

2025 – 2026 Parent and Family Engagement Plan

James S. Rickards High School
School

| Meeting Date: | Approval Date: | Mid-Year Review: | End-of Year Review: |
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2025 – 2026 Parent and Family Engagement Plan

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| School Name | James S. Rickards High School |
| LEA | Leon County Schools |

I, Douglas Cook, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA.
- Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.


Signature of Principal

4-11-2025
Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

Response:

The mission of James S. Rickards High School is to produce graduates who have the academic and analytical skills and competencies to succeed on the local, state, national, and international levels who are responsible, self-supporting, and productive members of society.

Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1116].

Response:

James S. Rickards High School will continue to hold monthly School Advisory Council (SAC) meetings to involve and engage parents on all levels. SAC will review and provide feedback for the improvement, development, implementation, and evaluation of the School Improvement Plan (SIP), Comprehensive Needs Assessments, Title I Budget, and the Parent & Family Engagement Plan.

Coordination and Integration

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

| Count | Program | Coordination |
|-------|---|--|
| 1 | Title I, Part A-Improving Basic Programs Operated by Local Education Agency | Provide: <ul style="list-style-type: none">• Parent workshops and trainings on strategies that will support student achievement• Students with early intervention services and extension programs (Saturday/Summer School). |
| 2 | Title II, Part A-Supporting Effective Instruction | Provide: <ul style="list-style-type: none">• Professional development for staff on strategies to enhance instruction• Teachers and administrators with professional development on educational technology to improve instruction and student achievement |
| 3 | Title IV, Part B 21 st Century | Provide: <ul style="list-style-type: none">• Additional academic support, resources, and enrichment activities for students participating in the 21st Century program to improve and enhance academic achievement• Family Literacy services for parents and students |

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| 4 | Title I, Part D –Neglected & Delinquent Youth | Provide: <ul style="list-style-type: none"> • Parent workshops and trainings on strategies that will support student achievement • Students with early intervention services and extension programs (Saturday/Summer School). |
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Annual Parent Meeting

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

| Steps | Annual Title I Meeting(s) Activities/Tasks | Person(s) Responsible | Timeline | Evidence of Effectiveness |
|-------|---|--|---|---|
| A | Determine date for Annual Title I Meeting | Administration | August/September 2025 | |
| B | Prepare presentation, handouts, and agenda | Administration | August/September 2025 | Copy of: presentation, handout, agenda |
| C | Create notification informing families of the meeting (include translated versions) | Administration | August/September 2025 | Copy of: notification |
| D | Create sign-in sheet "Annual Title I Meeting" (include school name; date; location; time; parent/guardian's name; student name(s); phone number; email address; and role) and create evaluation | Administration | August/September 2025 | Copy of: sign in sheets, survey results |
| E | Distribute initial meeting notifications at least three (3) weeks prior to the meeting date | Administration Media Specialist Tech Con | At least three (3) weeks prior to the meeting | Copy of: notification, survey results |
| F | Distribute notices via various platform i.e. website; social media; marquee; Parent Portal; Remind, student agenda book | Administration Media Specialist Tech Con Teachers | One (1) week prior to the meeting | Copy of: notification, survey results |
| G | Conduct meeting and record minutes | Administration | August/September 2025 | Copy of: sign in sheets, agenda, minutes, survey results |
| H | Provide opportunities for feedback | Administration | August/September 2025 | Copy of: Parent Feedback forms, survey results |
| I | Complete and upload required documentation for compliance to SharePoint folder | Parent Liaison Compliance Contact | By September 30, 2025 | Copy of: notification, agenda, minutes, sign in sheets, presentation, handout, survey results |

Flexible Parent Meetings

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

Response:

James S. Rickards High School believes in the strength of parent and family engagement; therefore, we will work with parents' schedules and other obligations when scheduling parent-teacher conferences and meetings. James S. Rickards High School will schedule meetings before school, after school, during lunch, and on Saturdays. We understand the demands placed on our parents, who are solely responsible for the monetary well-being of their children while maintaining gainful employment. For this reason, we are flexible and will continue to offer virtual meetings via MS Teams, phone calls, emails, and home visits if needed. In extreme and rear situations, we will customize parent-teacher-student conferences to best fit the parents schedule.

