

2026-27

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



School Name: River City Science Academy Middle-High **School #:**1201

Principal Name: Yakup Ustaomer

School Website: www.rcsamhs.org

TABLE OF CONTENTS

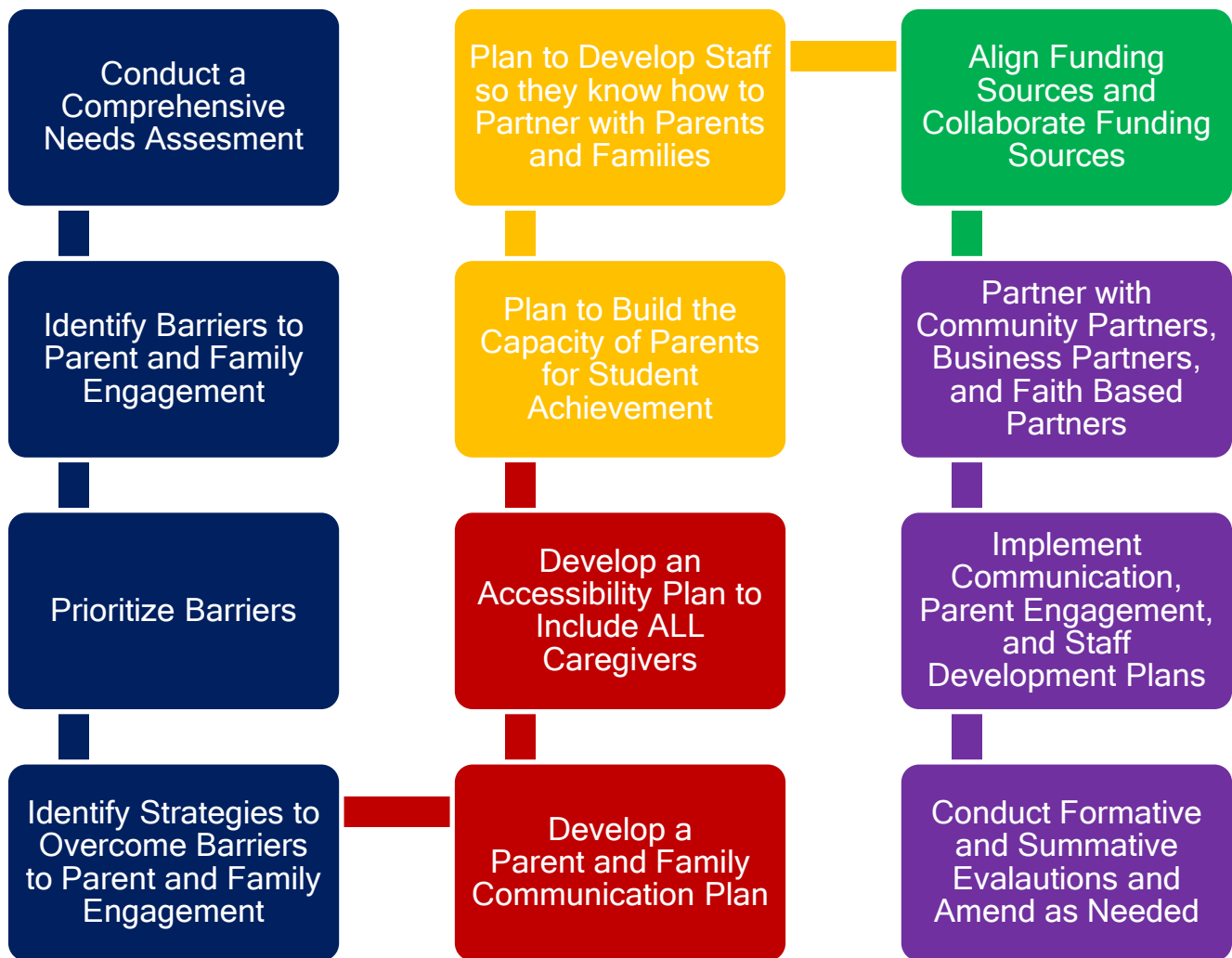
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	8
Overarching Outcomes/Goals for the Current School Year _____	10
COMMUNICATION AND ACCESSIBILITY _____	11
FLEXIBLE PARENT AND FAMILY MEETINGS _____	14
INVOLVEMENT OF PARENTS and FAMILIES _____	14
FLEXIBLE FAMILY MEETINGS _____	15
REQUIRED ANNUAL MEETING _____	15
REQUIRED DEVELOPMENTAL MEETING _____	17
BUILDING CAPACITY _____	18
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	18
PARENT AND FAMILY ENGAGEMENT EVENTS _____	19
PARENT COMPACT _____	22
INSTRUCTIONAL STAFF _____	23
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	24
COLLABORATION OF FUNDS _____	26

