**Family and Parent Engagement Plan**

**Mission Statement**

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| **Response:**  Largo Middle School strives to inspire students to be internationally minded, critical thinkers, and responsible global citizens who have a passion for lifelong learning and service. |

**Involvement 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 parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:**Largo 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 the Family and Parent Engagement Plan (FPEP). 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 PTSA meetings. At the end of the school year parents will receive a survey to provide input regarding school programs pertaining to parental involvement.  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 parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]. |

**Coordination and Integration**  
  
Describe how the school will coordinate and integrate parental involvement 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)].

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| **Account** | **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 with the ESE coordinator and case manager. |

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)].

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| **Account** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | Assistant Principal and Title 1 Coordinator | August to May, 2020 | Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box |
| 2 | Annual Title I Parent Meeting | Assistant Principal and Title 1 Coordinator | August 2020 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | Title 1 Coordinator/Assistant Principal | August 2020 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal/ Assistant Principal and Title 1 Coordinator | August 2020 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal and Title 1 Coordinator | 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 | Assistant Principal and Title 1 Coordinator | 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)].

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| **Response:**Largo Middle School seeks to provide excellent customer service and availability for parents. The administrators and counselors 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. Largo Middle School has also partner with United Methodist Church which provides students after school tutoring/activities and dinner. Transportation is provided to the church and parents can pick students up as late as 7pm. Our ELP program provides students transportation home from tutoring once a week, also providing dinner to students. Largo Middle School strives to offer parents flexibility to support student success and parental involvement. This school year will be a year of growth in this area due to continuing safety needs for our children and families but parents will continue to be encouraged to contact the school/teachers via telephone or zoom until further guidance is provided from the district/state. |

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 parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 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)].

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| **Account** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Curriculum/Back-2-School Night Annual Title I Meeting | Assistant Principals, Teachers, and Title 1 Coordinator | Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school. Provide school-wide tours, introduce teachers and school staff, available community resources will be available for families, school club coordinators will be on hand for sign up and questions. Parents will be encouraged to contact teachers and teachers to contact parents to ensure a relationship between school and family allowing for increased student achievement. | August/September 2020 | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Assessment performance and course grades will be discussed during individual parent/student conferences | Guidance/ Teachers | Teachers and Guidance Counselors will discuss students’ assessment results, expectation and goals for the school year. Parent conferences will be set up on an ongoing basis throughout the school year to discuss student performance- tests, grades, participation, etc. Parents will be provided with resources such as tutoring offered by the school, by the church and other organizations so families have option to ensure student learning and involvement with the school. Flexibility is offered regarding days/and times meetings are conducted. | September 2020-2021 | Guidance pulls student grade reports on a quarterly basis and speaks with students mid-way through the quarter based on student performance so students and parents are always involved in achievement. Effectiveness will be shown through evidence in increased grades, performance on assessments and feedback from teachers. |
| 3 | Parent Involvement Night | Parent Involvement Committee | Parents will leave with strategies to help their student be more successful this school year through a ‘resource center’ set up in the café and in the hallways. Teachers will run mini-lessons/experiments, provide handouts and resources to all attending families. We will also make available community resources. Relationship building and parental involvement provides opportunities for continued student success in all levels. | December 2020 | Parent/student feedback, parent/student and attendance and involvement for event and future events |
| 4 | Parent Involvement Night | Parent Involvement Committee | Parents will leave with strategies to help their student be more successful this school year through a ‘resource center’ set up in the café and in the hallways. Teachers will run mini-lessons/experiments, provide handouts and resources to all attending families. We will also make available community resources. Relationship building and parental involvement provides opportunities for continued student success in all levels. | April 2021 | Parent/student feedback, parent/student and attendance and involvement for event and future events |
| 5 | IB-MYP Parent Meetings | IB-MYP Coordinator and Committee Members | IB-MYP magnet parents and students will have the opportunity to do a meet and greet at the beginning of school year in order to get acclimated to each other, create a collaborative and cohesive magnet community of parents. The overall idea would be to bring the real world into the classroom-providing students and families the WHY in learning. Students and families will receive school information, speak with the magnet coordinator about any questions regarding curriculum, resources, classes, etc to help build a positive culture for all students. | September 2020  One meeting beginning of school year | Parent and student feedback; parental involvement throughout the school year in various school related activities and events |
| 6 | Parent-Principal Round Table Meeting | Principal | Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include highest student achievement, making learning gains in math, science and reading. The various opportunities available for family involvement leads way to increase engagement and student achievement. | September SAC/PTSA meeting | Sign-in sheets and handouts |
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**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following:
* The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement 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)].

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| **Account** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Ongoing PLC/Committee Meetings | Principal, Assistant Principals, Instructional Coaches | Improve the ability of staff to work effectively with parents/families and students. Topics will include family involvement programs, community resource opportunities for the family, partnership with community organizations such as ACT, United Methodist Church, Walmart and ongoing with the involvement of the school community liaison. Student achievement impact will be demonstrated through the relationships built with families and students throughout the school year | August 2020- May 2021 | Conference agenda and other appropriate documentation as required |
| 2 | Restorative Practices/Circles | MTSS Coach | Relationship/Culture building to educate all school personnel on relationship building, valuing student voice and understanding cultural differences within a school organization for student/family. | September 2020-April 2021 | Sign in sheets, evaluations/ handouts |
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| 3 | Equity Training | Equity Champions | Teaching staff skills and strategies to help students succeed through embracing and celebrating students’ individual identity and culture. | August 2020-April 2021 | Sign in sheets/handouts and presentation |

**Review Rubric:**

 Content and type of activity including the following:

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement 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)].