Building Capacity

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

| Family Capacity Building: Content and Type of Activity | Person(s) Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|---|--|---|--------------------------------|--|
| Annual Title I Meeting | Administration | To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement | By September 30th | <ul style="list-style-type: none"> • Survey results • Attendance log • Agenda • Notification of Meeting |
| Orientation: provides an overview of JSRHS, including but not limited to Title I Programs and Curriculum. | Administration Curriculum Leadership Team | Provide students and parents an opportunity to learn more about James S. Rickards High School and the resources available for students' success | August 2025 | <ul style="list-style-type: none"> • Notification of Meeting • Agenda • Sign-In-Sheets • Survey Results • |
| Open House | Administrators Guidance Counselors Team Leaders Teachers | Parents can visit the school and become familiar with the policies, procedures, expectations, and test data. Parents and students become familiarized with the learning goals and teacher's mode of communication. When parents and teachers build rapport, we can expect desirable outcomes regarding student success. | September 2025 January 2026 | <ul style="list-style-type: none"> • Notification of Meeting • Agenda • Sign-In-Sheets • Survey Results |
| Individual/Group Consultation and | Administration Guidance Counselors | Meeting /collaboration between all stakeholders allows for the implementation | Ongoing | <ul style="list-style-type: none"> • Notification of Meeting • Agenda • Sign-In-Sheets |

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| Meetings with Parents (SAC) | Teachers Staff | of strategies to assist parents. When school and parents' partner, parents feel supported and are more involved in working with their students effectively. | | <ul style="list-style-type: none"> • Survey Results • Conference Feedback Form |
| Weekly FOCUS, CANVAS, Website, and Social Media Updates | Administration Team Leaders Principal's Designee | Focus, Canvas, Website, and Social media updates are designed to spotlight students' academic achievements and provide parents with pertinent information. These outlets increase parents' awareness of school and community activities. | Ongoing | <ul style="list-style-type: none"> • FOCUS/CANVAS • Social Media Post • School Website • School Climate Survey |
| Parent Workshops/ Conferences/ Meetings: to provide information on graduation requirements, FOCUS, CANVAS, and standardized testing requirements (B.E.S.T, F.A.S.T, International Baccalaureate, and Advanced Placement.) Requirements for: <ul style="list-style-type: none"> • Creativity, Activity, and Service (CAS) • Extended Essay • Dual Enrollment • National Collegiate Athletic Association (NCAA) • National Association of Intercollegiate Athletics (NAIA) | Administrators Guidance Counselors Team Leaders Testing Coordinator | Parents will gain knowledge of grade-level expectations, examinations, and available resources. When parents and students understand expectations and know how to use resources, parents can monitor students' academic progress, attendance, etc., which increases students' performance. | September 2025 (Ongoing) | <ul style="list-style-type: none"> • Notification of Meeting • Agenda • Sign-In-Sheets • Survey Results |

Staff Training

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

| Staff Capacity Building: Content and Type of Activity | Person(s) Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--|---|--|-----------------------|--|
| Annual Title I PFE Training | Administration, Parent Liaison, or Principal Designee | Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families. | By September 30, 2025 | <ul style="list-style-type: none"> • Parent survey results • School Climate survey results • Sample parent communication documents |
| Data Chats | Administration, Instructional Coaches, Teachers | <ul style="list-style-type: none"> • Teachers will utilize data from previous assessments to prioritize student grouping, inform instruction, and communicate effectively with parents regarding students' achievement levels • Effectively implement pacing guides • Review of standards • Develop Teacher Action Plan (TAP) • Identify target students • Analyze school/district progress monitoring. | On-going | <ul style="list-style-type: none"> • Progress monitoring assessment results • Benchmark assessment results • School Climate Survey |
| Monthly Faculty, Curriculum Leadership Team (CLT), and Department Meetings | Administration, Teacher Lead, Instructional Coaches, Teachers | <ul style="list-style-type: none"> • Collaboration to identify strategies and instructional practices to maximize student achievement • To develop staff knowledge and school-wide implementation to improve relationships, effectively communicate, and work with parents and students to create positive school-home relationship • Effective implementation of pacing guides • Review of state standards • Discuss progress monitoring | Ongoing | <ul style="list-style-type: none"> • Agenda • Sign-In Sheets • Presentation • Sample parent communication documents • School Climate Survey |