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, , 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
\$	\$	\$
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		

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)
25	25 - Chromebooks	<p>Educational Materials & Technology Resources</p> <ul style="list-style-type: none"> -Chromebook Checkout Program: Provide families with access to school-issued Chromebooks for at-home learning. Share clear checkout procedures, expectations for use, and technical support contact information. -Technology Access Station: Create an on-site space where parents can use Chromebooks or tablets to access student learning platforms, complete forms, and check academic progress. -Digital Learning Resources: Guide families in accessing school-supported programs such as RCSA Connect, Progress Learning, Study Island, IXL, etc. <p>Family Technology Training Sessions</p> <ul style="list-style-type: none"> -Chromebook & Device Training: Offer hands-on sessions (Tech Talks) demonstrating how to log in, navigate the Chromebook, connect to Wi-Fi, and troubleshoot basic issues. -Parent Portal & Learning Apps: Provide guided tutorials on accessing the parent portal, monitoring grades, communicating with teachers, and using educational apps that support student achievement.

		<ul style="list-style-type: none"> • Multilingual Support Sessions: Conduct training workshops in multiple languages to ensure all families can confidently use school technology and support their child's learning. <p>Community Partnerships & Technology Support</p> <ul style="list-style-type: none"> • Family Support Services: Provide a list of local resources including food pantries, mental health services, tutoring programs, and parent support groups to address broader family needs that impact student success.
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)	13	The Title I Annual Meeting provided an overview of the school's Title I, Part A program, including its \$310,000 allocation used to support instructional staff and schoolwide initiatives that benefit all students. Families were informed of federal requirements, including the Parent and Family Engagement Plan (PFEP), the 1% funding set-aside for engagement, and their "Right to Know" regarding teacher qualifications and student progress. The school highlighted ongoing engagement opportunities such as Tech Talks, FAFSA Night, and the Parent Resource Kiosk, which supports technology access and multilingual communication. Academic expectations, including Florida BEST standards, assessments, tutoring services, and tools like RCSA Connect, were also reviewed. Parent feedback was largely positive, with requests for continued college and financial aid support, expanded multilingual resources, more frequent communication, additional hands-on technology and academic workshops, and increased awareness of tutoring and community resources. In response, the school will enhance communication, expand training opportunities (including Chromebook and digital platform support), promote available resources, and gather ongoing feedback through post-meeting surveys to improve program effectiveness.
Back to School Orientation	626	Families joined to learn about students' schedules, lockers, and registration information - clubs, tutoring, school uniforms, lunch, after-care, etc. Students and parents also got the opportunity to meet the teachers, ask questions, learn about academic and athletic teams, and get their RCSA Connect parent accounts set up.
9 th Grade Parent Night	19	Ninth grade families gathered to learn about graduation requirements, FL Bright Futures, Dual Enrollment and AP courses, SAT, ACT, CLT, and attendance policies. RCSA's School Counselor

