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| 2020-21  Title I, Part A *School* Parent and Family Engagement Plan |



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| School Name: HIGHLANDS MIDDLE School #: 3244 |  |  |
| Principal Name: Anna DeWese, Ed.D.  School Website: <https://dcps.duvalschools.org/hms>  Twitter: @LevelUpWildcats |  |  |

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# OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

**Below is an approach that can be used for Parent and Family Engagement.**

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| *“Treat children like they make a difference and they will.”* |  |

# ASSURANCES

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

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|  | 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 under section 1114(b)(2) [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 Section1112(c)(1)(A)(ii)]. |

\*click to select each assurance, this page will require an original signature and submission to the District.  
  
\_\_Anna DeWese\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ July 17, 2020  
Signature of Principal/School Administrator Date Signed

# NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

|  |  |  |
| --- | --- | --- |
| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3000 | $N/A | $N/A |
| **If funds remained at the end of the year, explain why funds weren’t fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year** | | |
| Since I am new to the school, I cannot fully articulate whether all funds were expended during the 2019-2020SY as there were lots of changes at the school. However, I will work closely with our Title I liaison to ensure all funds are spent during the school year as allocated by the Federal Programs Office. | | |

## Programmatic Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

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| Summative Overview of the Parent Resource Room | | |
| Total Visits  to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet) | **Total Resources Checked Out from the Parent Resource Room** | **What plans do you have to fully use the Title I Parent Resource Room?** **(include inventory that was not returned or any other information pertaining to parent involvement resource room)** |
| No data available | **No data available** | **No data available** |
| Summary of Parent Engagement Events from the Previous Year | | |
| Name of Activity  The information reported was written in the 2019-2020SY. | **Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)** | **Results of Evidence of Effectiveness**  **(How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)** |
| Annual Meeting (Beginning of Year) |  | **No data available for the 2019-2020 School Year** |
| Developmental Meeting  (End of Year) |  |
| Data Literacy Night |  |
| FSA Parent Night |  |
| Data and Dine | N/A |

*Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn’t held, a 0 should be included for the “Number of Participants” column with an explanation why the event wasn’t held in the “Results” column.*

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| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan. |
| Although the information cannot be found, there is quality information form the 5 Essential Survey. This data suggests the overall structure of the school is “not yet organized”. Therefore, much work is needed to improve family engagement. In fact, the data suggests there has been no improvement from the 2018-2019SY to the 2019-2020SY. The data further suggests, parents do not have influence on decision making in the schools, parents are not involved in school, and there is a lack of trust between teachers and parents.  This provides an opportunity to build relationships and give our families a voice in their children’s education. |

## Barriers

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| Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years. | | |
| 1. Parents do not have access to student’s records 2. Parents do not understand how FSA results impact learning or how the results determine high school transition 3. Parents do not consistently receive information via automated Blackboard calls 4. Parents want to be engaged in their children’s learning, but do not know how to navigate the “system” 5. There is a lack of trust between parents and teachers | | |
| (1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)  (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)). | | |
|  | Barrier | Steps or strategies that will be implemented to eliminate or reduce the barrier |
| 1) | Lack of trust between parents and teachers | * Establish teacher supports with communication efforts, i.e. assist with phone calls, parent conferences, and positive feedback about student progress. * Support teachers and build relationships with parents * Communicate transparently and consistently |
| 2) | Parent Advocacy | * Use community partners to help parents navigate the system * Host a parent information night/day to ensure parents understand magnet/choice options, middle school requirements, and high school graduation * Include education tips in the quarterly newsletter so parents can help their children transition successfully to high school and beyond * Provide multiple opportunities for parents to sign up for Focus Accounts (Orientation, Annual TI Meeting, Parent Information Nights) |

## Overarching Outcomes/Goals for the Current School Year

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| Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement? |
| The overarching goal parent engagement for the 2020-2021 school year is to provide parents with relevant opportunities which build trusting relationships.   * engage in their children’s education (academic, behavioral, and social) * create opportunities for parents to understand how their engagement improves students’ education * provide opportunities for parents and teachers to communicate outside of the normal phone call for behavior interventions and provide feedback to improve the overall structure of Highlands Middle School |

# COMMUNICATION AND ACCESSIBILITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Telephone | Envelope | Email | Laptop | Chat |

Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

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| Accessibility |
| **Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?** |
| Unfortunately, the parents, students and faculty at Highlands did not have consistent leadership which caused gaps in a variety of areas. Barriers be removed to ensure parents/guardians/family units are a part of their child’s education by offering all stakeholders a consistent leadership with a vision of improvement. The administrative staff will provide transparent communication that informs and praises the efforts of students and teachers.   * Multiple automated calls, emails, and text messages * Multiple and repeated announcements for students * Parent flyers posted around the school and in the visitors’ center   We will continue these practices, but also offer:   * Offer bus passes to events if needed * Provide online tutoring for parents and students * Coordinate parent dates with community partners and feeder elementary schools * Provide incentives for families (homework boxes, books, academic games, etc.) |
| **Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?** |
| Parents will receive the aforementioned correspondence. Additionally, they will have opportunities to view information on our school’s webpage and social media platforms. As a best practice, the school’s newsletter will be available quarterly and sent home with report cards.  Information will also be translated for bi-lingual families.  Finally, all correspondence will be free of educational jargon. |
| **What are the different languages spoken by students, parents and families at your school?** |
| English, Spanish |

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| COMMUNICATION |
| (1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication. |
| At Highlands Middle, information will be shared in a timely manner about the Title I programs including a description and explanation of the curriculum at the school, the curriculum, standards, and types of academic assessment used to measure student progress. Additionally, information concerning student proficiency and how students can maintain or become proficiency will be communicated to parents. Initial information will be shared during the Title I Annual Meeting held **pending school opening at 5:30pm in August/September** and through grade level and school newsletters that are designed to provide ongoing information to parents. Notices for meetings, school reports, and other activities will be sent home in a parent friendly language, absent educational jargon. Additionally, notices and or newsletters will be translated in the student's home language. In addition to the above, parent-teacher communication is available via phone, email, text, and written correspondence.  The following are types of information parents will receive to inform them about school initiative and events as well as information to help them become more engaged.   * Newsletters from school and/or grade level or classroom * Parent Student Calendar Handbook * Flyers * Blackboard Connect messages * Personal letters regarding ESE and ESOL meetings, if applicable * Parent and Family Engagement Plan (PFEP) * School Improvement Plan (SIP) * Home-School compact * FLDOE’s interactive reporting online system * Student proficiency reports * Interim (progress) reports * Report Cards * School (classroom) webpages * Email * Twitter |
| How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages? |
| Specific information to explain the school’s curriculum and resources will be provided to parents in the first newsletter. The newsletter will also outline grade level expectations, forms and types of assessment used to measure student progress and desired achievement levels to ensure students. Furthermore, specific information about students will be offered parent conferences and/or individual phone calls. Second language documents will be translated upon request.  Highlands’ parents will benefit from parent information events that will also describe and explain the curriculum, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain. Moreover, they will receive resources to help their children excel and improve. |
| (1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making? |
| 1. Parents may contact the school to schedule parent conferences, join SAC/PTO to formulate suggestions and provide feedback regarding decisions related to their child’s education. 2. Meeting date will be publicized prior to each event via flyer, updates on the school’s webpage and social media platforms. Flyers will also be available for parents to view in the visitors’ center, and in all newsletters. 3. Parents will have opportunities to respond to surveys that will guide decision making at the school. 4. Parents with students who have IPE’s will also participate in meetings that affect how their child receives education. |
| How will the school submit parents’ and families’ comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116] |
| Parent satisfaction surveys will provide insight as to perception. If perceptions are not favorable, the administration will discuss options for improvement with district Title I administration. |
| (1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families **(technology cannot be the only option).** (2) How will this plan be communicated in all of the languages that apply to your school? |
| The parent and family engagement plan (PFEP) and the school’s improvement plan (SIP) which is the Title I, Part A plan will be printed and made available to each family. Each document may be accessed in the visitors’ center, parent resource room, and online.   1. Each family will receive a copy of the PFEP once it is approved. 2. Each family will receive a copy of the Parent Student Handbook Calendar.   Multiple copies of the school improvement plan may be accessed in the aforementioned areas on campus.  Parents who need these documents translated can make a request. |

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school’s participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]

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| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

