

Osceola Middle School Title I, Part A Parent and Family Engagement Plan 2020–2021

I, **Sean Downing**, 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 projects, 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 ESEA Section 8101;
- ✓ Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
- ✓ Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
- ✓ Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan [Section 1116(c)(3)];
- ✓ Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
- ✓ If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- ✓ Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- ✓ Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
- ✓ Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

Signature of Principal or Designee

Date Signed

Summary of 2019–2020 Family Engagement and Needs Assessment

This process will help your family engagement committee (which includes parents and other stakeholders) make data-driven decisions about plan implementation for the upcoming year.

Family Engagement Fiscal Overview		
Total Parent & Family Allocation for 2019–2020	Total Family Engagement Funds Expended during 2019–2020	Total Family Engagement Funds Remaining
\$2,224.00	\$1,324.31	\$899.69
If you have remaining funds, explain why they were not fully expended?	The school had several events that were not held, due to the COVID 19 related shutdown during the 4th 9 weeks of the school year.	

Building Capacity Summary (2019–2020)		
Family Engagement Data Tracker		
Bring Dad to School Day	121	Highest Attendance Yet! No survey distributed.
Parent Event 2–6th Grade Orientation	150	<code><iframe src="https://www.facebook.com/plugins/post.php?href=https%3A%2F%2Fwww.facebook.com%2FOsceola.Middle.Okeechobee%2Fposts%2F1953730804728250&width=500" width="500" height="726" style="border:none;overflow:hidden" scrolling="no" frameborder="0" allowTransparency="true" allow="encrypted-media"></iframe></code>
Parent Event 3–Goal Setting BBQ	15	This Was a Rainy Afternoon, So Participation Was Limited. Feedback to PFEP Plan Goals Shared on Sticky Notes on Display Boards.
Parent Events x2: DC Trip Information Nights	169	Successful DC Trip...54 8th grade students attended the trip this year!
Parent Event 5: Annual Title I Parent Meeting and AVID Signing Night	76	Good participation. No survey distributed. Q/A provided; however, not recorded.
Parent Event 6: Family Science Night	164	Highest Attendance Yet! No survey distributed.
Parent Event 7: Family Math Night	0	COVID 19 Shutdown Prevented This
Parent Event 8: Family Social Studies Night	0	COVID 19 Shutdown Prevented This
Parent Event 9: Family ELA Night	0	COVID 19 Shutdown Prevented This
Only activities that were included in your school's 19–20 Parent and Family Engagement Plan have been listed. If an activity wasn't held, a zero should be included in the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.		

Staff Family Engagement Training Summary (2019-2020)

Name of Training (add all trainings from the 19-20 school year)	Number of Participants (this number should equal the number listed on sign-in sheets)	Results (How do you know this training session was successful? Include data and/or survey results)
NWEA Reading, Proctor, Reports, MAP Training	17	This included all ELA teachers, 2 reading inclusion (ESE) teachers, 1 literacy coach and 2 admins. Our school started the year with 43% proficiency on spring, 2019 Reading FSSA. Adjusted for students leaving our school and entering for the new school year, that figure was set at 46% as a baseline for the NWEA Reading Pilot. By the mid year (2nd) screener in December, the school's projected FSSA according to NWEA was 49%. The COVID 19 shutdown then occurred. OMS had high hopes to exceed 50% Reading proficiency for the first time! No state testing was administered, due to COVID 19 shutdown.
Edmentum Exact Path Proctor, Reports & Learning Path Training	32	This included all ELA and Math teachers, 4 inclusion (ESE) teachers, 2 coaches (math and literacy) and 2 admins. Exact Path training for Reading was valuable in supporting RTI response in Reading, based on the NWEA results uploaded to Edmentum. See data shared above for NWEA Reading. For Math, NWEA was not used. The percent of students passing the FSSA and/or EOC assessments in Algebra and Geometry in the spring of 2019 was 62%. This was adjusted to 63% for students physically present in the fall of 2019. By December of 2019, the school did not have an estimated FSSA proficiency percentage, as this is not reported by Edmentum. NWEA will be implemented in 2020-21 to include Math, so that this may be possible. COVID 19 shutdown resulted in no state testing in the spring of 2020, which means there is no comparative data this year, unfortunately.
Mental Health First Aid Team Training	5	All members of the school level team, including the new counselor were trained. The school's team implemented the new protocol effectively, and responded appropriately to all circumstances reported, and documented everything in accordance with the district's plan. Other teachers who had not yet completed the requirement also finished the training this year!
MTSS Team Training	48	Training was conducted with all admins, counselors and teachers at OMS by the Mental Health Director for the district. MTSS was implemented effectively for Behavior and Mental Health Universal Screener students determined to be Tier 2 or 3. Academic MTSS was implemented in Reading only for Tier 2 students via Edmentum Exact Path, and for a select group of ESE students at Tier 3 level. Academic MTSS will be a critical focus area for the coming year (2020-2021) as the district works with Branching Minds to revise the