		answered questions and scheduled one-on-one meetings as necessary.
Senior Parent Night	19	Senior Parent Night, led by the Graduation Coach, was held to support families of graduating students by providing important information and personalized guidance. During the event, parents had the opportunity to schedule one-on-one meetings to review graduation requirements, ensuring students were on track for completion. The session also covered key topics such as college applications, available scholarship opportunities, and important details about the graduation ceremony. The event aimed to equip families with the knowledge and resources needed to successfully support their student's transition to graduation and post-secondary planning.
Parent Success Series	26	The Parent Success Series was offered to support families of students identified as at risk in one or more courses. These virtual sessions provided parents with strategies and resources to help improve student academic performance, including guidance on daily schedules, attendance, use of RCSA Connect, technology resources, credit recovery options, tutoring opportunities, student motivation, and effective communication with teachers and support staff. The series aimed to strengthen the partnership between home and school to promote student success.
10 th Grade Parent Night	12	Tenth grade families gathered to learn about graduation requirements, FL Bright Futures, Dual Enrollment and AP courses, SAT, ACT, CLT, and attendance policies. RCSA's School Counselor answered questions and scheduled one-on-one meetings as necessary.
11 th Grade Parent Nigh	15	Eleventh grade families gathered to learn about graduation requirements, FL Bright Futures, Dual Enrollment and AP courses, SAT, ACT, CLT, and attendance policies. RCSA's School Counselor answered questions and scheduled one-on-one meetings as necessary.
College & Career Fair	425	The 3rd Annual College & Career Fair was held to connect representatives with motivated high school students eager to explore their educational and professional futures. During the event, students engaged with colleges, universities, and industry professionals, gaining valuable information about post-secondary opportunities, career pathways, and the steps needed to achieve their goals.
FAFSA Night	6	RCSA partnered with FSCJ to provide a presentation outlining what financial aid is, where to find it, and how & when to apply for it. Parents were provided laptops and the links need to complete FAFSA.
Developmental Meeting	7	The Developmental Meeting was held to review and update the school's Parent and Family Engagement Plan (PFEP) and School-Parent Compact. Participants reviewed previous year PFEP data, year-in-review results, and the school data summary to inform planning. Discussions focused on coordinating and integrating family programs—such as Technology Talks, Curriculum Night, FAFSA

		<p>Night, College & Career Fair, STEM & Health Expo, Literacy Fair, and Testing Info Sessions—to better support student learning. Families provided input on flexible meeting formats and times (AM/PM, in-person, virtual, hybrid) and identified top barriers to participation, including transportation, technology access, and scheduling conflicts, along with practical solutions such as providing bus transportation and increasing multilingual support. The meeting also addressed building family and staff capacity, emphasizing communication, cultural awareness, parent conferences, and technology training. Participants reviewed the Parent & Family Engagement budget, discussed priorities for fund allocation (communication tools, materials, family events, and technology resources), and provided feedback on PFEP implementation. The session concluded with a review of the School-Parent Compact, budget implications based on schoolwide data, and completion of a feedback worksheet to guide next steps.</p>

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.

<p>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.</p>
<p>During the Developmental Meeting, families provided evaluation feedback highlighting several key areas for improvement and continued support. Parents requested bus transportation to increase accessibility, emphasized the need for continued language support and multilingual resources, and recommended maintaining a variety of meeting platforms and times (in-person, virtual, hybrid; AM/PM) to maximize participation. Additionally, families suggested providing more training for teachers to enhance communication with parents and support effective family engagement. Last, families requested that start times remain the same for middle and high school students.</p>

Barriers

<p>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.</p>
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Barrier 1: Parental Work Schedules and Time Constraints

Most parents must arrange transportation to and from school, making additional trips for events or meetings daunting. Balancing careers often limits their ability to attend school activities or take time off for their children's education. The combination of rigid work schedules and the burden of managing transportation significantly reduces opportunities for parental engagement. Consequently, the need for flexible participation options is crucial to overcoming these barriers and encouraging consistent involvement.

Barrier 2: Decreased Interest and Commitment as Students Transition

As children transition from elementary to middle and high school, parental engagement often decreases. This decline is partly due to parents expecting their children to become more independent during this stage. Additionally, students may desire less parental involvement, seeking greater autonomy in both their academic and social lives. These changing dynamics can lead to a reduction in parental participation in school-related activities.

Barrier 3: Ineffective Communication Channels

While schools often attempt to communicate with parents through various methods, including newsletters, flyers, and morning announcements, the effectiveness of these communication strategies can be limited. Many parents may not fully engage with these communications, either due to overlooked messages or a lack of reminders. This gap in communication can result in reduced awareness and participation in school events and initiatives.

Barrier 4: Language Barriers

For families whose primary language is not English, language barriers can create significant challenges in engaging with school communications and events. Parents may struggle to understand newsletters, announcements, or even verbal communication from school staff. This lack of comprehension can result in decreased involvement in their children's education and school activities. Additionally, the inability to communicate effectively with teachers, administrators, or other parents may lead to feelings of isolation and disengagement, further hindering meaningful participation.

