

I, Arthur L. Jamison, Jr., do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. 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 the PFEP Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the plan. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA;
- Involve the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-Level PFEP, distribute it to parents of participating children, and make it available to the local community [Section 1116(b)()];
- Involve parents and families, 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 PFEP and the joint development of the school-wide program plan under Section 1116(c)(3);
- Use the findings of PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP [Section 1116(a)(E)];
- 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 when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(i)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)].

Dr. Arthur L. Jamison, Jr.

Principal Signature

August 15, 2020

Date

Parent and Family Engagement Mission Statement (optional)
Forest Grove Middle School in partnership with its community and parents will work together in a collaborative effort to improve student achievement and address all student concerns including students' social emotional development.

Involvement of Parents/Families
Describe how the school involves the parents/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 funds for Title I will be used [ESEA Section 1116]. Forest Grove Middle School holds monthly School Advisory Council (SAC) meetings in which at least 51 % of the council consists of community members and parents. SAC is also an integral part of the decision-making process for how our Title I funds are utilized in the school setting. Quarterly parent community meetings to ensure student data are shared and an update on Title 1 funds utilization ... such as progress with Title 1 tutoring programs.

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116)

Program	Coordination
ESOL	We will be holding 2 ESOL parent nights in which our ESOL families will be invited to come in and learn about how their child is supported in the classroom as well as additional resources available both in and out of the school setting. Parents
Title 1	Each month we hold a Title I parent night that will focus on areas such as Science or Early Warning Systems. Each of these events will provide families with strategies and resources to support learning both in school and at home. All Forest Grove families are invited and encouraged to attend.
Parent Academy	Throughout the year we invite our Parent Academy to join our family nights as a resource. Their services include evening parenting classes and outside resources that they have linked up with in the community. https://www.12arentacademyslc.org/
Student Led Conferences	Student Led Conferences is a means of communicating to parents that we would like their involvement within our school by continuously communicating with their child about their academic progress. SLC nights will invite parents into our school to converse with their child and review their progress in each class. Parents will have the opportunity to hear what their child's career plan is and how they can better assist them at home.

Annual Parent Meeting

Provide a brief description of the following:

- **Specific steps your school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school's Title I program.**
- **The nature of the Title I program that is shared with parents (school-wide or targeted assistance).**
- **How the school, at the annual meeting, will inform parents of school performance data and the right of parents.**

Each year we hold a Title I Annual Meeting to inform parents of our Title I Program here at Forest Grove Middle School. During this initial meeting, we share with families regarding what the Title I program is and how it supports our students. This is also the meeting where we inform parents of our school grade including areas of strength and our plan of action to show improvement.

In order to ensure parents are well-informed of this meeting, we send out flyers, post it on our website and social media venues. This year we will hold it in the morning before school to coincide with our Pastries with Our Principal (POP), a quarterly offering to our families to join our principal for breakfast and allow families and the community to learn more about Forest Grove and how they can become a more active member of the Forest Grove family.

Flexible Parent Meetings

Describe how the school will:

- Offer a flexible number of meetings, such as meetings in the morning or evening,
- Provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement [ESEA Section 1116].

Forest Grove, maintains an open door policy. We hold events both in the morning before school and after school. Parents and community members are welcomed and encouraged to be an active part of the Forest Grove family. Our school's social worker, resource deputy, principal and deans often make home visits to meet the family and support as needed.

After school and before school parent teacher conferences, problem solving team meetings as well as non-scheduled meetings are held daily. Students identified as having academic, behavioral or emotional concerns are the main focus of these meetings.

Title 1 may fund transportation of students who need after-school tutoring. The Youth Academy of Leadership and Excellence (YALE) is geared for students who are struggling academically. These students will stay after school with identified teachers who are paid by Title I funds to help students improve in their identified area of weakness. Students are in a smaller or even individualized environment and receive instruction/tutelage throughout the entire year.

Building Capacity

Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement
- Implement activities that build relationships with the community to improve student achievement
- Provide materials and trainings to assist parents/families to work with their child/children.

