

# Title I, Part A 2021-2022 Parent and Family Engagement Plan for Island Coast High School

I, Michelle Cort-Mora, 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**

### **Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

### **Certifications**

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

### **School Parent and Family Engagement Policy**

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

### **Policy Involvement**

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, 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 schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

- a timely information about programs under this part;
- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

### **Shared Responsibilities for High Student Academic Achievement**

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- **parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;**
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;

- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Accessibility**

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

*M. Stoll*

*4/7/21*

Signature of Principal or Designee

Date Signed

**Parent and Family Engagement Plan**

In support of strengthening student academic achievement, **Island Coast High School**, receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

**The Island Coast High School** agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
  - Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) families play an integral role in assisting their child's learning;
    - (B) families are encouraged to be actively involved in their child's education at school;
    - (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

## **JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

**Island Coast High School will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.**

**Describe/list how families will be involved in the development of the school parent and family engagement policy and how families will be involved in the planning, review, and improvement of parent and family engagement programs including decisions on how funds for parental involvement will be used. (A Parent Involvement Plan Input form will be provided to you)**

**To involve families of Island Coast students in an organized , ongoing and timely manner we will do the following:**

**Hold SAC scheduled for the school year. These meetings will be communicated via School Messenger, email, social media, the school marquee and the website.**

**Teachers will be encouraged to post the invite in their Google Classrooms for parents to sign up for attendance.**

**Parents and staff will work together during SAC meetings to plan and approve our Parent Family Engagement plan, school Compact and Title 1 documents as needed.**

**Parent Surveys will be sent for each SAC meeting to the attendee following each meeting.**

**Parent Engagement Family Activities Surveys will be sent to all ICBS Families. The surveys will be in three languages: Spanish, English and Creole. Returned surveys will be analyzed and used in the development of the PFEP plan. Discussions will be documented in the meeting minutes..**

**A draft parent and family engagement plan will be presented to SAC for approval. A copy of all documents to be maintained in the Crate.**

**Island Coast High School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

**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, budget, curriculum used at each grade level, assessment used at each grade level, school grade, 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 (comment form provided) [Section 1116].**

Your annual Title I Meeting **MUST** be separate from any other event including SAC, Open House, Curriculum Night, etc.... A suggestion would be to hold on the same night but at different times. For example: SAC 5:30-6:00 and Annual Title I Meeting 6:00-7:00. Separate documentation for announcements, agendas, meeting minutes and sign in sheets titled "Annual Title I Meeting" must be submitted for compliance.

Island Coast will communicate and hold a Annual Title 1 meeting to all stakeholders at the onset of quarter 1. Documentation for this meeting will be uploaded to the crate and also stored in the Title 1 crate held at the school site. The meeting will be held in quarter 1 with emphasis on the following items:

**Purpose of Parent Engagement Family Plan including the budget and amount set aside for Parent Involvement**

**School Compact**

**Curriculum at Island Coast**

**Forms of assessments for our students**

**District/State assessment guidelines**

Throughout the year, SAC meetings will be held to continuously inform parents of items in the plan. Meeting times to be flexible in settings, days and times and communicated in the respective languages based on the times documented in the surveys. Parents will also be invited to ask questions, provide input and seek feedback.

## **COMMUNICATIONS**

**Island Coast High School will take the following actions to provide families of participating children the following:**

- **Timely information about the Title I programs**
- **Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.**
- **Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:**

**Describe/List how the parent and family engagement policy will be distributed to families and how the school is going to communicate with families including information about how the school will provide information related to school and family programs, meetings, and other activities to families in a format, to the extent practicable, and in a language that families can understand (multiple languages).**

**All notices will be sent to parents in at least two languages Spanish and English. Our Annual Title 1 Meeting will be held in September. Meeting times will be based on the information received from the Parent Surveys. Workshops will be held after normal school hours to facilitate schedules of our parents. Conferences for students will be scheduled to support the time suggested by the parents. Transportation and home visits will be considered as needed.**

## **SCHOOL-PARENT COMPACT**

**Island Coast High School will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.**

Describe/List the process the schools will follow to jointly develop with families a School-Parent Compact and how the Compact will be disseminated.

The drafted compact will be disseminated to all families via School Messenger for review. All parents will have the opportunity to review the compact. The drafted compact will be presented to SAC for approval in quarter 1. The approved compact will be posted on the school's website. Parents will receive their copy in the opening of school packet.

Additionally, a signed copy of the compact will be stored in the front office in the PFEP binder for the current year as well as stored in the crate.

#### **RESERVATION OF FUNDS**

**Island Coast High School** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

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 parental involvement will be used [Sections1116)].