(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)	Parent work schedules & time constraints	<p>Offer Flexible Timing for Meetings and Events</p> <ul style="list-style-type: none"> Multiple Sessions: Schedule the same event or meeting at various times—morning, afternoon, and evening—to accommodate diverse work schedules. <p>Use Virtual Platforms for Meetings and Events</p> <ul style="list-style-type: none"> Online Meetings: Utilize video conferencing tools to allow parents to join from home or work, eliminating the need to take time off. Recorded Sessions: Provide recordings of live meetings so parents can watch at their convenience if they cannot attend live. Hybrid Events: Host events both in-person and virtually, giving parents the flexibility to choose the option that best fits their schedules.
2)	Decreased Interest and Commitment as Students Transition	RCSA Middle-High will offer Parent Academy sessions for targeted groups based on grade level, attendance, or discipline needs. These sessions will emphasize the critical role of parent involvement in student success, provide training on how to effectively use RCSA Connect, and highlight available student and family resources, including technology check-out, tutoring, homework help, and online learning tools.
3)	Communication Channels	All RCSA Middle-High events will be announced at least two weeks in advance, providing families ample time to plan and prepare. After the initial announcement, reminders will be sent through multiple communication channels, including email, School Messenger calls and texts, newsletters, the school website, flyers, the BAND app, RCSA Connect, RCSA's Student News Channel, and social media platforms, ensuring families stay informed and engaged. Additionally, mandatory RCSA Connect training will be provided during student orientation to ensure all parents and guardians are equipped to access academic information, monitor progress, and communicate effectively with school staff.

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?

Based on the identified barriers and the strategies RCSA Middle-High is implementing, the overarching outcomes and goals for parent and family engagement for the current school year are:

1. **Increase Access and Participation:** Ensure that all families, regardless of work schedules, transportation challenges, or other barriers, have meaningful opportunities to engage in school events, meetings, and programs through flexible scheduling, hybrid/virtual options, and multiple session times.
2. **Enhance Communication and Awareness:** Keep families well-informed about school events, resources, and student progress by using multiple communication channels, including SchoolMessenger, email, newsletters, social media, flyers, BAND, and RCSA Connect, while providing reminders and translated materials as needed.
3. **Build Parent Capacity to Support Learning:** Empower parents to actively support their children's academic success through Parent Academy sessions, training on RCSA Connect, and guidance on using school resources such as tutoring, technology check-out, and online learning platforms.
4. **Promote Equitable Access to Resources:** Reduce barriers related to transportation, language, technology, and scheduling so that all families can fully participate in school activities, receive necessary academic information, and access support services.
5. **Strengthen Home-School Partnerships:** Foster collaborative relationships between families and school staff by offering training, improving teacher-parent communication, and providing opportunities for parents to give feedback, ensuring they are active partners in their child's education.

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?

To ensure all parents can participate in school events, RCSA Middle-High will provide flexible scheduling, offering the same event or meeting at multiple times—including morning, afternoon, and evening—to accommodate diverse work schedules. Virtual platforms will be used so parents can join from home or work without needing to take time off, and recorded sessions will be available for those unable to attend live. Additionally, hybrid events will allow parents to choose between attending in person or virtually. This approach ensures that all families have the flexibility and opportunity to actively engage in their child's education.

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?

All RCSA Middle-High events will be announced at least two weeks in advance, giving families ample time to plan and prepare. After the initial announcement, reminders will be sent through multiple communication channels, including email, School Messenger calls and texts, newsletters, the school website, flyers, the BAND app, RCSA Connect, RCSA's Student News Channel, and social media platforms, ensuring families remain informed and engaged. Information will be provided in multiple languages as needed, with support from our bilingual staff and, when necessary, third-party translation services to ensure accessibility for all families.

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

Multiple languages are spoken by our families. The predominant languages are Spanish, Bosnian, Arabic, Turkish, and Russian.

(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.

(1) RCSAMH will provide at least two weeks' advance notice for all events, ensuring families have ample time to plan. Additionally, we will send multiple follow-up reminders through various communication channels, such as email, School Messenger calls, newsletters, the website, flyers, the BAND app, RCSA Connect, and social media, to ensure everyone stays informed and can participate in the events.

