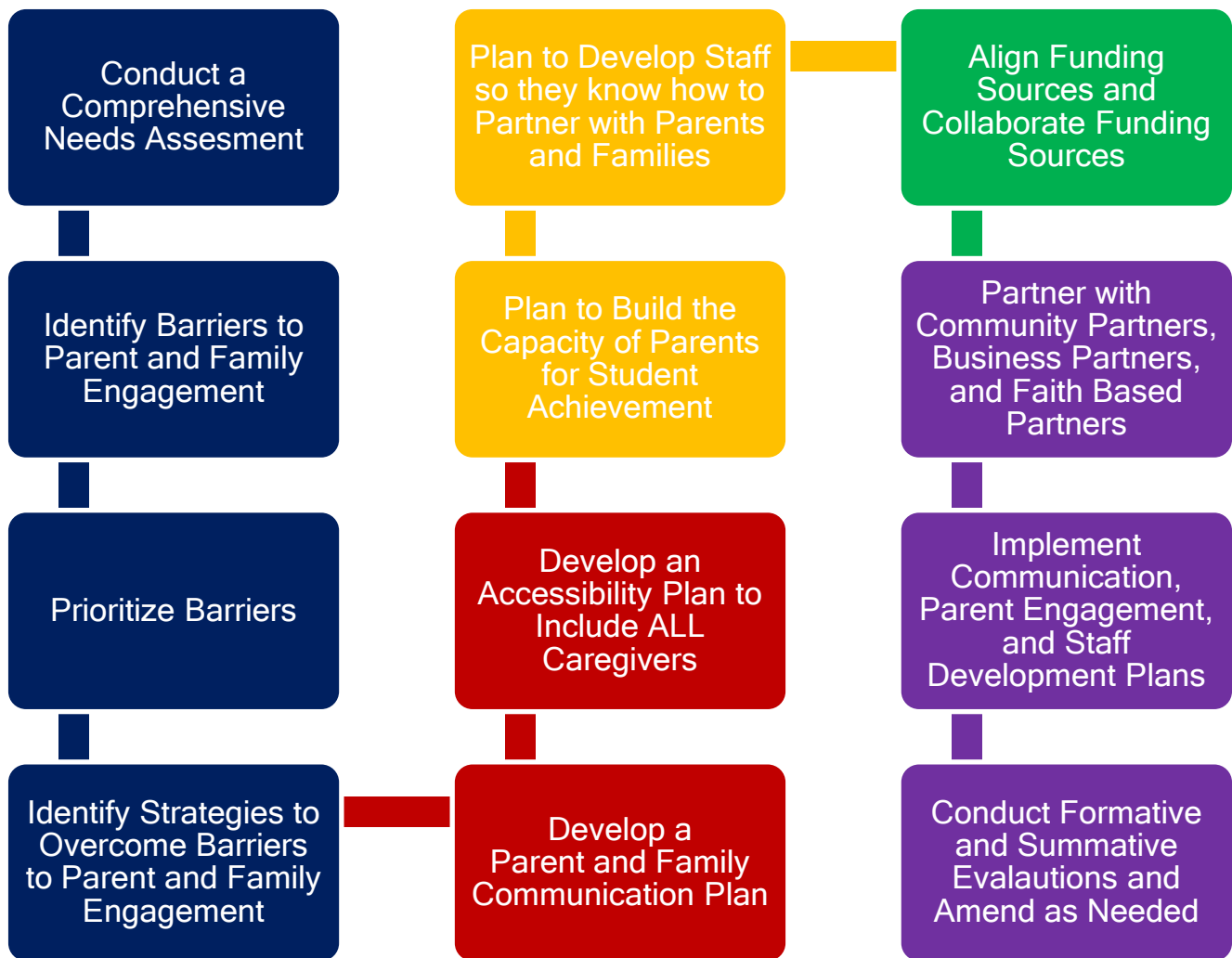
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	6
Overarching Outcomes/Goals for the Current School Year _____	7
COMMUNICATION AND ACCESSIBILITY _____	9
FLEXIBLE PARENT AND FAMILY MEETINGS _____	11
INVOLVEMENT OF PARENTS and FAMILIES _____	11
FLEXIBLE FAMILY MEETINGS _____	12
REQUIRED ANNUAL MEETING _____	12
REQUIRED DEVELOPMENTAL MEETING _____	13
BUILDING CAPACITY _____	15
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	15
PARENT AND FAMILY ENGAGEMENT EVENTS _____	16
PARENT COMPACT _____	20
INSTRUCTIONAL STAFF _____	21
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	22
COLLABORATION OF FUNDS _____	24

OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Vincent Foster, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

<input checked="" type="checkbox"/>	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 ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select each assurance, this page will require an original signature and submission to the District.