**Island Coast High School** will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I programs. Parents will be surveyed using the Parent Input Form, in the designated language through the use of School Messenger. Additionally, parents will be invited through school newsletters, school messenger communications, marquee publications and flyers to attend the Title I meetings. The procedures for selecting this group will include the input of parents, staff members Title 1 meeting. Input from parents will be collected through surveys, affinity surveys, and open discussions. These communications will be flexible in format such as online, in person or on paper; allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to create a plan. The draft Plan will be created and reviewed during SAC meetings. During a scheduled Annual Title 1 meeting, the result from the survey will be shared with parents by the presiding staff as to how the Title 1 funds will be spent, and how the 1% set aside for Parent Involvement will be used. If there is additional input regarding the subject from parents, it will be documented in the minutes.



## COORDINATION OF SERVICES

Island Coast High School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

Describe/list how the school will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.

Island Coast Admin will collaborate and communicate in the newsletter the need for business partners. Admin will host a business partnership meeting to communicate the need to coordinate business and community support. Through this support, Island Coast will invite at least one business to the school each semester to share their resources with the school. The overseeing administrator will also determine how Island Coast may reciprocate to benefit the business partnership.

## Evaluation of the 2020-2021 Parental Involvement Activities

### 2020-2021 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.

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	Title 1 Annual Meeting	1	12	Parent input and awareness
2	Back to School Open House	1	850	Students orientation to their academic environment
3	SAC/PTO Meetings	8	52	Improvement of parent support for students' academics
4	College Nights	0	0	Seniors college sign up

5	FAFSA Scholarship Night	1	8	FAFSA Scholarship applications submitted
6	Student Assignment Choice Open House	1	88	Early school registration and academic selection
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		<b>Total:13</b>	<b>Total: 1010</b>	

### 2020-2021 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)].

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	New Teachers Monthly Trainings	1	12	Meetings were held one and one due to the pandemic to support new teachers embracing their effectiveness working with students.

2	Faculty Training: Cambridge School	1	82	Expose teachers to the Cambridge Plan for the upcoming School Year
3	Faculty Training on Google Classrooms		162	Increased use of technology in the classroom
4	Mental Health Training	1	75	Improve student's social and emotional needs
5	Advanced Placement Overview & Testing Plan	2	32	Provide structured lessons and preparation for testing
6	STAR Testing Training	2	164	Students more prepared for their assessments for progress monitoring
7	Classroom Instruction Training	0	0	Improve students learning in the classroom
8	Model Reading Classroom Visit	0	0	Teacher observation of classroom & the ability to replicate for students at Island Coast
9	Creating Seating Charts in Focus	1	78	
10	Cross Curricular PLC: Working with ESOL Students	2	22	
		Total:	Total: 545	

## 2020-2021 Barriers Summary

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 (Including the specific subgroup)- Be specific	Steps you put in place to overcome barriers - Be specific
1	Language barriers between teachers and the parents/guardians	Communications are sent home to reflect the languages spoken by students and their families: English, Spanish & Creole
2	Missing reliable contact information for students	School staff constantly seek numbers from students and communicate the information to the information specialist to update students' record. Parents encouraged to communicate with the school any change in their family demographics
3	Time for school activities coinciding with parents' work time.	Flexible meeting times used to support parents' schedule.
4	Parents unable to assist students due their lack of education	After school tutoring offered to students for core academics on evenings which buses are available to students for transportation.
5	Parents unable to assist students due their lack of education	After school tutoring offered to students for core academics on evenings which buses are available to students for transportation.
6	Lack of consistent residence	The school social worker does a check in with students to enable these students' wellbeing were being met.
7	Immigration status of parents	Encourage our ESOL staff to communicate with parents by phone in the respective language. Provide adequate for students in the learning environment through the ESOL para-professionals.
8	Lack of childcare for younger siblings	Consider childcare to parents while in attendance at meetings at Island Coast meetings
9	Parents holding numerous jobs hence not available despite flexible meeting times	Flexible meeting times utilized and social worker used for home visits.
10	Parents inability to access meetings held electronically	Hard copy communication sent home to parents

## **Evidence-Based Interventions/Strategies**

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- **Tier 1 –Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 –Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 –Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 –Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

## NEW 2021-2022 Parental Involvement Activities

### 2021-2022 Building Capacity Activities

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116]). 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 [Section 1116)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

**Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;**

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier (see previous page)	Cost Associated with Activity
1	Annual Title 1 Meeting	Admin	Provide information to parents about the Title1 program, about expectations and how they can support their children at home.	September	Tier 2  Whittaker, M & Hoover-Dempsey, K. (2013) School Influences on Parents' Role Beliefs. The Elementary School Journal 114, no. 1 (September 2013): 73-99.	\$400