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| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)]. |
| \*\*\*Disclaimer\*\*\*\*  This plan may be altered to accommodate COVID-19 social distancing efforts to ensure the safety and well being of all stakeholders.  Parents of Highlands Middle students have multiple opportunities to become involved in planning, reviewing, and improving the school’s Title I program. Parents may participate in school climate surveys, parent information night survey data, or place suggestions in the suggestion box. Parents may also have a voice if they chose to join our school’s advisory council (SAC).  The school’s social media platforms will also provide updates on key points. This will allow parents and families to gather knowledge from meetings they were unable to attend. |
| **How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]** |
| * Transportation – bus passes * Childcare – as needed * Home Visits –truancy officers, social workers, counselors, and members of the leadership team will initiate district approved visits. * Additional Services to remove barriers to encourage event attendance –Information sessions will be offered to help parent “navigate the system” to encourage engagement and build trust   Parents are encouraged to attend all school functions and to become engaged. School functions may include childcare services for younger children. If necessary, home visits may be provided, and all functions will help empower parents to be their child’s first teacher.  Title I, Part A parental involvement funds will be used to organize parent information events that will help parents understand how to help students in reading, writing, and math. The information events may also include community services designed to help parents as defined in the coordination and integration section to help meet the needs of students and families. |

## FLEXIBLE FAMILY MEETINGS

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| How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)] |
| Unfortunately, there is no documentation that shows how parents provided input about flexible meeting times. Therefore, this information will be gleaned though digital survey and at the annual title I meeting. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| The only viable data/information offered the new administration was the 5Essesntial survey. This information was gleaned in January 2020. |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.**  AM Sessions based on documented parent feedback  PM Sessions based on documented parent feedback  Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)  AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)  Other virtual meetings |

## REQUIRED ANNUAL MEETING

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| The meeting will be scheduled as soon as the first day of school and COVID-19 social distancing guidelines are approved by the school board and commissioner.  Ideally the meeting will be scheduled in late August (after the 10-day count) or early September at 5:30pm  Parents will receive a save the date flyer during orientation on the Friday of the first week of school.  Parents will receive an automated message one week later.  The annual meeting date will be posted on the school’s marquee for one week prior to the event.  Parents will receive a second automated message as a reminder to parents.  Parents will receive an agenda and Title I, Part A documents at the meeting  The Annual meeting will begin at 5:30pm  Title I, school grade, and funding will be discussed.  Parents will have opportunities to sign up for SAC, volunteer, and parent Focus accounts.  A survey will be provided to inquire about other opportunities of interest to discuss throughout the year.  Compacts will be offered for signature and turned in to the principal. |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.** |
| The meeting will explain how the school earns Title I status and supports students in the school wide model. To ensure that parents understand the entire program explanation of the following:  a parent’s right to know  students have equity and equal access to a high-quality education,  parent engagement  supplemental curriculum  activities/programs offered to students  a review of assessment data |
| **Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.** |
| \*\*\*Disclaimer\*\*\*\*  This information will be based on the data provided by the district since there is no state data.  An annual meeting to inform parents of Title I requirements, provisions, and their rights will occur August/September 2020 and will occur prior to the “open house” event. The administration will provide the above information to parents as well as the information below:  student data and school performance data  school choice   * parameter’s for the school’s Title I school wide program * information regarding students’ achievement data (current and historical) * school grade data * mission and vision of the school * plan to help students academically, behaviorally, and emotionally * provide parents with specific information concerning their rights as a Title I parent   Documentation as evidence for this meeting will be a copy of the announcement/flyer that was sent home to all families, a script of automated phone message, sign-in sheets, parent evaluation forms and a copy of the presentation used at the meeting. All documentation will be uploaded to our school’s Google Classroom/Teams and maintained for monitoring purposes. |
| **How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?** |
| Parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and students’ progress updates via   * hard copy (flyers, newsletters, etc.) * automated phone calls * marquee messaging |

## REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

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| Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding. |
| The end of year developmental meeting will occur in April. Topics to be discussed   * Parent Compact * Flexible meetings * Information dissemination * Topics of discussion and parent nights   Parents will also take advantage of the 5 Essential Survey to provide information. This survey is offered by the district in January of each year. |

# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child’s academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child’s progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement? |
| The principal has work in many Title I schools. Therefore, she understands the importance of building capacity of families to empower them to make sound decisions for their children’s education. Since there is no data to support a “needs assessment”, the following will be provided to ensure parents interactions with the school are relevant and build trusting relationships.   * Understand how students earn middle school units and enter high school * Understand magnet and choice programs, determine the best fit for their child * Understand how to help their students understand “the new math” and reading * Understand the discipline process * Understand testing (FSA, baseline, mid-year, and end of the year), why it’s needed |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| At Highlands Middle, parents are offered a myriad of activities, events, and trainings to build capacity. Many are funded via Title I funds, others are not. All meetings and events will occur at a time conducive to families’ schedules and will provide families with background knowledge of their rights, Florida standards and assessments as well as support for students. |
| **(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.** |
| \*\*\*Disclaimer\*\*\*  Pending COVID-19 social distancing guidelines  (1) The parent resource center supports family engagement through the lending library, volunteer facilitation, and use of available technology and printing opportunities.  (2) The Parent Liaison will provide an orientation to families after the Annual Title I meeting to discuss the center’s uses.  (3) Teachers will be presented information on how to use the resource center appropriately. They will also be provided an inventory to help parents navigate the center. |
| **If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?** |
| Resources will also be made available to parents and families via attendance at parent information nights that may be kept at home and not returned.   * Homework boxes (filled with school supplies) * Books * Educational games * Educational handouts * Educational websites (blended learning platform) |

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

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| Name of Activity | Person Responsible | What will parents learn that will have a measurable,  Anticipated impact on student achievement | Month Activity will take Place | Evidence of Effectiveness |
| *Example: FASFA and Scholarship Writing Night* | *Principal Brad Pitt* | *Parents will learn:*   1. *How to complete the parent portions of FASFA* 2. *How to research college websites for what their child need for admission* 3. *How to use OneDrive and Focus to keep up on graduation indicators* 4. *About the most popular scholarship websites and tips for receiving funding* | *October 2020, February 2021* | *Sign-in; Evaluation/ Feedback;*  *Parent screen shot of completed FASFA parent page;*  *Evidence of one completed scholarship application after 3 weeks;*  *Completed parent worksheet for the in-state and out of state college admission requirements* |
| Title I Annual Meeting (required) | Anna DeWese, Ed.D. Principal | Parents will learn about the school’s Title I status, parent engagement opportunities, and how to improve student achievement. | August, September 2020 | Parent Survey  Results |
| Title I Developmental Meeting (required) | Anna DeWese, Ed.D. Principal | Parents will provide input to develop the 2021-2022 PFEP | April, 2021 | Notes generated from the meeting will guide PFEP, SIP, and Compact revisions |
| State of the School: Data and Dine 1 | Anna DeWese, Ed.D. Principal  Grade Level Teachers | Review of Baseline Data, Curriculum Breakout Sessions, EWS Data, Report Cards  **Coordination with United Way Funds** | October, 2020  Grade 8 and 7 | Parent Survey Results |
| State of the School: Data and Dine 2 | Anna DeWese, Ed.D. Principal  Grade Level Teachers | Review of Baseline Data, Curriculum Breakout Sessions, EWS Data, Report Cards  **Coordination with United Way Funds** | November, 2020  Grade 6 | Parent Survey Results |
| Parent Information Event 1  \*\*\*Potentially Online  Morning Event | Anna DeWese, Ed.D.  Guidance | Magnet and School Choice  Middle School Units  High School Graduation Requirements | January, 2020 | Parent Survey Results  Completed School Choice Applications |
| Parent Information Event 2  \*\*\*Potentially Online  Morning Event | Anna DeWese, Ed.D.  Guidance | Magnet and School Choice  Middle School Units  High School Graduation Requirements | February, 2020 | Parent Survey Results  Completed School Choice Applications |
| Printing & Copying  Newsletters (Quarterly), Communication  Printing (Parent Student Handbook Calendar/ Parent Conference Forms with Compact Info) | Anna DeWese, Ed.D. Principal | Update TI Information, parent engagement opportunities, and present school news  Flyers to support TI and school related activities | October &  December, 2019  March &  May, 2020  Monthly communication | Percent of mailed returned  Parent Inquiries |