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year (this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3349.00	\$2923.04	\$425.96
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
Multicultural items purchased were not approved and refund had to be made to the account. Due to the items did not display the heritage and was candy which is not an approved item.		

Programmatic Overview from the Previous Fiscal Year (this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
0	0	Having parents attend and use our Parent Resource room is a constant struggle. Signage and front office knowledge have been implemented. During each event this year we will showcase the Parent Resource room and the different resources that are available.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	6	Very low attendance at the beginning of the year. Parents still precautious because of Social distancing.

Developmental Meeting (End of Year)	10	Meeting was well advertised but the weather canceled the original date which led to low attendance.
Senior Night	50	Surveys were positive and informative in reference to FAFSA and senior requirements
Teacher Meet and Greet Testing and Technology	30	Surveys were positive, parents wants opportunity to meet teachers.
Multicultural Night	50	This meeting was very successful in spite of the nervousness of opening the school to in person. Parent came in and enjoyed the events. Surveys were postive

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

Our evaluation feedback tends to remain positive with the same requests on a yearly basis, greater access to teachers and teachers' conferences. We plan to bolster the family engagement and are currently seeking out teacher incentives to motivate them to attend. Technology continues to be an issue for families, even though every student has laptops. The issue is the laptops are breaking with no loaners available for students.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Barrier 1- Declassify and declutter high school complexities as they relate to graduation across various ethnic populations.
2. Barrier 2 - Westside is experiencing a large influx of non-English speaking students from central America as well as Caribbean Islands. Resources need to be shifted in order to increase translators from immigrant access.
3. Barrier 3- Increase our capacity for leveled and consistent manual as well as on-line communication strategies. Streamline the information that is being shared on Twitter with Instagram/Facebook and Teams.
4. Barrier 4
5. Barrier 5

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)

(2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Declassify and declutter high school complexities as they relate to graduation across various ethnic populations	Creating easy to use diagrams that explain FSA/EOC/FSAA and new Best assessments. Credit acquisition, grading, student promotion, GPS and post-secondary opportunities. These are to be created for English and non-English speakers.
2)	Westside is experiencing a large influx of non-English speaking students from central America as well as Caribbean Islands. Resources need to be shifted in order to increase translators from immigrant access	We are requesting that the ESOL teachers continues to assist with Parent engagement activities. Recommending creating a Team of ESOL teachers and paraprofessionals to lead this team to enhance the relationships with the non-English speakers.
3)	Increase our capacity for leveled and consistent manual as well as on-line communication strategies. Streamline the information that is being shared on Twitter with Instagram/Facebook and Teams.	Continue to increase social media presence and footprint. Afternoon announcements and daily announcements to teachers. Ask teachers to provide grade augmentation for attendance. Make front office more aware of programs, make front office more inviting.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

With the gradual release from Covid protocols, parents and family are more apt to return to school events. Communication continued to improve last year as it related to attendance, largely due to online forums and adults becoming more comfortable streaming services. We continued our academic attendance team led by Assistant Principal Mitchell that sought to alleviate the communication burden from teachers and our numbers increased to over 90% daily. We will continue in that vein. We have given the job of coordinating the communication strategies to our activity director and graduation coach.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Our main events throughout the year that focus on parental involvement will be broadcasted on social media sites in English and Spanish (our largest non-English cohort) . Westside implemented Facebook, Twitter, and Instagram accounts (linked to DCPS) and has created roles and responsibilities tied to activity director and graduation coach to oversee their continued consistency. These Taste of Westside events (Technologies and Teachers, Admin and Counselor, and the popular Multicultural Night) will have each have ESOL paras present as well as childcare present. Barriers that have been removed in the past (location of meetings being moved from stuffy offices and library to open hall tables with decorations, providing game rooms and video parlors for younger children) will continue to be improved on. Transportation via bus passes is being looked at closely but creating a budget through Uber is impossible.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

While our Facebook has fallen off a little bit, our Twitter and Instagram accounts (linked to DCPS) are still strong and have created roles and responsibilities tied to activity director and graduation coach. Additionally, information is shared regularly through Parent Link, FOCUS, the marquee, and front office staff.

