

2020-21
Title I, Part A *School*
Parent and Family
Engagement Plan



School Name:

School #:

Principal Name: Jamelle Goodwin

School Website: <https://dcps.duvalschools.org/westside>



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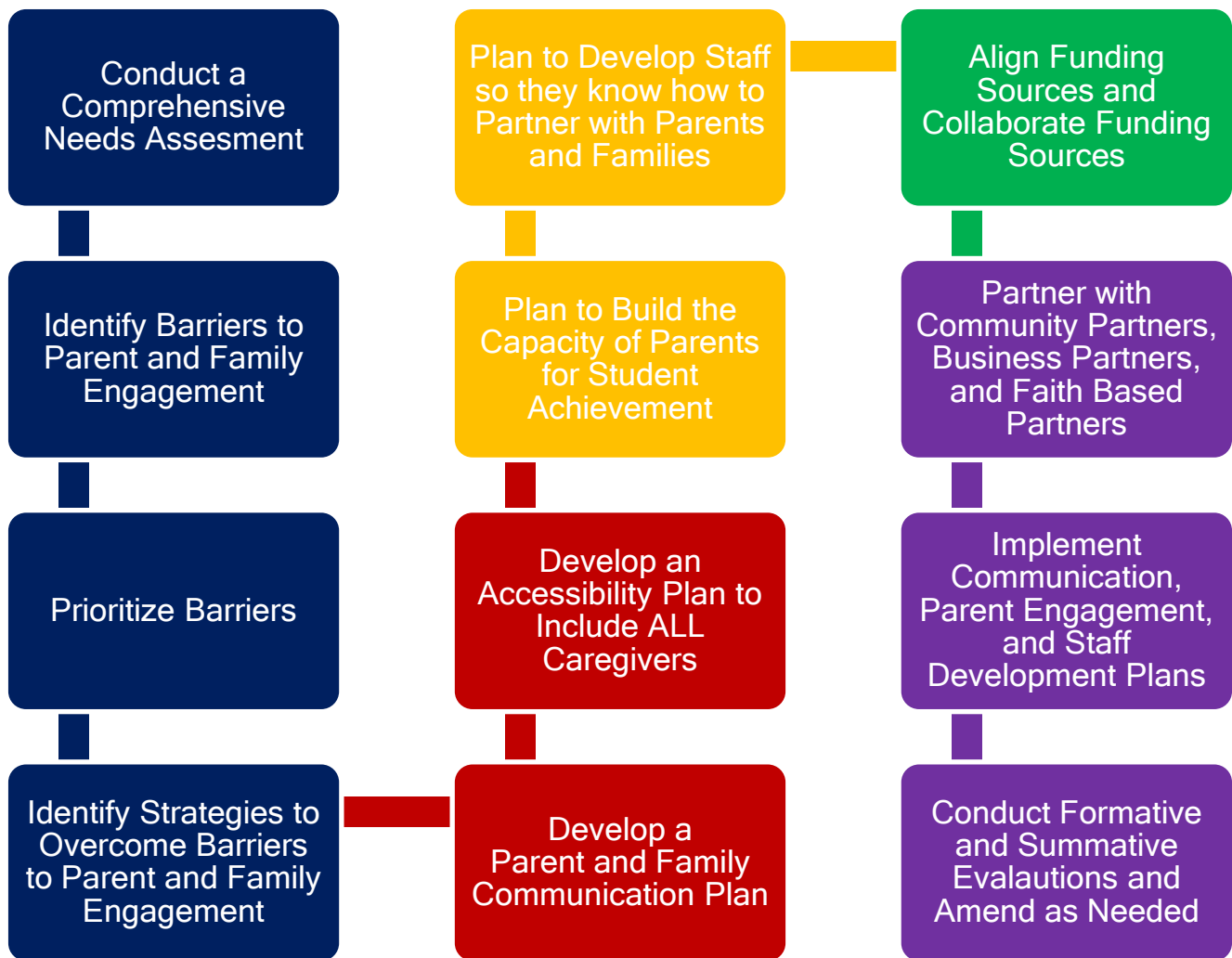
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OVERVIEW

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, [Click or tap here to enter text.](#), 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

