**John Hopkins Middle School**

**Parent and Family Engagement Plan**

I, Carlmon Jones, 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 9101(32), ESEA;
* Involve the parents 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 [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
* 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 plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parent and family engagement plan [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent 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)];
* Provide each parent 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

|  |  |
| --- | --- |
| **Signature of Principal or Designee**  | **Date Signed** |

**Mission Statement**

Parent and Family Engagement Mission Statement (Optional)

|  |
| --- |
| **Response:**The John Hopkins school community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships.Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:* Explanation of the purpose of the parent and family engagement program;
* Description of what will be done; and
* Description of the beliefs or value of the LEA.
 |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

|  |
| --- |
| **Response: John Hopkins Middle** School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.Strong responses include:* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* Information on how the school will provide other reasonable support for parent and family engagement activities under section 1118 as parents may request [Section 1118(e) (14)].
 |

**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 VI [Section 1118(e)(4)].

|  |  |  |
| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP. |

Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**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 (schoolwide or targeted assistance), Adequately 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 1118(c)(1)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | Principal and Assistant Principal | September, 2020 | Title I audit box housed in the 6th grade office and documentation will be uploaded to electronic audit box |
| 2 | Stand Alone Annual Title I Parent Meeting | Assistant Principal | September, 2020 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | Assistant Principal | August, 2020 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal and Assistant Principal | August, 2020 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal, teachers, and Assistant Principal | August, 2020 | Flyer with date of dissemination and posting on school website |
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal and Assistant Principal | August, 2020 | Copies of agendas, PowerPoint presentation, and handouts |

Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

|  |
| --- |
| **Response: John Hopkins Middle** School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year. |

Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parent and family activities, 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 1118(e)]. 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 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title 1 Meeting | Principal and Assistant Principal | Inform parents about Title I including federal funding, Title I requirement, Title I budge, Parent & Family engagement, LEA plan, Parents Right to Know, Title I compact. | September 2020 | Sign-in sheets, handouts, agendas, and presentation materials. |
| 2 | Back To School Night  | Principal and Assistant Principal | Assist parents and students with getting to know the school-wide and classroom expectations, as well as the academic and behavioral expectations, so that their child(ren) will be successful during and after school.  | September 2020 | Sign-in sheets, handouts, agendas, and presentation materials |
| 3 | Parent Universities  | Principal, Assistant Principals, Curriculum Coaches, and Grade Level Teams | Parents will have an opportunity to meet with Administration, Instructional Coaches, and teachers to gain specific information about academic and behavioral performance that is specific to their child; review data and discuss ways to help their child be successful; Obtain specific information as it relates to FSA assessments and performance | October 2020-April 2021 | Flyer, Sign-in sheets, handouts, agendas, and presentation materials |
| 4 | Parent /Teacher Conferences | Teachers | Parents will be invited to meet with teachers to get more specific information on their child’s academic and behavioral performance | September 2020-April 2021 | Sign -in sheets and conference notes, Snap shot of Guidance Counselor calendars |
| 5 | Achievement Night | Principal and Assistant Principal | Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement in literacy across all content areas to support 100% gains on ELA FSA . | January 2021 | Sign-in sheets, handouts, agendas, and presentation materials |
| 6 | Parent-Principal Round Table Meeting: SAC / PTSA  | Principal; PTSA/SAC committee  | Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include various topics that impact the school, ie: highest student achievement, making learning gains in math, science and reading; Internet & Social Media use..etc. | September 2020- April 2021 | Sign-in sheets and handouts |
| 7 | Black History Night-Footsteps Through History | Trojan Staff | Parents will have the opportunity to learn about African American History and to celebrate their contributions. | February 2020 | Flyer, Sign-in sheets |
| 8 | Multicultural Night | Trojan Staff | Parents will have the opportunity to engage with the John Hopkins Trojan Staff in a night that embraces diversity | October 2020 | Flyer, Sign-in sheets |
| 9 | Discovery Night | Principal and Assistant Principal | Parents will have the opportunity to learn more about John Hopkins Middle School’s magnet programs, school resources and programs.  | December 2020 | Flyer, Sign-in sheets, Handouts  |
| 10 | Expo / Orientation Night | Principal and Assistant Principal | Parents will have the opportunity to learn more about John Hopkins Middle School including, but not limited to, academic courses, behavioral support, magnet programs, elective courses, sports, clubs, school and community resources, community partners and how they can help their students have a positive transition from Elementary School to Middle School. | March 2021 | Flyer, Sign-in sheets, handouts |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Review Rubric:**
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, parent and family engagement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Staff Training**