		manual and to implement a more comprehensive and consistent plan for K to 12.
Accelerated Reader Training	0	The ELA Department at OMS did not implement the AR program this year, given the NWEA and Exact Path initiatives taking up so much time and effort.
Only training sessions that were included in your school's 19-20 Parent and Family Engagement Plan have been listed. If a training wasn't held, a zero should be included in the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.		

Parent & Family Engagement Plan (PFEP)

Osceola Middle School shall 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 subsections (c) through (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. [Section 1116(b)(1)]

The review and development of the PFEP is held at the end of the school year as an evaluation of your school's family engagement process. This is also an opportunity to connect with parents to start planning for the upcoming school year.

2	Explain the role of parents in the review and revision of the PFEP?	The school seeks parent input frequently via a series of sponsored events and active committee meetings of the School Advisory Committee (SAC) and the Family Engagement Committee (FEC). All Title I events and meetings are documented by sign-in sheets and an agenda. Committee meetings will also be documented via summary notes and/or minutes. The SAC and FEC are responsible for reviewing the annual school climate survey, planning for use and application of FE budget/funds, and any needed changes or updates to the PFEP. The PFEP will be developed using parent input from the annual district-sponsored (by-school) climate survey, a meeting of the FEC in early June annually, and input collected during fall events in August and September, like the annual goal-setting barbeque and the first SAC meeting of the school year.
3	When will your school distribute and explain the 2020-2021 PFEP to parents and family members?	The 2020-21 PFEP will be made available on the school's website in early August of 2020 and copies in English and Spanish will be placed on the office counter at the same time for public inspection and acquisition. The PFEP will also be explained at the Annual Title I meeting in early September.
4	Identify the various formats your school will use to distribute the	The formats to be used for distribution of the PFEP for 2020-21 are: school website, mass email accounts to students, copies

	2020–2021 PFEP?	in two languages on the office counter, a summary brochure of events/happenings and student supports will also be made available at the aforementioned locations and on the OMS Facebook Page.
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Osceola Middle School shall 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. [Section 1116(c)(3)]

5	Describe how parents participate in developing the family engagement program and activities.	As previously described, parents are invited to the annual PFEP work session in early June. The Principal posts invitations in the Warrior Weekly Newsletter and the Assistant Principal follows up by ensuring parent representation on the group. Parents are also invited to provide feedback on the annual district (school by school) survey. Results of the survey are considered during the annual planning committee work session in early June. Parents are also afforded opportunities to provide input at engagement events, both formally and informally throughout the school year.
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6	Explain the role of parents when developing the schoolwide program.	Parents participate as described above, as well as in the School Improvement Planning (SIP) process through involvement in the School Advisory Committee (SAC) and the Parent & Family Engagement Planning Committee (PFEP). Major annual school-wide focus areas are determined via these processes in combination with district level initiatives related to the strategic plan, and needs assessment data analysis conducted during annual "reflection" meetings hosted by the Principal.
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Annual Title I Meeting

Osceola Middle School shall 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. [Section 1116(c)(1)]

7	When and where will the annual Title I Meeting take place?	The annual Title I Meeting will take place on Thursday, September 10th at 6PM in the OMS Gymnasium.
8	How will parents be notified about the annual Title I meeting?	The school will notify parents of the annual meeting via posting on the website events calendar, the school's Facebook page, by mass email, verbal and text announcements via Sky Alert, and via the Warrior Weekly Parent Newsletter.