7/13/2020

 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
\$ 3400.00	\$2,546.60	\$853.40
<p>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</p> <p>One of our main events (Taste of Westside 3) was cancelled due to novel coronavirus protocols. That event was allocated \$610.09, the majority of our funds not expended.</p> <p>Westside High School's "Taste of Westside" offers parents the opportunity to address their children's performance one-on-one with administration. 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 (October) but build throughout as word of mouth spreads. This year, Westside will have 3 Taste of Westside events as well as one multicultural event.</p> <p>Additionally, Westside maintains a parent resource room that is 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. Training for guidance, admin, and front office staff occurred during pre-planning. The parent resource room is advertised through directional signage as well as guidance counselors.</p> <p>Lastly, Westside High School has created a Community Outreach coalition for local businesses to be more involved in Westside's events. The partnerships formed through Victory Chapel, 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. College and Career Day will be expanded to include</p>		

local and non-local institutions that think outside 4-year college. FAFSA night will continue that helps students become eligible for federal student aid.

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. The very nature of urban high school education sometimes makes having parents coming up to the school a challenge. Signage and front office knowledge has been implemented. During our first event night, we are going to showcase the parent resource room and the different resources that are available there. It is possible that social distancing will make people even more hesitant to attend our events.
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)	8	Parents wanted us to provide more private meeting area than the hallways.
Developmental Meeting (End of Year)	6	Very low attendance due to corona virus and virtual format. Parents continue to stress more advertising at events, but expressed concern that
Taste of Westside 1 - Multicultural Night	100	Very large turnout due to nature of event with food and entertainment.
Taste of Westside 2 - Tests and Technology	25	Surveys were positive, but included requests for access to teachers for extended conferences. Taste of Westside 3 will include those conferences.
Taste of Westside 3 - Eyes on 2020	-	Cancelled due to corona virus

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 teacher conferences. According to that data, we included a teacher mandated family engagement night for March, however the pandemic refused us that event. We plan on incorporating the same exact schedule as years prior, in order to bolster that family engagement and are currently seeking out teacher incentives to motivate them to attend.

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. Declassify and declutter high school complexities as they relate to graduation across the various ethnic populations.
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 for immigrant access.
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 teachers REMIND apps.

(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)	1. Declassify and declutter high school complexities as they relate to	Creating easy to use diagrams that explain FSA/EOC/FSA assessments, credit acquisition, grading, student promotion, GPS and post-secondary

	graduation across the various ethnic populations.	opportunities. These are to be created for both 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 to increase translators for immigrant access.	Translators have been requested on the PFEP budget for all parent engagement activities.
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 teachers REMIND apps	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?

Reeling from Covid is going to be our greatest challenge as it relates to our barriers: high school complexity, language, and communication. Communication last year greatly improved as it related to attendance, which is amongst our most crucial deficit. We aligned an academic attendance team that sought to alleviate the communication burden from teachers and our numbers increased from 86% to 90%, no small jump for our population. We will continue in that vein. We have given the job of coordinating the communication strategies to our activities 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 child care 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 has proved to be especially difficult.

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?

Westside implemented a strong and robust 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. 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 ParentLink and will begin translating the information into Spanish. 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. 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, Kahn academy, FAIR testing, NewsELA, 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 Tim Durkin 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 unreliable.
- Childcare - At the events, SGA provides engaging child care 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 -
- Not available during Covid
- Additional Services to remove barriers to encourage event attendance - ESOL paraprofessionals at Title I events

FLEXIBLE FAMILY MEETINGS

<p>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)]</p>
<p>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. Morning PTSA and SAC meetings were determined to be best, at 9:00am, 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.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p>
<p>Family engagement worksheets from developmental and annual meetings.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input checked="" type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Open tours scheduled throughout the day</p>

REQUIRED ANNUAL MEETING

<p>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)]</p>
<p><u>Step 1</u> Assign specific dates and times to Annual Meeting based off parent input from developmental meeting</p> <p><u>Step 2</u> Provide direct communication regarding times through social media and callouts</p> <p><u>Step 3</u> Advertise meeting during Open House</p> <p><u>Step 4</u> Develop agenda, create sign ins, evaluation forms, etc</p> <p><u>Step 5</u> Hold meeting</p>
<p>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.</p>

Westside aims to provide supplemental funds to schools with high concentrations of poverty 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.

We were not allowed to complete the classic developmental meeting in 2020, so we are going to repeat our efforts for 2021. The meeting will be an event for parents to share in the success of their students than a traditional "meeting." It will be held in the hallways of Westside High School with an

end of year cookout in the courtyard. The entire family is encouraged to come and participate. Parent worksheets will be developed to determine:

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?