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)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Content PLC Meetings | Principal, Assistant Principals, Instructional Coaches, Teacher Leaders  | Improve the ability of staff to work effectively with parents. | August 2020- May 2021 | Conference agenda, PLC notes/ sign-in sheets, and other appropriate documentation as required |
| 2 | Professional Development to help support Students with Disabilities  | ESE Staff Developer, ESE Team, Coaches, Administration | Improve student engagement and academic & behavior success of all students, esp. students with special needs, with engagement strategies, scaffolding, differentiation, and inclusive practices | August 2020- May 2021 | PLC meeting notes; sign in sheets; Achievement Score;, WT data |
| 3 | Equitable Practices & Culturally Relevant Training | Administration, Trojan Staff | Improve student achievement (behavioral & academic) by Implementing equitable grading with a focus on standards mastery as opposed to grading for compliance and by teachers creating a Culturally relevant learning environment where teachers use methods to encourage each student and to relate course content to his or her cultural context. | August 2020-May 2021 | PLC notes, sign in sheets, Presentation materials, WT data collection |
| 4 | Collaborative Planning | Instructional Coaches, Trojan Staff | To improve academic achievement through vertical and horizontal planning with content teams to help bridge the learning gaps | August 2020-May 2021 | Sign in sheets, PLC notes |

**Review Rubric:**

Content and type of activity including the following:

* Valuing of parent and family engagement,
* Communicating and working with parents,
* Implementation and coordination of parent and family engagement program,
* Building ties between home and school, and
* Cultural sensitivity;
* Identification of person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**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 [Section 1118 (e)(4)].

|  |
| --- |
| **Response: John Hopkins Middle** School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication |

**Review Rubric:**
Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Communication**

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* 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[Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

|  |
| --- |
| **Response: John Hopkins Middle** School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back-2-School Knight and **stand-alone Annual Title I Meeting**, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. |

**Review Rubric:**
Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

|  |
| --- |
| **Response:**John Hopkins Middle School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. |

**Review Rubric:**
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Discretionary Activities**

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

**Review Rubric:**
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Upload Evidence of Input from Parents (into the Audit Box KIA Folder)**

Upload evidence of parent input in the development of the plan

**Upload Parent-School Compact** **(into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact in all languages represented at school site.

**Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

**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 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Multicultural Night  | 1 | 53 | Parents had the opportunity to engage with the John Hopkins Trojan Staff in a night that embraces diversity in order to connect with the school |
| 2 | Black History Night-Footsteps through History | 1 | 163 | Parents had the opportunity to learn more about African American History and celebrate their contributions. |
| 3 | Discovery Night | 1 | 250 | Parents had the opportunity to learn more about John Hopkins Middle School’s magnet programs, school resources and programs. |
| 4 | Expo / Orientation Night | 1 | 200 | Parents had the opportunity to learn more about John Hopkins Middle School including, but not limited to, academic courses, behavioral support, magnet programs, elective courses, sports, clubs, school and community resources, community partners and how they can help their students have a positive transition from Elementary School to Middle School. |
| 5 | PTSA/ SAC | 6 | 81 | Parents were able to meet with the Principal and school staff to discuss school issues and collaboratively work towards academic achievement and student success. |
| 6 | Annual Title I Parent Meeting | 1 | 186 | Parents were able to learn what it means to be a Title I school, where to find important information and how to get involved. |
| 7 | Back to School Night | 1 | 186 | Parents were able to become familiar with the school-wide and classroom expectations as well as academic and behavioral expectations, so that their child(ren) will be successful during and after school.  |
|  |  |  |  |  |
|  |  |  |  |  |
| 8 | Parent / Teacher Conferences | 100 | 60 | Parents had the opportunity to meet with individual teachers and school staff to discuss academic and behavioral performance.  |
|  |  |  |  |  |

**Review Rubric:**
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**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 1118 (e)(3)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Ongoing PLC's with Instructional Coaches | 36 | 60 | Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom. |
| 2 | 40 & Out Trainings  | 13 | 130 | Led by the ESE staff developer, instructional coaches, and teacher leaders to give teachers strategies to best serve John Hopkins’ students.  |
|  |  |  |  |  |
|  |  |  |  |  |

**Review Rubric:**
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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 1118(a)(E)].

|  |  |  |
| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lack of parent involvement at Title I meetings and events (African American, economically disadvantage) | Offer alternate meeting times periodically throughout the year; posting information on the website; discuss during SAC / PTSA meetings. |
| 2 | Unable to contact parents/multiple calls from several teachers in one day(African American, economically disadvantage) | Structured cross content teams with time built in to work with parents through parent calls, emails, conferences, and home visits. |
| 3 | Parents unable to get information on what is happening in their child’s classes (economically disadvantage) | Cross content team send home quarterly newsletters with information on class content, testing, field trips and other relevant information. Use the school messenger system to contact parents via the phone & email. Send progress reports home via hard copy and email. |

**Review Rubric:**
Strong responses include:

* Identification of barrier which hindered participation by parents in parent and family engagement activities (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); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement plan described in Section 1118.

**Best Practices (Optional)**

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

|  |  |  |
| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |

* **Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.