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| **Response:**Largo 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/phone contacts in Focus and work with teachers to support flexibility regarding teacher-parent communication. Furthermore, Largo Middle will inform parents regarding the Parent Resource Center provided at the Title I Center. Largo Middle School also has social media accounts such of Facebook where flyers, school information and district information will be continually updated. Parents will be able to relay questions/concerns and responses will be provided in a timely manner. School messenger via the telephone from the school principal will continue to be made to all families. Largo Middle School also has an updated website which provides parents with up to date school/district information, school/faculty contact, important dates, event information and so much more. All technology based resources are implemented and controlled by the school librarian/technology coordinator. The school strives to provide parents with various avenues to fully participate in the education of their children. |

**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)].

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| **Response:**Largo 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, the school marquee, social media and the school website. At the Back-2-School Night / Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. 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 receive a response form to complete to provide input or to ask questions. The assistant principal/title 1 coordinator will respond 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 parental involvement 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)].

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| **Response:**Largo Middle School will make the Family and Parent Engagement Plan (FPEP) available to parents in English and Spanish on the school's website. A hard copy of the plan 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. During meetings teachers/staff also use Lion Bridge as a resource to communicate with families speaking languages other than English to ensure parental understanding and involvement. Our school staff speaks various languages and are always available to help translate information to parents in their native language. During school events parents with disabilities will have access to parental activities as the school is equipped for wheelchair accessibility in the parking lots and throughout the school campus. Largo Middle School has a transient population and we are always striving to provide opportunities for all our families hence the various mediums available to parents to ensure they receive school/district information regularly. Largo Middle School has bilingual assistants on campus as well as an ESOL teacher who continually work with families and provide information (through the support with the district ELL office) in their mother tongue, as necessary. |

**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 Parental Involvement Policy 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 parental involvement 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**

* Upload evidence of parent input in the development of the plan

**Upload Parent-School Compact**  
  
  
Note: As a component of the school-level parental involvement 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 Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact.

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement 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 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.

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| **Account** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Back to School Night | 1 | 300 | Parents and students had the opportunity to get to know the teachers and learn ways to support students at home with homework, testing tips, and tutoring options available on and off campus. |
| 2 | Parent Involvement Night | 2 | 100 | Parents received resources to help students be more successful academically. Community resources were available for families regarding campus and off campus activities such as sports, leadership opportunities, community organizations for families, and tutoring help. |
| 3 | IB-MYP | 1 | 50 | Parents had the opportunity to see student work from all content areas of students. Additionally, they were able to choose from different breakout sessions on topics such as AVID strategies, Parents and Technology, and literacy routines to use at home to continue to support learning in and out of the school building. Parents were provided with resources to help students be successful on upcoming exams. |
| 4 | Annual Title I Parent Meeting | 1 | 5 | Parents/families understand what it is to be a Title I school, where to find important information and how to get involved. Parents learn about the various outlets containing Title 1 information and how to stay informed about school and district events. The meeting also discussed the resources available to students due to the support from Title 1 funds and how these resources continue to impact student achievement. |

**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)].

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| **Account** | **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 task alignment, equitable grading practices, target students, lesson plan and problem solve behavior issues in the classroom. |
| 2 | Cognitively Complex Task- Marzano | 1 | 60 | Led by April Maitner, MTSS Coach, help support teachers in creating rigor in the classroom |
| 3 | IB-MYP | 5 | 60 | Teachers learned the IB-MYP way and routines which were implemented school wide across disciplines to support students’ academic growth through the facilitation of the IB coordinator. Training is ongoing as we are an IB-MYP school. |
| 4 | Monitor for Learning | 2 | 60 | Teach teachers the strategies to monitor consistently and remediate after training on their own teaching practices |
| 5 | Teacher training to support school wide academic initiatives | 5 | 10 per session | Developing leadership expertise necessary to influence a deeper understanding of quality instruction. Better grasp on the academic initiatives of the school wide program. |

**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 parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **Account** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Not all parents speak English fluently, therefore, they do not participate in parent activities. This is evident in the Hispanic population which represents a significant percentage of the school’s population | Invite a translator from the district to assist with communication barriers. Provide translated flyers/brochures and send home to families and put on as much mediums as possible to keep families involved. |
| 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 and conferences. For continuous concerns the school social worker or school SRO gets involved to make home visits to ensure contact and family involvement. |
| 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. Increase mediums used to reach as many families as possible (that are mediums families are accustomed to using such as social media). |

**Review Rubric:**  
Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement 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 parental involvement policies described in Section 1118.

**Best Practices (Optional)**  
  
Describe the parental involvement 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)

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| **Account** | **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.