Holding over from 2020, we maintain that parents need to feel welcome and have their questions addressed in a format that serves them as individuals as well as a community. "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 (October), and this year may prove even more difficult with social distancing, but we are hopeful that they 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 refocus to be more involved in Westside's events. The partnerships formed through Victory Chapel, 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 focussing 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. 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.

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?

It is the intention that the materials in the Parent Resource Room are made available to parents through means other than physical presence. when anyone from the school is communicating with the parents, the training that they will receive will make the school based personnel aware.

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
<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 2020, February 2021</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>
Title I Annual Meeting (required)	T. Durkin	Growth GPA, college readiness, attendance	Late September 2020	Sign in, eval
Title I Developmental Meeting (required)	T. Durkin	Growth GPA, college readiness, attendance	April 2021	Sign in sheets, eval, worksheets
Taste of Westside #1 - Trendsetters, Tests, and Technology	T. Durkin, J Goodwin, C. Berahzer, S. Richardson, M. Tracey	This event focusses 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	October 2020	The sign in sheets will provide us with information regarding student grade level and parent availability to assist in future events. The evaluation forms, usually open ended for these workshops, provide feedback about what the last Taste of Westside events should entail as far as student and parent

		<p>throughout the school used for diagnosing and improving student understanding of curriculum. The technologies are presented through the lens of content and courses. The include PENDA, Achieve 3000, Kahn academy, FAIR testing, NewsELA, and Math Nation. At the events, SGA provides engaging child care in areas in order to allow parents to communicate with the school's stakeholders. Parents will be using notebooks, pads of paper, markers, clips, pens, paper, in order to engage with administrators, teachers, and paraprofessionals regarding the evening's central theme (technology). 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 on in the program or at the next ToW.</p>		<p>involvement. Accessibility, information, presentation, and administrative knowledge/presence are all included on the evaluation form.</p>
Taste of Westside #2 - Multicultural Night	T. Durkin, J. Goodwin, J. Martinez, C. Murphy	<p>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</p>	January	<p>The sign in sheets will provide us with information regarding student grade level and parent availability to assist in future events. The evaluation forms, usually open ended for these</p>

		<p>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 child care in areas in order to allow parents to communicate with the school's stakeholders..</p>		<p>workshops, provide feedback about what the next Taste of Westside event should entail as far as student and parent involvement. Accessibility, information, presentation, and administrative knowledge/ presence are all included on the evaluation form.</p>
<p>Taste of Westside #3 - Eyes on 2021 (formally Breaking the Myth)</p>	<p>T. Durkin, J. Goodwin, C. Berahzer, S. Richardson</p>	<p>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 child care in areas in order to allow parents to communicate with the school's stakeholders. Purchasing games for family game night,</p>	<p>March 2021</p>	<p>This last sign in sheet will provide us with information regarding overall performance as it relates to our program, A Taste of Westside The evaluation forms, usually open ended for these workshops, provide feedback about what the next years' Taste of Westside events should entail as far as student and parent involvement. Accessibility,</p>

		<p>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, in order to engage with administrators, teachers, and paraprofessionals 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 on in the program or at the next ToW.</p>		<p>information, presentation and administrative knowledge/presence are all included on the evaluation form.</p>

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?

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?

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.

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
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Preplanning activities	Goodwin, Durkin, Berazher, Richardson	Parent involvement has a direct correlation to student proficiency. Teachers will be given the necessary tools to contact, at minimum, 10 parents per month including new technologies such as REMIND, TEAMS, and how to pinpoint communications both positive and disciplinary.	August 2020	Sign in sheets, ongoing SAS evaluation of students at risk
Pre-Planning Activities	Goodwin, Durkin, Berazher, Richardson, Williams, Davis	During content area and departmental meetings, inform teachers about expected behaviors when calling and speaking to parents, how to increase rapport among parents and all shareholder.	August 2020	Sign in sheets, ongoing SAS evaluation of students at risk

		Improve the skills of the school staff to work effectively with parents by providing examples of best practices for parental involvement		
PBIS meetings	Goodwin, Durkin, Berazher, Richardson, Williams, Davis, Palomino	PBIS training with teachers will allow Dean Williams, Dean Davis and admin the opportunity to share how to best communicate with parents the behaviors their children are exhibiting and the desired behavioral paradigms deemed beneficial to the school community.	2 Mondays per month, after school	SAS data comparisons from 19-20 year to current year.
Community and parent outreach team	Goodwin, Durkin, Berazher, Richardson, and team members	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.	2 Tuesdays per month, after school	

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 type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.