What are the different languages spoken by students, parents and families at your school?

English, Spanish, and Creole

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

Westside traditionally relies heavily on Parent Link and has begun translating the information into Spanish. Using translational expertise of Ms. Martinez (ESOL para) has help especially with sending Parent Link texts. Traditional methods such as the school marquee, student handouts and the website calendar will accompany online efforts include Facebook, Twitter, Instagram. Parents will be notified of activities at least 2 weeks before the event.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

Westside is committed to focusing on how the assessments necessary for students to graduate high school affect each individual student. Therefore, it is key to pass that information on to parents. At our parent events we discuss grade level assessments, outside concordant assessments (PERT, ACT, SAT) and the myriad of resources offered through the school and community to prepare and succeed on the assessments. During our multicultural night, all of this information is translated into Spanish and Creole. It is equally important to highlight the technologies throughout the school used for diagnosing and improving student understanding of curriculum. The technologies are presented through the lens of content and courses. These include PENDA, Achieve 3000, IReady, DAR testing, News ELA, and Math Nation. We model our greatest investment Taste of Westside on examining curriculum, assessment, and graduation requirements to our parents. conversations regarding Lexile level, specific state assessments, and credit readjustments are provided in English and other languages.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

Decision making will be built around SAC and PTA development. We have suffered great loss of admin-teacher-parent relationships with Covid but are dedicated to rebuilding the trust and relationships. Such decisions that are expected will be parent access to guidance, teachers, and administrators to develop whole child, incorporation of local businesses into family events, as well as how to increase parental involvement in large scale events (pep rallies, football games, homecoming parade, family game night).

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

Parent concerns will be maintained through the relationship between administrator Jocelyn Mitchell and the Federal Program Specialist assigned to Westside High School, Louis Simmons

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

Students will be handed a flier to take home announcing the plan is available. Announcements over the intercom to students. Call outs from the principal will also be made. Parent engagement plan will be available in the main office upon request and present on Twitter, Facebook, Instagram, and our website.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

Westside High School is a recipient of the Gold Standard for PBIS. All activities have evaluations that are reviewed by administration and PBIS. The PBIS team looks at developing the culture of the school and acts rapidly to address the concerns of parents and students alike. . Both the developmental and annual meetings have gleaned important information as to how to spend money in order to increase family engagement in both academic and extra-curricular activities. Information is shared through numerous callouts, social media, and handouts through the students. Events are spread evenly throughout the year.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

Transportation - Admin has bought a bank of JTA bus tickets that can be used if transportation is unavailable for parents. Uber, in these times, is unavailable.

Childcare - At the events, Title I provides engaging childcare in areas in order to allow parents to communicate with the school's stakeholders. Purchasing games for family game night, providing funds for interactive materials, and providing sustaining foods encourage parents too busy to cook and attend simultaneously.

Home Visits - Home visits are coordinated through Communities in Schools, Full Services, and AIT/Academic Leadership Team

Additional Services to remove barriers to encourage event attendance - ESOL paraprofessionals at Title I events

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

During the developmental meeting, parents uniformly agreed that evening events were superior to those events during the day for events in which multiple parents were able to attend. In order to provide other teachers and students the opportunity to share and attend. No parents suggested weekend events. Mondays, although not unanimously, was determined to be the best for SAC/PTSA/TASTE OF WESTSIDE and Wednesdays were determined to be a day that does not lend itself to family events as many of the parents have religious obligations.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Family engagement worksheets from developmental and annual meetings.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other Open tours can be scheduled throughout the day

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

Step 1 Assign specific dates and times to Annual Meeting based off parent input from developmental meeting

Step 2 Provide direct communication regarding times through social media and callouts

Step 3 Advertise meeting during Open House

Step 4 Develop agenda, create sign ins, evaluation forms, etc.