9	Who is responsible for conducting the annual Title I meeting?	The Principal is ultimately responsible for conducting the annual Title I meeting. The Principal is assisted by the Title I Coordinator, or the Assistant Principal. Interpretive assistance is also provided by the school's Migrant Advocate.
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Flexible Meetings

Osceola Middle School shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. [Section 1116(c)(2)]

10	Describe the types of meetings your school will offer parents.	As the school does not host specific universal parent conference nights, every effort is made to explain the parent and school compact, and available student supports via staffing meetings called by parents or teachers, or teams of teachers. The school does the same during ESE meeting related to referrals, annual and triennial IEP meetings. This is a standard agenda item during these meetings to ensure integration of effort. Of course, there is also the annual meeting in early September, and various events held throughout the year in accordance with this plan. These include barbeques, content-focused nights, committee meetings as previously described and one to one meetings with admins, counselors and teachers anytime a parent requests one.
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11	Describe the flexible meeting schedule your school will offer parents.	IEP meetings and staffing/progress meetings are scheduled at the parent's convenience. The annual meeting and content focus meetings are held in the early evening. The SAC meetings are held early in the evening, Counselors, coaches, advocates and administrators are available for parent drop in meetings virtually at any time. OMS staff members will be very responsive to parent requests for meetings.
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12	How will your school assist with transportation, childcare, or home visits when requested?	Generally, there is no district source for transportation to evening meetings or events; nor is transportation provided to parent meetings held during the school day; however, if a parent requests assistance, members of the administration and the Migrant Advocate will find ways to help a parent to attend. All members of families are welcomed and included in after school events and meetings. Parents are completely free to bring anyone they wish to any meeting or event at OMS. Home visits are often made by the Advocate, the Dean, a Counselor, an Administrator, or the School Resource Officer.
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Communication

Osceola Middle School shall provide parents of participating children—

- A. timely information about programs under this part;
- B. 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 the challenging State academic standards; and
- C. 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. [Section 1116(c)(4)]

13	Describe how your school will provide timely information to parents about Title I, Part A programs and activities throughout the school year?	<p>Parents are informed about all Title I programs at the Annual Title I meeting in September. The school will then send out automated phone calls, emails and texts to all parents at least twice before each planned event. A newsletter with the primary purpose of informing parents of out of field teachers will also contain event reminders. There are two of these published each year; one in each semester. The Principal publishes a "Warrior Weekly" newsletter with updates and reminders that are shared via email and Facebook. Parents of students who need academic assistance are invited via personal letter by the literacy coach/SAI Coordinator for the school. There is a formal screening process for this that works in synchronization with the MTSS process at the school. Progress reports and report cards are provided during and after each 9 week period, in accordance with district policy. Parents may request staffings to conference with teachers at any time they deem necessary.</p>
14	List the tools and resources you will use to provide timely information to parents about Title I, Part A programs and activities throughout the school year.	<p>Warrior Weekly Newsletter, Sky Alert Voice, email and text messaging, school website, bi-annual OOF newsletters, personal letters, IEP and staffing (parent/teacher conference) meetings, daily announcements via Warrior Broadcasting, and via brochures and documents made available in the school's main office. Progress reports and report cards are provided during and after each 9 week period, in accordance with district policy. Parents may request staffings to conference with teachers at any time they deem necessary.</p>
15	Give a description and explanation of the curriculum used at your school.	<p>All students are taught using state-approved learning standards organized into content area learning maps with defined scopes and sequences. This is tier 1. Students needing extra instruction at tiers 2 or 3 are supported using the RtI/MTSS intervention models, tutoring or differentiated instruction provided by their teachers, and via a before and after school SAI tutorial program. All students have access to Edmentum's Exact Path program for ELA and Math, and Study Island for Science and Social Studies. Formal MTSS plans for students with multiple EWS indicators are designed and implemented, along with specific tiered instructional plans in the core content areas.</p>

16	Give a description and explanation of the forms of assessment your school uses to measure student progress.	The school uses a variety of assessments that are formative and summative in purpose. These include: NWEA Reading screener 3x per year, Edmentum Math screener 3x per year, common unit assessments in the core subject areas and a mid and end of quarter exam in ELA at all levels. In the classroom, teachers employ AVID and other strategies such as transition and exit tickets, quizzes, tests and demonstrative projects to assess student attainment of the learning objectives and standards. OMS also of course participates in all state-required annual testing, including FSA Math, FSA Writing, FSA Reading, Civics EOC, Algebra and Geometry EOC and FCAT Science. Results are incorporated into annual school wide objectives and plans associated with school improvement.
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17	Give a description and explanation of the achievement levels students are expected to obtain.	Ultimately, OMS seeks to ensure that all students meet or exceed state-determined pass rates (3 or higher) for proficiency in Reading, Writing, Math, Science and Social Studies. In addition to this, acceptable pass rates for all courses are established by the Okeechobee School District's Progression Plan. A minimum score of 60% is required to achieve a "D" and students must successfully pass at least three of four academic quarters each year in ELA, Math, Science and Social Studies in order to progress from middle school to the 9th grade. These realities stated, OMS believes in growth for all students, and considers its essential mission to assist students to grow as much as possible from whatever status or achievement point they may be presently at.
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18	What decision-making opportunities are available for parents at your school?	Parents are encouraged to complete the Title I and School Climate surveys on an annual basis to provide feedback on all of the school's educational programs. This feedback and any other parental input provided at events held throughout the year are taken into consideration when planning programs and services for the following year. OMS parents are involved at the school and district levels on school improvement and strategic planning committees, and they are always encouraged to advocate for their students in terms of academic placement and vocational or other offerings provided by the school.
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19	How will the school communicate opportunities for parents to participate in decision-making?	Advertising via the methods, tools and forums previously described...in particular related to IEP, MTSS, Conferencing and the formal committees described herein (ie. SAC, & PFEP).
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If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. [Section 1116(c)(5)]