*Schools may add or remove rows as needed.*

# PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

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| As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? |
| The end of year developmental meeting will occur in April 2021. Topics to be discussed   * Parent Compact * Flexible meetings * Information dissemination * Topics of discussion and parent nights   Parents will also take advantage of the 5 Essential Survey to provide information if they cannot attend the meeting.  The parent conference form will now include a space to review the parent compact during conferences. This is necessary so all stakeholders are accountable for student learning. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| 1. The requirements of Title I will be presented at a faculty meeting in August, September 2020. 2. A conference form will be development that includes a discussion of the compact. 3. Conference form will be turn in to the principal afterwards.    1. If there is a phone conference, the teacher will comment on the compact and indicate the conversation on the form. 4. The principal will encourage parents to complete the conference form with as often as possible. |

# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.  
  
If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

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| As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan. |
| Evidence provided to parents of Highlands Middle students informing them about:  (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed  A letter informing parents will be sent for each teacher who is not certified or are working towards certification. Initially, information will be presented in the first quarter newsletter. A copy of the automated script and scanned copies of the letters will be placed in the digital compliance folder on the Federal Programs webpage.  (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan.  The principal will provide an attestation to the Executive Director of Federal Programs. This list of teachers will also be identified in the first quarter newsletter and placed in the digital compliance folder on the Federal Programs webpage. |

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

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| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on… |
| 1. **The assistance of parents and families and in the value of their contributions.** 2. **How to reach out to, communicate with, and with parent and families as equal partners.** 3. **Implementing and coordinating parent and family programs and building ties between parent and families and the school.** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness | | *Poverty Simulation with the Title I team* | *Mr. Black* | *Improved ability for staff to work with parents and families* | *Dec 2020* | *Sign-in sheets, evaluation sheets, follow up with teachers* | | Book Study  Working with Parents: Building Relationships for Student Success | Anna DeWese, Ed.D. | Improved relationships between teachers and parents which will benefit student performance | Pending UniSIG Approval  Semester 1 (Aug-Dec 2020) | Sign-in sheet  Completed book review form, teacher discussions, evaluation | | Importance of using wrap around services to improve parent communication | Leadership Team  Community Partners | Teachers will build better relationships with parents | September, 2020 | Sign in roster, Improved parent conferences, decrease in parent complaints to administration, increase in social work, AFL, referrals (specific needs) to help student performance | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

# COLLABORATION OF FUNDS

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| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs.  [ESEA Section (a)(2)(C)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act | The administration and school’s Counseling Department coordinates with the Exceptional Student Education (ESE), Student Services Department of DCPS to ensure identified students are provided services as prescribed by their individual education plan (IEP). An ESE Specialist is assigned to Northwestern as a liaison to ensure students with IEP’s receive appropriate services to help them achieve academically, socially, and emotionally. Additionally, the school received a fourth ESE teacher who will be used as full time released to help coordinate services and facilitate the MTSS process. |
|  | **VPK** - Voluntary  Pre-Kindergarten | N/A |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | Select students at Highlands will benefit from receiving services through an AMI contract at Matthew Gilbert. Students will remain on the Highlands campus, but they will also benefit from services to help them transition into high school. Finally, students who are overage will be given the opportunity to apply for the Bridge to Success Program. |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | The administration will coordinate with our District Homeless Liaison who will provide students and families necessary resources and supports. Services are varied and determined by need. |
|  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities. | \*\*\*Disclaimer\*\*\*  Some opportunities may occur virtually depending on COVID-19 social distancing guidelines.  Extended school (tutoring) opportunities are available to provide intervention and/or remediation. Services could be after school, before school, or on Saturdays. Certified teachers will provide this service. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. | The district provides opportunities for staff and faculty members to participate in professional development opportunities designed to build capacity and improve instructional delivery which ultimately improves students’ academic achievement.  During summer 2020, teachers were offered courses through the district’s Summer Professional Development Academy and the Region’s professional development opportunities. Additionally, the district will provide opportunities throughout the year for teachers including veteran and new teachers, administrators, and paraprofessionals. |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency | ESOL program students will benefit from a language acquisition curriculum to help learn English and improve achievement (Rosetta Stone, Imagine Learning). |

*Schools may add lines as needed.*