(2) RCSAMH school will offer information in various languages as needed. Additionally, our diverse bilingual staff will provide internal translation support, and third-party translation services will be employed if necessary.

(3) Communication channels utilized - email, School Messenger calls & texts, newsletters, the website, flyers, the BAND app, RCSA Connect, and social media, to ensure everyone stays informed and can participate in the events.

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?

(1) RCSAMH reviews the curriculum with families during key events such as Back to School Orientations, Curriculum Nights, Parent-Teacher Conferences, Parent Academy Sessions, and Transition Nights. Additionally, curriculum information is shared through RCSA Connect and the school website, ensuring that all parents have access to important updates and are well-informed about their child's educational journey.

(2) RCSAMH uses a variety of assessment methods to track and measure student progress. These include State Tests (PM1, PM2, PM3), benchmarks, and online platforms such as Achieve3000, Study Island, and Progress Learning. In addition to these standardized tools, we also incorporate teacher-made assessments, unit tests, quizzes, projects, and other evaluation methods to provide a comprehensive understanding of student achievement.

(3) RCSAMH will hold informative sessions during Back to School Orientations, Curriculum Nights, Parent-Teacher Conferences, Parent Academy Sessions (Parent Success Series), and Transition Nights to review and explain students' current standings and outline the expected goals for the new school year.

(4) RCSAMH provide translation services as necessary. RCSAMH has a plethora of bilingual staff who can assist with translation, and we will continue to use their support during meetings, events, and communications.

(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?

(1) Parents at RCSAMH have a variety of opportunities to assist in decision-making processes and actively contribute to the school's development. These opportunities include participation in the Parent Volunteer Organization, Coffee with Administration, completing parent surveys, attending parent conferences, engaging in PFEP (Parent and Family Engagement Plan) meetings, and attending board meetings. Additionally, an online parent feedback form is available to all parents, providing an easy way for them to offer input and share their perspectives.

(2) Communication channels utilized - email, School Messenger calls & texts, newsletters, the website, flyers, the BAND app, RCSA Connect, and social media, to ensure everyone stays informed and can participate in the events.

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]

RCSMH will provide the contact information at the district level to the parents whenever requested. There will be a comment box on website where parents can freely express their concern that would be forwarded to LEA office.

(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?

- (1) This information will be made available in multiple languages and can be found in the Parent Resource Center, on the school website, and in the newsletter to ensure accessibility for all families. Additionally, a sign will be placed at the front office indicating that the PFEP (Parent and Family Engagement Plan) is available upon request.
- (2) Whenever needed, RCSAMH will use translators since the school has several bilingual staff.

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)].

RCSA Middle-High conducts PFEP Development and Annual meetings to gather input from parents and ensure their perspectives help shape school programs. Additionally, parent feedback is collected through surveys, allowing all voices to be heard. These discussions are also incorporated into regular School Board meetings, which are open to the public, providing families with opportunities to participate directly in the decision-making process.

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 - If requested RCSAMH will make arrangements via JTA bus passes.

Childcare - If requested RCSAMH will make arrangements.

Home Visits - RCSAMH has an established a home visit program and will continue implementing it.

Additional Services to remove barriers to encourage event attendance - Any other barriers brought to our attention will be addressed in a timely manner; remote participation would be alternative option. The school will also try to provide food and refreshments at the 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)]

To better accommodate parents, RCSA Middle-High distributed surveys and gathered feedback during Coffee with Amin meetings to identify the most convenient times for parent involvement activities. The majority of parents indicated a preference for early morning sessions, after-school hours, and virtual options to make participation easier.

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

To ensure meetings are flexible and accessible, RCSA Middle-High uses the information gathered from parent surveys, meeting feedback, conferences, family engagement documentation, and home visits to tailor scheduling and support. Based on parent input, the school offers:

- **Multiple Meeting Times:** Events and meetings are scheduled at various times, including early morning, after-school, and evening sessions, to accommodate diverse work schedules.
- **Virtual and Hybrid Options:** Parents can attend online via video conferencing or choose a hybrid format, reducing the need for additional trips to school.
- **Support Services:** When needed, considerations for transportation, childcare, or home visits are incorporated to remove barriers to participation.
- **Ongoing Feedback:** The school continuously monitors parent needs and adjusts meeting formats, times, and supports to ensure all families have equitable opportunities to engage in their child's education.