20	Briefly describe how and when the schoolwide program plan is explained to parents. Also, how will your school address	As previously described, the program is explained at annual Title I meeting, and via published documents required by the Title I Program. If parents have negative comments, give the comments to the principal who will present them to the district
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unsatisfied parents?	office.
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Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, **Osceola Middle School** shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. [Section 1116(e)(1)]

21	Name of Activity	Resources planned to assist parents	Actions planned to assist parents
	Title I Annual Meeting & AVID Signing Night	Presentation Powerpoint in English and Spanish, Parent Survey Forms, Sign In Forms, Pens	Present All Required School Information, Including Performance Data, Supportive Programs, Assistance Options, Conduct Q&A, Collect Survey Responses
	Family Science and Math Nights (may be one event)	Science Kits, Hands-on Station Materials for Parent Participation Program Standards Handouts, Sign-In Forms, Parent Survey Forms, Pens	Conduct Stations to Demo Learning With Active Parent Participation, Collect Survey Responses
	Family ELA & Social Sciences Nights (may be one event)	Handout Materials and Presentation Powerpoint, Sign-In Forms, Parent Survey Forms, Pens	Conduct Stations to Demo Learning With Active Parent Participation, Collect Survey Responses
	Open House	Provide Handout on Skyward Access to Monitor Grades, Attendance, Progress, Sign-In Forms, Parent Survey Forms, Pens	Conduct Tech Support Station to Help Parents With Access & Understanding, Collect Survey Responses
	6th Grade Orientation for Parents	Program & Support Info Brochure Presentation Powerpoint, Sign-In Forms, Parent Survey Forms, Pens	Present School Program & Support Information and Provide Handouts, Collect Survey Responses
	Mom's & Muffins / Dad's & Donuts (any guardian) (may be one event)	Food, Drink, Sign-in Forms, Parent Survey Forms, Powerpoint Presentation, Pens	Present Purpose & Support Info, Mingle, Visit Classrooms, Collect Survey Responses

Osceola Middle School shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. [Section 1116(e)(2)]

22	Name of Activity	Resources planned to assist parents	Actions planned to assist parents
	SAI Parent Info Session (by invitation)	Edmentum Diagnostic, NWEA Diagnostic, Powerpoint, Sign-In Roster, Parent Survey Forms, Pens	Demonstrate Exact Path to Parents and Conduct Training on Use
	NWEA & Exact Path Parent Info & Training Session (All)	NWEA Results, Exact Path Pathways, Powerpoint, Sign-In Roster, Parent Survey Forms, Pens	Conduct parent training on how to read and interpret screener reports and provide strategies for helping their students (Math, ELA, Science)
	Mental Health and Social Emotional Learning Session (All)	Universal Screener, Branching Minds-MTSS Academic & Behavior Info, PBIS, Safety Plan Sample, 2nd Step Demo, Ripple Effects Demo, School Counselors, District Counselors, Behavior Interventionist, Dean, SRO, ESE Support Specialist, Other community resources, Sign-In Forms,, Parent Survey Forms, Pens	Present a comprehensive overview of student support wrap around services related to MTSS...PBIS, Academic, Mental Health...school based and community-based, collect parent surveys

Osceola Middle School shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. [Section 1116(e)(3)]