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| AVID Summer Institute | Administrators AVID Coordinator AVID/Regular Teachers | <ul style="list-style-type: none"> • Implementation of WICOR and other strategies to impact student academic performance • Provide professional development for teachers, ensuring that AVID strategies are implemented with fidelity. | June 2026 | <ul style="list-style-type: none"> • School-wide implementation of WICOR and other AVID strategies • Certificate of Completion |
| District Parent Involvement Meetings/Workshop | Principal's Designee | <ul style="list-style-type: none"> • Collaboration between all stakeholders. Parents who are involved in their children's education, children are most likely to excel in their academics. • Provide information including but not limited to resources available to implement parent/family programs in the school environment. | Ongoing | <ul style="list-style-type: none"> • Sign-In Sheets • Parent Survey Results • Presentation • Sample parent communication documents |

Other Activities

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

Response:

James S. Rickards High School will continue to secure literature and resources for parents and families to assist students in varying subject areas to achieve learning goals both at home and in the classroom. Parents can request materials deemed necessary to work with their students. Parents who struggle with finding activities/resources are encouraged to seek assistance from department chairs, the child's teachers, guidance counselors, the school social worker, the New Horizon counselor, the Parent Liaison, or any school site official with knowledge of the available resources. James S. Rickards High School aims to encourage and support parents and families in more meaningful engagements in the education of their child(ren).

Communication

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

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.

- If requested by parents, how will the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

Response:

James S. Rickards High School will share information about our Title I Program with our stakeholders, according to ESEA Section 1116. Parents will be provided information at our annual Title I Parent Meeting and subsequent SAC meetings regarding Title I programs, the curriculum, and academic assessments. Parents will receive ample and timely notification regarding the dates and times of these meetings. These meetings will allow parents to ask questions, formulate suggestions, and participate in decision-making to improve our current programs and plans.

James S. Rickards High School will continue to build positive relationships with our parent partners by offering many forms of communication, such as emails, website, flyers, FOCUS, CANVAS, social media posts, marquee, and PeachJar, to share with our community of learners. Our responsibility is to provide and share Title I information, academics, and school-related information with our student body and community. One of our priorities is to promptly share and distribute vital information to our parents, students, and community; to ensure that parents, teachers, students, and our stakeholders are well informed about our students' academic progress, development, and success. To help us maintain this goal, we have employed the following tools to ensure effective and continuous communication: website, telephone calls, emails, social media, FOCUS, CANVAS, daily announcements, marquee, and PeachJar. Furthermore, the Parent and Family Engagement Plan and Parent Compact will be displayed on the school's website, and a hard copy will be available to view in the Main Office.

Success will be measured using the Title I and School Climate Survey results, feedback from discussions in SAC meetings, parent input forms, and parent-teacher conferences. James S. Rickards High School will share the collected data with SAC for discussion, review, and updates. Additionally, a school-created parent survey will be developed and administered to gain input from parents regarding their concerns.

Curriculum and assessment data are shared with parents during, orientation, open house, parent-teacher-student conferences, grade-level meetings, SAC, and other scheduled parent meetings/workshops throughout the year. To increase the reading level for all students we have implemented the use of McGraw Hill Florida StudySync and Common Lit in our ELA classes, Power-Up Lexia in our AVID classes, and ELL Horizon for all classes. Our Math department uses McGraw Hill Florida Reveal and Alex to help students master benchmarks using instructional videos, workbooks, progress monitoring, and adaptive assessments and support. Our teachers will also implement Gizmo, Unify, ManageBac, and other approved assessment tools to enhance student's learning experience and assess students' learning.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

Response:

James S. Rickards High School will provide opportunities for parent/family involvement. Current and newly enrolled students' parents are encouraged to join the school family during orientation, open house, parent conferences, and throughout the school year. The SAC chair, the volunteer coordinator, and the mentor coordinator will recruit parents and community members for volunteering and mentoring as they enter the school. Administration, faculty, and staff support families and ensure materials needed to assist students/parents are readily available. Upon request, document translation is available; parents may also request additional resources from the ESOL coordinator.