Step 5 Hold meeting

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

Title I and Federal Programs of Duval County aims to provide supplemental funds to Westside as it contains high concentrations of hardship. The monies are used to meet educational goals, support the professional development of teachers and support parent engagement programs.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

The meeting will: Provide parents with specific funds allocated through Title I and offer opportunities for parent input as to how to best allocate that money. Provide information on how the school works with parents, community, volunteers, and business partnerships to increase student achievement Provide training to staff on effective strategies to engage parents in their children's education Provide academic parent training designed to increase student achievement Explain the curriculum, assessments, and the minimum standards that students are required to meet Explain how the school compact sets out the responsibilities of the students, parents, and school staff in striving to raise student achievement Develop communication to ensure that parents have the right to request and receive timely information regarding the professional qualifications of their child's teachers and paraprofessionals Share with parents if their child is assigned to or taught for four or more consecutive weeks by a teacher who is not highly qualified Provide parents with specific funds allocated through Title I and offer opportunities for parent input as to how to best allocate that money.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

Parent Link phone calls, Parent Link emails, Facebook/Instagram announcements, Twitter feeds, student handouts, marquee display, messages during morning announcements.

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Our meeting will be a continuation of the strategies that we have implemented: creating a culture of college readiness through early college programs, school culture initiatives (uniforms, PBIS), and teacher preparedness

1. How should Westside integrate activities that teach families how to help their children using various programs?
2. What are the best times for parent meetings?
3. What type of parent and family engagement activities would you be interested in having?
4. What type of school improvements would you like to see?
5. What form of communication works best?
6. How can all have access to the information and activities?
7. What keeps parents from being involved?

8. What solutions are needed to overcome the barriers?

9. School-Parent Compact (What should be each person's responsibility be? What materials or items that would benefit you in helping your student at home?)

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

"Taste of Westside" offers parents the opportunity to address their children's performance one-on-one with administration as well as counselors and teachers. Topics include Lexile scores, assessments, curriculum, and credits requirements, as well as upcoming events. The events normally start slowly at the beginning of the year and build throughout as word-of-mouth spreads. This year, Westside will have three events.

How will the school implement activities that will build relationship with the community to improve student achievement?

Westside High School's Community Outreach coalition for local businesses (developed 2019-2020) will continue to focus on involvement in Westside's events. We couple this with the PBIS committee that raises awareness in the local community. The partnerships formed through Victory Chapel, Dollar General, the Church of Argyle, Jacksonville Federal Credit Union, and Checkers continues, but more meeting/event space will be offered per Duval Counties regulations/insurance parameters. Additional local businesses we are focusing on include Ford/Lincoln, Walmart, Community First Credit Union, and additional churches/places of worship. College and Career Day will be expanded to include local and non-local institutions that think outside 4-year college. FAFSA night will continue that helps students become eligible for federal student aid.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

The parent resource room will be primarily used as a place for parents to receive information about upcoming events and find materials that can assist their student with social and academic help. Additionally, Westside is going to focus the Parent Resource Room to make it available for parent conferences. In such, the room materials will be handily ready for discussion and check-out. Training for guidance, admin, and front office staff will occur during pre-planning. Training for parents will occur during PLCs. Parent resource room is advertised through directional signage as well as guidance counselors. We will purchase reusable signs "Family Event Tonight" that can be placed on the grass surrounding the building yard marker signs to display to remind and announce parents about upcoming activities and events

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

The books and workbooks purchased for the Parent Resource Room this year will be added to the inventory for parent checkout. Also, we are purchasing a desktop and printer for parent use as necessary.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2022, February 2023</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Title I Annual Meeting (required)	J. Mitchell	Parent will learn how Title I provides support school improvement, classroom instruction, student achievement and parent involvement	September/October 2022	Sign in, eval
Title I Developmental Meeting (required)	J. Mitchell	Provide evaluation on implementation of current PFEP and provide suggestions to guide the development of the PFEP for the next school year	March /April 2023	Sign in, eval Worksheet
Taste of Westside #1 FAFSA/Senior Parent Night	V. Foster S. Hall J. Mitchell B. Morrison R.Fudge	This event provides parents the information for the end of the year including the testing schedule, promotion/retention requirements, summer opportunities, and how parents can help Westside High School become a more inclusive entity. At the events, SGA provides engaging childcare in areas to allow parents to communicate with the school's stakeholders. Purchasing games for family game night, providing funds for interactive materials, and providing sustaining foods encourage parents too busy to cook and attend simultaneously. Parents will be using notebooks, pads of paper, markers, clips, pens, paper, to engage with administrators, teachers, and paraprofessionals	November/December 2022	Sign in, eval