					<a href="https://www.tandfonline.com/doi/abs/10.1080/13603120601174311">https://www.tandfonline.com/doi/abs/10.1080/13603120601174311</a>	
2	SAC Meetings	Admin	Provide parents with information and opportunities to participate in the decision making at the school	Monthly	<p>Tier 2</p> <p>Creating better schools through democratic school leadership*</p> <p><u>Diosdado M. San Antonio</u></p> <p>Pages 43-62   Published online: 14 Jan 2008</p> <p><a href="https://www.tandfonline.com/doi/abs/10.1080/13603120601174311">https://www.tandfonline.com/doi/abs/10.1080/13603120601174311</a></p>	\$0.00
3	Back to School Open House	Admin and Staff	Provide parents with pertinent information for students as they begin the school year.	September	<p>Tier 1</p> <p>Big Challenges in Preparing K-12 for the World of Work.</p> <p>Alyson Kleine, Feb 2020</p> <p><a href="https://www.edweek.org/teaching-learning/data-5-big-challenges-in-preparing-k-12-students-for-the-world-of-work/2020/02">https://www.edweek.org/teaching-learning/data-5-big-challenges-in-preparing-k-12-students-for-the-world-of-work/2020/02</a></p>	\$600.00

4	Cultural Day	Admin/ Staff	Embrace cultures of students in the school to support a harmonious culture among students and staff.	Quarter 3	Tier 1 Wegmann, K.M. & Bowen, G. L (2010) Strengthening connections between schools and diverse families: a cultural capital perspective <a href="https://go.gale.com/ps/anonymous?id=GALE%7CA259750110&amp;sid=googleScholar&amp;v=2.1&amp;it=r&amp;linkaccess=abs&amp;issn=10864385&amp;p=AONE&amp;sw=w">https://go.gale.com/ps/anonymous?id=GALE%7CA259750110&amp;sid=googleScholar&amp;v=2.1&amp;it=r&amp;linkaccess=abs&amp;issn=10864385&amp;p=AONE&amp;sw=w</a>	\$800.00
5	Parent Conference Review Meetings	Admin/Teachers	Help parents understand the content students are learning and get their support in their child's education	Quarters 1, 2, 3, 4	Tier 1 Parent-Conferences <a href="https://kidshealth.org/en/parents/parent-teacher-conferences.html">https://kidshealth.org/en/parents/parent-teacher-conferences.html</a>	\$400
6	Transition Workshops	MTSS Coordinator	Help to get incoming grade 9 students ready for high school and transition to the workforce and tertiary studies	Quarters 3 & 4	Tier 1 Working with Students and Parents to Improve Freshman Retention <a href="http://www.pitt.edu/~budny/transition.pdf">http://www.pitt.edu/~budny/transition.pdf</a>	\$495.00
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## 2021-2022 Staff Training Activities

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier
1	Pre-School Nuts and Bolts	Admin and Staff	Teachers will be prepared to lead students through the preschool process thereby supporting students to feel welcomed to school	Pre- School	Tier 1 How Teachers Can Prepare for a Different Kind of School. <a href="https://www.edweek.org/teaching-learning/data-5-big-challenges-in-preparing-k-12-students-for-the-world-of-work/2020/02">https://www.edweek.org/teaching-learning/data-5-big-challenges-in-preparing-k-12-students-for-the-world-of-work/2020/02</a>
2	AVID Training	AVID Admin	This training target specific strategies to support our students in writing, inquiry, collaboration organization and reading.	Pre- School	Tier 1 When students are Engaged, Students Succeed <a href="https://www.avid.org/AVID-effect">https://www.avid.org/AVID-effect</a>
3	Cambridge at Island Coast	Cambridge Coordinator	Provide rigorous learning environment for our students	Quarter 1	Tier 2 Five Reasons Cambridge is great for you. <a href="https://www.topuniversities.com/blog/5-reasons-cambridge-great-students">https://www.topuniversities.com/blog/5-reasons-cambridge-great-students</a>

4	New Teacher Welcome	APPLES Coordinator	Embrace new teachers in supporting students with the expectations required to be successful	Pre School	Tier 2 Welcoming New Teacher: Tales from Outside the classroom.  <a href="https://www.topuniversities.com/blog/5-reasons-cambridge-great-students">https://www.topuniversities.com/blog/5-reasons-cambridge-great-students</a>
5	Restorative Practices in the Classroom	Admin	Create classroom environment that is conducive to learning for all students	Quarter 2	Tier 1 Can Restorative practices in School Make a Difference?  <a href="https://www.topuniversities.com/blog/5-reasons-cambridge-great-students">https://www.topuniversities.com/blog/5-reasons-cambridge-great-students</a>
6	Providing Rigorous Learning Experience	Admin	Increased usage of learning strategies considered to be high yield strategies by students	Quarter 3	Tier 1 Rigor in the Classroom. A case study of grading differences, Teacher characteristics for improved practices  <a href="https://www.topuniversities.com/blog/5-reasons-cambridge-great-students">https://www.topuniversities.com/blog/5-reasons-cambridge-great-students</a>
7	Communicating with our Parents	Admin	Students becoming more aware of the collaboration existing between the home and the school	Quarter 4	Tier 2  Communicating with Parents: Strategies for Teachers  <a href="https://eric.ed.gov/?id=EJ794819">https://eric.ed.gov/?id=EJ794819</a>
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