Discretionary Activities (Optional)

The Parent and Family Engagement Plan includes the following discretionary activities that the District, in consultation with parents, chose to undertake to build parents' and families' capacity for engagement in the school and school system to support their children's academic achievement.

| Count | Content/Type of Activity | Description of Implementation Strategy | Person(s) Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|--|---|---|--|----------|
| 1 | Parent Workshops to engage parents/families on how to support their students and ways they can get involved. | To inform parents of expectations, curriculum, testing requirements, and ways to become involved | Administration, Guidance Counselors, Team Leaders | Inform parents of expectations and how to become involved. | Ongoing |
| 2 | Flexible Parent Meetings | Offer flexible times for parent meetings to provide parents with information to assist their student's academic and personal development. | Administration, Guidance Counselors | Provide information, resources, and strategies to parents to assist students both in school and at home. | Ongoing |
| 3 | ESOL Parent Workshops | Provide English support and resources for our ELL parents to assist in academic achievement and English language acquisition. | Administration ESOL Coordinator | Provide resources for ELL families to support their children. | Ongoing |

Barriers

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

| Barrier | Steps to Overcoming Barrier | Persons Responsible | Timeline |
|----------|---|--|----------|
| Language | <ul style="list-style-type: none"> Translate school communication, flyers, emails, FOCUS, etc., in parents' native language to ensure comprehension. Offer opportunities for parents to learn English and become involved in their student's education. | School Counselor District ESOL Department | On-going |

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| | <ul style="list-style-type: none"> • Provide translators or translator equipment during parent and family engagement events; provide translators/translation tools as requested. | | |
| Communication | <ul style="list-style-type: none"> • Post flyers on the school website; share flyers via FOCUS, CANVAS, Remind, etc.; promote events. • Provide parents with a brief description of available programs • Provide resources/materials for parents of ELL, ESOL, and SWD students to check out and use at home to improve communication. • Train school personnel on how to communicate and build positive relationships with parents effectively. | Administrators, Tech Cons, Teachers Parent Liaison | Ongoing |
| Meeting Attendance | <ul style="list-style-type: none"> • Integrate meetings and training with an event that features student performance or participation. • Consider Flex time for teachers and students. | Administration Teachers Sports/Club Sponsors | Ongoing |
| Transportation | <ul style="list-style-type: none"> • Provide transportation to and from parent engagement activities • Provide virtual, hybrid, flexible meeting times and a light snack or dinner when appropriate. | Administration Counselors Coordinators Parent Liaison | Ongoing |

Provide a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency and parents/families of migratory children)? [Section 1116].

Response:

James S. Rickards High School will offer opportunities for families with disabilities, ELL, or migratory children to become involved in the learning environment of their students. James S. Rickards High School will provide resource materials for SWD, ELL, and ESOL for parents to check out to assist in improving communication and if applicable, materials will be accessible in the parent's native language.

Evaluation of the Previous School Year's Parent and Family Engagement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116]. **Include participation data on the Title I annual meeting.**

| Count | Content and Activity Type | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|---------------------------|----------------------|------------------------|--|
| 1 | Annual Title I Meeting | 1 | 150 | To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement |

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| 2 | Parent Night: Sophomores & Juniors | 1 | 44 | Provide parents and students with grade level requirements, assessments, graduation, and college and career requirements. |
| 3 | Parent Night: Senior | 1 | 94 | Provide parents with information pertaining to their student's senior year, timelines, graduation requirements, test information, and assist with completing FASFA. |
| 4 | Parent Night: Freshmen | 1 | 32 | Provide parents and students with grade level requirements, assessments, graduation, and college and career requirements. |
| 5 | IB Open House | 1 | 49 | Provide parents with an overview of the IB program, requirements, and academic path. |
| 6 | Testing Information Night | 1 | 67 | Provide parents with information regarding the different tests their students will be partaking in. Introduce the new testing requirements and testing environment. Provide resources and strategies to assist students prior to testing. |
| 7 | Curriculum Night | 1 | | Provide an opportunity for parents and students to review, explore, and discuss information with teachers and counselors about course choices for the upcoming school year. |

Staff Training Summary

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

| Count | Content and Activity Type | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|-----------------------------|----------------------|------------------------|---|
| 1 | Annual Title I PFE Training | 1 | 78 | Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families. |
| 2 | IB/AP Workshop/Conference | 4 | 16 | Increase passing rate on IB exams. |
| 3 | Departmental Meetings | 12 | 715 | Increase content comprehension – strategies and techniques. |
| 4 | Faculty Meeting | 10 | 725 | Building rapport to increase opportunity for student success – (i.e., standard-based). |
| 5 | ELA Training/Workshops | 4 | 56 | Increase content. |