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
		regarding the evening's central theme (end of year wrap up). Additionally, sticky notes and colored paper will be used to provide feedback in the form of a parking lot where parents can ask questions that will be answered later in the program		
Taste of Westside #2 Multicultural Night	V. Foster S. Hall J. Mitchell C. Murphy J. Martinez	This is an opportunity for parents of all cultures to come to Westside High School and meet with one another and administration. During this engagement meeting, we feed the families different cuisines from around the world with a focus on the student's cultures that attend Westside High School. Additionally, we will secure cultural performers to showcase heritage. The events allow for all participants to engage with multiple performances while the admin team speaks to parents individually about their student. Topics include their student's classroom performance and the intricacies of high school graduation in Florida. Spanish speaking translators are present. At the events, SGA provides engaging childcare in areas in order to allow parents to	December/January 2022	Sign in, eval

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
		communicate with the school's stakeholders.		
Taste of Westside #3 Teacher Meet and Greet	V. Foster S. Hall J. Mitchell B. Morrison R. Fudge	This event focuses on the assessments necessary for students to graduate high school. The event is broken down into grade level assessments, outside concordant assessments (PERT, ACT, SAT) and the myriad of resources offered through the school and community to prepare and succeed on the assessments. The second portion of this event focusses on the technologies	January/February 2023	Sign in, eval Worksheet

Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

Evidence includes parent-teacher conference notes displaying the compact. Evidence includes the notes from the meeting where the compact was discussed, the markup from parents and faculty members, and sign in sheets from the meeting.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

Parent Compact information has been printed onto the actual conference forms. Additionally, the Parent Compact has been placed on AIT meeting forms, present in IEPs, and, printed for school wide conferences and Open House. We will have a bigger footprint displaying the compact in the teacher's rooms.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public-school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

Evidence will include Out of Field notifications sent to parents in the Fall and Spring. Additionally, the Four Week Notice will be sent for our ROTC instructors in the Fall and Spring.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Direct instruction on utilizing technology to engage parents	V. Foster S. Hall J. Mitchell B. Morrison	Training will be provided on REMIND, TEAMS, and texting technologies to keep parents informed about their student's academic and social progress. Teachers will be given the necessary tools to contact, at minimum, 10 parents per month.	August 8-12, 2022	Sign in sheets, CAST evals (Domain 4), ongoing SAS evaluation of students at risk.
How to speak to Parents training	V. Foster S. Hall J. Mitchell B. Morrison	During early PLCs and departmental meetings, admin and deans will discuss expected behaviors when calling and speaking with parents. This will include how to build rapport, terms of respect, and providing best practices for	August 8-12, 2022	Sign in sheets

		increasing parental involvement.		
PBIS Meetings	J. Mitchell B. Morrison D. Robinson H. Wilzcewski, M. Duarte	PBIS training with teachers will allow Williams, Davis, and the administrative share how to best communicate with parents the behaviors their children are exhibiting, and the desired behavioral paradigms deemed beneficial to the school community.	1 Tuesday per month, 2:15-3:15	Compare referral and behavioral
Community and parent outreach team	V. Foster S. Hall J. Mitchell B. Morrison	Agenda-based meetings with the purpose of increasing parent engagement and involvement at Westside High School. Students perform better academically when parents are vested in the school.	3 rd Tuesday of every month, principal's conference room	Sign in sheets Survey and feedback/evaluation

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title, I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk. Title, I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready, Title I also seeks to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title, I seek to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title, I seek to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Through the work of professional learning communities, faculty meetings, and early dismissal workshops, teachers will receive professional development on cultural sensitivity and how to create a positive behavior system to include families and community stakeholders.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	We will coordinate with district ESOL to assist our English Language Learners with access to resources and materials to provide academic support

☒	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	We will coordinate and have been approved to have a 2-day Early Return training for all teachers entitled Westside High Summer Institute. Where teachers will receive trainings on New math Best standards, math resources McGraw Hill, Savas, and others. School grade data and what trainings to improve for upcoming school year.
---	------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Schools may add lines as needed.