23	Name of Activity	List activities planned (such as book studies, PLCs focusing on family engagement, on-site PD, training venues)	Describe the role of parents when developing training sessions
	BEST / New Florida Standards Training	Department and Grade Level Training Sessions by Academic Coaches During Weekly PLCs...ongoing throughout the year (normally Wednesdays)	Parents may have input on suggested training focus in planning; provide input on what they want/need to know about the process Florida/Okee/OMS will be going through.
	Mental Health School Team Member Training	New Counselor Addition-Full Program and Refresher for Dean, Admins, SRO, Counselor	Parents may have input on suggested training focus in planning; provide input on what they want/need to know about the process Florida/Okee/OMS will be going through. Potential for parents to help with role-play here or sharing stories of impact importance.
	NWEA Training	Proctoring Basics- Science & Math; Proctoring Refresher-ELA, Advanced Reports and Advanced Differentiation Lesson Planning for ELA, Reports and Planning Basics for Science and Math Teachers	Parent participation in PFEP planning process; SAC Committee for School Improvement Plan Development; Parents can be used to role play communicative and explanatory aspects of the features of these reporting and educational tools so

		teachers can practice with them.
Exact Path/Edmentum Study Island Training	Refresher and On-going support for all ELA, Math, Science, Social Studies Teachers, Coaches, Admins	Parents may have input on suggested training focus in planning; provide input on what they want/need to know about the process Florida/Okee/OMS will be going through. Potential for role-play here using parents in the process.
Branching Minds Training & MTSS Manual / Process Training	All Teachers, Admins, Counselors, Paras, Coaches...Comprehensive MTSS Management Program	Parents may have input on suggested training focus in planning; provide input on what they want/need to know about the process Okee/OMS will be going through. Potential for role-play here using parents in the process. Also parents may share stories of impact importance.

Osceola Middle School shall to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities that teach parents how to help their children at home, including but not limited to, other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. [Section 1116(e)(4)]

24	Name of Program	List examples of coordination and integration with other programs (examples of coordination)
	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP
	Title I, Part C	Migrant Advocates – Services include translation, home visits, referrals to outside agencies, ensuring parents attend all school based family engagement and academic progress meetings
	Title IV, Part A	<ul style="list-style-type: none"> • Art and Band Programs – Band instruments, and art supplies/materials • Ripple Effects Professional Development for guidance counselors, new administrators and mental health counselors

Osceola Middle School shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. [Section 1116(e)(5)]

25	How will your school share information in a format and language that parents and families can understand?	Osceola Middle School will make the Parent and Family Engagement Plan (PFEP) available to parents in English and Spanish on the school's website. A hard copy of the PFEP will be located on the counter of the main office , and copied upon parent request. Upon parent request, a translator will be made
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		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.
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26	What languages are spoken by the families and students in your school?	English, Spanish
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Osceola Middle School shall provide such other reasonable support for family engagement activities as parents may request. [Section 1116(e)(14)]

27	Family Engagement Program or Service	Describe other types of PFE programs or services provided by the school or frequently requested by parents and families (such as: high school equivalency programs, English classes, access to computers)
		AVID? Adult Education? Other?
		Open House/Other with All Teachers following schedules of kids
		Possibly a grandparent event
		Event for moms similar to dads and donuts
		Actually Do the math night! (GL topics/hands on activities)*Escape rm? Technology Night/Support-variety

Barriers

Identify barriers that hindered the participation and involvement of parents and family members during the 2019–2020 school year (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). Then, describe the steps that will be taken during the 2020–2021 school year.

28	Barrier	Steps to Overcome the Barrier
		Social distancing & shutdown challenge
		Scheduling/Time...maybe incentivize more...homework passes
		Improve communication...especially reminders via multiple ways....text, email, social media, remind, teachers...WRITTEN COMMO PLAN

Title I Family Engagement Survey Results

Using your 2019-2020 Title I Family Engagement survey results, choose a minimum of two (2) questions to address during the upcoming school year. [19-20 OMS FE Survey Results](#)

29	Topic	Question #	Actions, Activities, and Evidence of Effectiveness
	Time to have meetings--6pm		
	Email and text		
	Tutoring/Support--math and reading		

Evidence of Parent & Family Input in the Development of the Plan

Upload Parent-School Compact to your [school FE Folder](#).

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your [school FE Folder](#).

Upload Family Engagement meeting sign-in sheets, agendas, minutes, invitations to parents, etc. to your [school FE Folder](#).

- ★ **Note:** As a component of the school-level family engagement policy/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.
- ★ **NEW:** Compacts must be discussed and signed during parent-teacher conferences (**only applies to elementary**).
- ★ **NEW:** Compacts must be signed by all parties (**applies to elementary, middle and high**).