Activity	Materials Provided	Person Responsible	Timeline	Evidence of Effectiveness
EOC Parent Night	Algebra and Geometry Resources	Tari Sexton (Assistant Principal)	September 2020	Students/parents will be participating in school-based tutoring sessions. Students will also utilize the available resources at home that were presented at the event.

Parent/Student Teacher Conferences	Personnel (Guidance, teachers, admin, student, parents)	Guidance counselors are the point of contact. All staff involved with the student.	Ongoing throughout the year on as-needed basis.	The results of the conferences result in positive trend in the identified areas of need such as academic, behavior or a combination of both.
SWORD Outreach Mentoring Program	SWORD outreach counselors	Dean Reese, and Administration	Ongoing as needed	Students will adjust identified areas of need through positive trends. Students often times develop a close relationship with these mentors that flow over into the community, ultimately building a stronger school/home/community relationship.
Title 1 Family Nights	Various resources depending on the focus of the night.	Principal	Monthly	Each of the family nights are full of useful information, resources and activities to engage families with what is currently being done on campus. For the math night, our families participate in standards-based activities to show parents what students encounter in class and how parents can support students at home.

Staff Development

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders, as well as other staff with the assistance of parents/families in:

- The value of their contributions;
- How to reach out to, communicate with, and work with parents and families as equal partners; and
- How to implement and coordinate parent/family programs and build ties between parents/families and the school [ESEA Section 1116].

Activity	Person Responsible	Area of Focus	Timeline	Evidence of Effectiveness
Parent/Student/Teacher Conferences	Personnel (Guidance, Teachers, Administration, Parents and students).	Guidance counselors are the point of contact. All staff involved with the student.	Ongoing throughout the year on an as needed basis	The results of the conferences result in positive trend in the identified areas of need such as academic, behavior or a combination of both.
Student-Led Conferences	Administration, guidance counselors, teachers	Building communication between the child and the parent in terms of academics. The students will lead and chat with their caring adult by discussing evidence collected by the student regarding their achievement in each of their classes.	Each semester	These conferences will encourage students to articulate their struggles and successes in their academic classes. This process also empowers students to share their accomplishments and open the lines of communication with a caring adult, ultimately planning for their future.
Grow Your Craft	Instructional Coaches	Teachers will be provided with the opportunity to attend professional development that is targeted to improve their pedagogy and increase student achievement	Twice per month	Teachers will have the opportunity to integrate specific instructional strategies within their lessons and delivery. Teachers will be provided with a "ticket to try" which will encourage them to do so without penalty.

Non-Classroom Teacher Meetings	ESE Director and Principal	Support facilitators and para-professional will meet monthly to analyze data.	Once per month	Analyze student data and share strategies they are utilizing to improve the academic skills of students' identified with services
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Other Activities

Describe other activities, such as a parent resource center, the school will conduct in order to encourage and support parents/families in more meaningful engagement in the education of their child/children [ESEA Section 1116].

Each of our events is publicized well in advance by way of school messages, flyers, social media, school data system (Skyward) and our website. Our parent conferences often times reveal a need outside of school and guidance will help the family get the necessary services needed in the home.

Communication

Describe how the school will provide to parents of participating children the following:

- **Timely information about the Title I program and activities;**
- **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;**
- **If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].**

Accessibility

All events are publicized in a multitude of ways including social media, website, school messenger, Skyward email blasts, flyers, etc. well in advance of the event. We have an online database system (Skyward) that allows for parents and students access to grades at anytime.

When a student is showing signs of struggle academically or behaviorally, we begin the Problem Solving Team process, including notifying parents of the observations and need for the process. These PST meetings are open to the parents and are encouraged to attend.

Discretionary Activities (Optional)

Describe any activities that are not required, but will be paid through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Barriers

Provide a description of the:

- **Barriers that hindered participation by parents during the previous school year**
- **Steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].**

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Transportation	More flexible timing for events.
Non English speaking parents	Translators at all events (Creole and Spanish)