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 _____

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)]

To ensure effective parent engagement, RCSA Middle-High will follow a structured process for organizing meetings:

Step 1: Determine Flexible Meeting Times - Identify times that accommodate the majority of parents, including after-work hours, weekends, and virtual options, based on surveys and past attendance patterns.

Step 2: Create Promotional Materials - Design flyers, posters, and other communications that clearly convey meeting details, including time, location, and virtual participation options, using visually engaging formats to encourage attendance.

Step 3: Begin Announcing at Least Two Weeks in Advance - Promote meetings through multiple channels, such as email, robocalls, newsletters, flyers, social media, the school website, and the BAND app, giving families ample notice.

Step 4: Send Multiple Reminders - Issue follow-up announcements through the same channels at regular intervals to keep the meeting top of mind and allow families to plan accordingly.

Step 5: Offer Online Participation - Host meetings in person while providing a virtual option via video conferencing so parents can participate from home or work, ensuring accessibility for all families.

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.

At the Annual Meeting, RCSA Middle-High will share information with parents about the Title I, Part A Schoolwide Program, emphasizing its purpose, funding, and benefits. The presentation will explain that Title I, Part A is a federally funded program under the Elementary and Secondary Education Act (ESEA) designed to help all students meet challenging academic standards. The schoolwide model allows Title I funds to support schoolwide improvements, rather than targeting individual students, ensuring that all children benefit from enhanced instructional programs, additional staff, and resources.

Parents will learn how the school uses Title I funds to support initiatives such as instructional coaches, counselors, technology resources, tutoring, and enrichment programs, all aligned with the School Improvement Plan and District Strategic Plan. The session will also review eligibility criteria, program goals, and monitoring processes, helping parents understand how Title I contributes to student achievement.

Finally, parents will be informed of their rights under Title I, Part A, including participation in planning, input on the Parent and Family Engagement Plan (PFEP), and access to information about teacher qualifications and student performance. All materials will be presented via PowerPoint and shared electronically for parents to review at their convenience, promoting transparency and ongoing engagement.

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.

RCSA Middle-High will provide comprehensive information to parents covering three key areas:

1. Adequate Yearly Progress (AYP) and Student Performance: Using a PowerPoint presentation, the school will review state and school assessment results, including proficiency levels, learning gains, and comparisons to district and state scores. Parents will also be guided on how to access their child's individual scores through the parent portal, empowering them to monitor academic progress and identify areas where support may be needed.
2. School Choice Options: Explain school choice options, including charter schools and other educational opportunities within the district. Parents will learn how to evaluate different programs and make informed decisions that best meet their child's educational needs.
3. Parent Rights Under Title I, Part A: A dedicated presentation will inform parents of their rights regarding Title I funding, including participation in planning and decision-making, access to teacher qualifications, and opportunities to be involved in their child's education.

Additionally, the meeting will highlight support services for students who are not meeting proficiency standards, such as after-school tutoring, Saturday tutoring, and pull-out programs, ensuring all students have access to resources to succeed.

The meetings are offered both in person and virtually, allowing parents to participate in the format that best fits their schedule. To further engage parents, a worksheet will be provided during the meeting to guide reflection and discussion on the information presented, and feedback surveys will be collected to gather parents' input on the session, their needs, and suggestions for future meetings. All presentations, handouts, and surveys will also be shared electronically, allowing parents to review materials and provide feedback at their convenience, promoting transparency and ongoing engagement.

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?
RCSA Middle-High will ensure that parents without access to technology receive timely notifications and updates about parent events, school information, and student progress through multiple alternative communication methods. These include in-person parent-teacher conferences, open houses, printed flyers, School Messenger calls and texts, the school marquee, and the Parent Resource Center, allowing all families to stay informed and engaged regardless of their access to digital platforms.

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 <u>evaluate</u> Parent and Family Engagement that occurred during the year and to <u>prepare</u> for the upcoming year if the school continues to qualify for Title I, Part A funding.
<p>Step 1: Determine Flexible Meeting Times - Identify times that accommodate the majority of parents, including after-work hours, weekends, and virtual options, using feedback from surveys or past attendance patterns.</p> <p>Step 2: Create Promotional Materials - Design flyers, posters, and other communications that clearly convey meeting details, including time, location, and virtual participation options, ensuring they are visually engaging to encourage attendance.</p> <p>Step 3: Begin Announcing at Least Two Weeks in Advance - Promote meetings through multiple channels, including email, robocalls, newsletters, flyers, social media, the school website, and the BAND app, giving families ample notice.</p> <p>Step 4: Send Multiple Reminders - Provide follow-up announcements through the same channels at regular intervals to keep meetings top of mind and allow families to plan accordingly.</p> <p>Step 5: Offer Online Participation - Host meetings in person while providing a virtual option via video conferencing so parents can attend from home or work, making the meeting accessible to a wider audience.</p>

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?

RCSA Middle-High will implement activities that build meaningful parent and family engagement by aligning school programs with State academic standards and assessments, giving parents the tools to monitor and support their child's progress. Activities will focus on practical strategies for helping students succeed, including the use of technology and hands-on approaches to learning support.

To enhance academic growth, the school will provide SAT/ACT prep books for students to check out, enabling practice for standardized tests that impact scholarship eligibility and college admissions. The guidance department also works with students who are struggling to meet 10th grade ELA requirements, using testing alternatives such as the SAT/ACT when appropriate to support graduation goals.

Recognizing the strong link between parent involvement and student achievement, RCSA Middle-High offers parent guide booklets with resources on parenting strategies, middle and high school transitions, scholarships, college applications, mental health, and character education. These resources empower parents to actively engage in their child's education, promoting both academic success and personal development.

Overall, the school's approach combines curriculum-aligned programs, targeted academic supports, and accessible parent resources to strengthen the capacity of families to meaningfully participate in their child's learning.

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

RCSA Middle-High will implement activities to build relationships with the community by actively leveraging its partnerships with local institutions, businesses, and organizations such as UNF, FSCJ, JU, the MOSH Museum, YMCA, Boys and Girls Clubs, Jax Chamber, Downtown Rotary Club, WJCT, and Chick-fil-A. These partnerships will be integrated into school programming through:

1. Mentorship and Career Exposure - Community partners will provide mentorship programs, career talks, and internship opportunities, giving students real-world guidance and exposure to potential career paths.
2. Enrichment and Hands-On Learning - Organizations like museums and educational institutions will support field trips, workshops, STEM and arts activities, and experiential learning, allowing students to apply classroom knowledge in practical settings.
3. Academic Support and Resources - Partners may provide tutoring, educational materials, and access to technology or study programs that enhance student learning and achievement.
4. Family and Community Engagement Events - Partners will collaborate on events such as college and career fairs, STEM expos, and literacy nights, encouraging families and community members to actively engage with the school.

(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.

- (1) RCSA Middle-High will **implement the Title I Parent Resource Room** to support Parent and Family Engagement by providing a wide variety of materials and resources that parents can use to help their children succeed academically. The school will **increase the variety of resources**, including guides on curriculum standards, study tools, tutoring information, technology tutorials, and materials on college and career readiness, ensuring parents have practical tools to support learning at home.
- (2) To ensure parents are aware of the resource room, the school will **promote it through multiple communication channels**, including **posters in the lobby, emails, newsletters, social media, and announcements during school events**, making it easy for families to know what resources are available and how to access them.
- (3) School staff, including teachers and office personnel, will be **trained during the pre-planning period** on how to use the Parent Resource Room with parents. Administration will provide guidance on the resources available and strategies for effectively introducing parents to the materials, answering questions, and encouraging parents to utilize the room to support their child's learning.

This approach ensures that the Parent Resource Room serves as a **central hub for parent engagement**, supporting families with practical tools, accessible information, and staff guidance to enhance student success.

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?

N/A

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: 1. How to complete the parent portions of FASFA 2. How to research college websites for what their child need for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2026, February 2027</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>
PFEP Developmental Meeting	Admin	To develop school PFEP	March-April 2026	Sign-Up Sheets; Evaluations; Agendas
Title I Annual Meeting (required)	Admin	To review/share PFEP; gather feedback	September-October 2026	Sign-Up Sheets; Evaluation Surveys; Agendas
Coffee with Administration	Admin	To inform parents by grade level school performance and RCSA Connect parent portal and resources available to families	September-October 2026	PPT Presentation; Sign-Up Sheets; Evaluation Surveys; Agenda
Technology Talks	Admin	To inform parents about digital platforms, specifically RCSA Connect	August-September 2026	PPT Presentation; Sign-Up Sheets; Evaluation Surveys; Agenda; RCSA & Digital platform usage

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?
Transition & High School/College Info Parent Information Night (Gr 9-12)	School Counseling Team	Graduation requirements, FL Bright Futures, Dual Enrollment and AP courses, SAT, ACT, CLT, and attendance policies	September-December 2026	PPT Presentation; Sign-Up Sheets; Evaluation Surveys; Graduation & College Acceptance Rates; Agenda
College & Career Fair	Admin/School Counseling Team	Student engagement with colleges, universities, and industry professionals, gaining valuable information about post-secondary opportunities, career pathways	January-March 2027	Sign-Up Sheets; Evaluation Surveys; Agenda

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)

RCSA Middle-High will provide evidence of jointly developing the School-Parent Compact and holding conferences with parents by documenting each step of the process. The previously developed Parent Compact will be shared during Developmental Meetings, where parents will be invited to give feedback and suggestions for revisions.

To demonstrate engagement and collaboration, the school will maintain attendance documentation for all meetings, including fliers, agendas, sign-in sheets, minutes, and evaluation forms. After incorporating parent input, the finalized compact will be:

- Distributed to families for review and acknowledgment
- Made available in the Parent Resource Room for easy access
- Posted on the school website
- Included in the school newsletter

This process ensures that all parents are informed, have the opportunity to provide input, and understand their roles in supporting student success, providing clear evidence of joint development and communication regarding the School-Parent Compact.

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?

The principal will ensure that required conferences with all parents include a discussion of the Parent Compact by integrating the compact into the pre-planning review for staff. During pre-planning, the principal will go over the compact and provide guidance on how to explain it to parents, including the use of appropriate language accommodations or translation services as needed.

To track implementation, a checkbox will be added to parent-teacher conference forms to confirm that the compact was reviewed and discussed. This will be a standard agenda item for all conferences. School administration will regularly review completed forms to verify that the compact is consistently addressed, that parents have had the opportunity to provide input, and that accommodations were used to ensure understanding. This process reinforces consistent communication, collaboration, and accessibility between the school and all families.

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.

RCSA Middle-High will provide the following evidence to demonstrate compliance with notifying parents about teacher qualifications:

1. Copy of Parent Notification - A letter sent to parents informing them if their child was assigned to or taught for four or more consecutive weeks by a teacher who is out-of-field, clearly listing the teacher(s) and the subject areas affected.
2. Out-of-Field Letters - Letters distributed to parents explaining which teachers are out-of-field, the subjects involved, and the plans or next steps the teachers will take to obtain the required certification.
3. Teacher List with Certification Areas - A comprehensive list of all teachers and their certification areas, provided to parents to ensure transparency regarding instructional staff qualifications.
4. Principal Attestation Form - A signed form from the principal confirming that all required notifications have been sent, verifying that the school is complying with state regulations regarding teacher licensure, effectiveness, and certification status.

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 2026</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Communicating with Parents	Admin	-Improved ability for staff to explain student learning progress and how to engage parents in supporting students.	September-December 2026	Sign-in sheets, evaluation sheets, follow up with teachers
Data Chats	Coaches & Admin	-How to talk with parents about their student's data. -How to use data to drive instruction.	September-December 2026	Sign-in sheets, evaluation sheets, follow up with teachers
Teachers Using Technology to Engage Parents in Curriculum and Assessments	Coaches & Admin	-Use of technology to engage parents	September-December 2026	Sign-in sheets, evaluation sheets, follow up with teachers

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 type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<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 for supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	RCSAMH uses some portion of the Title-I school wide budget and Title II fund to supplement instructional coaches to provide PD and support staff for their needs.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Teacher/Interventionists/paraprofessionals provide pull outs and push-ins to support students who show an academic need.

Schools may add lines as needed.