

**GIFFORD MIDDLE SCHOOL 2020-2021 TITLE I, PART A, PARENT AND FAMILY ENGAGEMENT PLAN**

I, TOSHA JONES, 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)(1)];
- 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)(ii)]; AND
- PROVIDE EACH PARENT TIMELY NOTICE INFORMATION REGARDING THEIR RIGHT TO REQUEST INFORMATION ON THE PROFESSIONAL QUALIFICATIONS OF THE STUDENT'S CLASSROOM TEACHERS AND PARAPROFESSIONALS [SECTION 1112 (e)(1)(A)]

PRINCIPAL SIGNATURE










DATE

GIFFORD MIDDLE SCHOOL MISSION STATEMENT
Gifford Middle School will improve student achievement by providing rigor, relevance and relationships to prepare our students for college and careers.
GIFFORD MIDDLE SCHOOL VISION STATEMENT
Students of Gifford Middle School will know that they are valued and cared about so they may learn in a supportive environment and succeed as 21st Century learners.






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. [ESEA Section 1116]




Gifford Middle 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 decision-making process for how funding for parental involvement will be used through:

-  Title I Annual Meeting
-  SAC
-  School Survey
-  Academic Parent-Engagement Nights
-  Family Nights
-  School Website
-  Social Media
-  School Messenger
-  FOCUS











Gifford Middle School, as a schoolwide Title I program, receives ongoing support and technical assistance in the development of effective parent involvement activities. Regular technical assistance meetings are provided to the principal and leadership team to review student achievement data and to assist school-based staff in the development and implementation of all components of required plans. These include but are not limited to:

-  Coordination and technical assistance are provided - including on-site training, phone calls, emails, site visits, and staff development for staff.
-  Title I Program staff provide training and present parent involvement information at faculty meetings upon request.
-  The district Title I Office provides technical assistance and support to Gifford Middle School regarding the development of their school-level PFEP.
-  The Director of Federal Programs, project specialist, and Title I resource teacher meets with the school leadership teams to review the PFEP and ensure that all requirements of Section 1116 are met.
-  Title I staff review agendas of school parent involvement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual staff, when feasible, facilitate parent involvement trainings and meetings to ensure that parents whose heritage language is not English, may participate fully in meaningful opportunities to become more involved in the education of their child.

Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist Gifford Middle School as a Title I, Part A school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance is detailed below:

-  Technical assistance meetings are provided at Gifford Middle throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science/Florida Science Standards Assessment, Florida Standards Assessments, ACCESS for ELLs and other local data and the development, implementation, and review of their Title I Parent and Family Engagement Plan and SIP.
-  The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, e-mails, and phone calls) to ensure ESSA parent involvement requirements for district and schools are met for the Schoolwide Improvement Plan, Parent and Family Engagement Plan, and School Parent Compacts.
-  The District Title I Team, in consultation and coordination with the school-based leadership teams and the Professional Development Department, recommend district training and professional development

for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I team provide opportunities for consultants and family involvement presentations upon request.

-  District staff provides the School Family Partnership and Youth Mental Health & Awareness trainings for school staff members to enhance their abilities to engage families in the education of their child.
-  Gifford Middle School's Title I Parent and Family Engagement Plan ensures that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child's education.
-  The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family involvement team meetings and through this process is kept abreast of the most current evidence-based findings and programs for family involvement. The leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information; however, the District Title I staff share information through informal means as well and are available (to schools) for consultation and assistance as requested.
-  Parents, parent involvement school representatives, principals, and teachers are invited to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support parent involvement and strengthen student academic achievement.
-  The LEA shares information with Gifford Middle School regarding all available parent involvement/family engagement workshops and trainings as the information becomes available.
-  The school must submit to the Title I office each semester a Parent Involvement Activity Plan/Calendar. The Parent and Family Engagement Plan serves as a school /parent activity tracking form. Additionally, the LEA requires sample copies of flyers, agendas, and sign-in sheets for all parent involvement activities (e.g., Orientation, Open House, FSA Nights, Book Fairs, Family Nights focusing on Math, Science and/or Reading).
-  The Title I leadership team solicits recommendations, ideas and suggestions on parent involvement activities from parents and school staff throughout the school year.
-  The LEA and school site funds opportunities for consultants to provide parent involvement workshops and trainings, and to purchase researched based books and materials on parent Involvement for Title I Schools to support parent assistance with the curriculum (i.e. math manipulatives, bi-lingual materials, books, etc.).
-  The District Title I staff can technical assistance in the effective use of a Parent Resource Room at Gifford Middle School.
-  The Title I school social worker/teacher and other Gifford Middle School team members facilitate the access to community resources needed to support the engagement of families. Services include but are not limited to providing and assisting with uniforms, clothing, shoes, food, housing assistance, shelter, transportation, counseling and crisis intervention.

COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

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: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI. [ESEA Section 1116]		
COUNT	PROGRAM	COORDINATION
1	Title II	Title II provides the district supplemental funding to support the professional development needs of staff. Funds are used for professional development specialists, attendance at local and state conferences and consultants related to strategies to support student achievement.
2	Title III	Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education.
3	Title I Part C	Migrant staff will support family engagement by facilitating home-school communication, conducting family engagement meetings, serving as a liaison between home and community resources, and monitoring student academic achievement.
4	Title IX	Homeless program staff work closely with the Federal Programs/ Title I Department to coordinate services for homeless students. Activities may include coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students, etc.
6	GEER Fund(s)	The program will provide an emphasis on providing instruction to close/remediate student achievement gaps as a result of school closures due to COVID-19.
7	Education Foundation	The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities.








ANNUAL PARENT MEETING

Describe specific steps the school will take to convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity. [ESEA Section 1116]				
COUNT	PROGRAM	PERSON(S) RESPONSIBLE	TIMELINE	EVIDENCE OF COMPLETION/EFFECTIVENESS
1	Planning meeting with Title I Leadership Teams	Karen Malits Krista Sadlers Tosha Jones Tisa Blidgen Jeremy Szpaichler	August 6, 2020 August 7, 2020 August 8, 2020	Agenda Sign-In Sheets
2	School Messenger	Principal	August 2020	School Messenger Summary Report
3	School Social Media	Tosha Jones	August 2020	Screenshots
4	In-Person Title I Annual Meeting	Tosha Jones Tisa Blidgen Jeremy Szpaichler GMS Staff	August 2020	Sign-In Sheets Parent Survey Results
5	Virtual Title I Annual Meeting on FOCUS Parent Portal	Federal Programs Department	August 2020 - October 2020	Screenshots Survey Results

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, childcare, or home visits, as such services related to parental involvement. [ESEA Section 1116]

PLEASE NOTE THAT ACTIVITIES AND SUPPORTS MAY BE MODIFIED THROUGHOUT THE YEAR BASED ON THE MOST CURRENT CDC GUIDELINES IN RELATION TO COVID-19

-  PTA and SAC meetings occur at times that allow the greatest opportunity for parents to attend.
-  Teachers are available before and after school, by appointment, when school is in session.
-  The school principal conducts home visits and conferences to meet with parents in order to overcome transportation barriers, collect parental input on how the school can best support students, and to develop personal relationships with new and returning families.
-  Food and childcare may be provided for parent training and information nights.
-  Parents are invited to come for special activities during the school day.
-  Title I program staff work with parents and teachers to coordinate and provide flexibility in the scheduling of conferences (childcare, home visits, heritage language assistance).
-  Consistent communication across multiple platforms: Social Media, CANVAS, FOCUS, and School Messenger.




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. 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. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request. [ESEA Section 1116]				
PLEASE NOTE THAT ACTIVITIES AND SUPPORTS MAY BE MODIFIED THROUGHOUT THE YEAR BASED ON THE MOST CURRENT CDC GUIDELINES IN RELATION TO COVID-19.				
COUNT	ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	EVIDENCE OF EFFECTIVENESS
1	Title I Annual Meeting	Karen Malits Krista Sadlers Tosha Jones Tisa Blidgen Jeremy Szpaichler	August 2020	Parent Survey
2	School Orientation	Principal	August 2020	Parent / Student Survey
3	Back-to-School Virtual Open House	Tosha Jones Tisa Blidgen Jeremy Szpaichler GMS Staff	September 2020	Parent / Student Survey
4	Science Fair	Carlean Browning	November 2020	Increase in Science Academic Achievement
5	SAC / PTA	Tosha Jones SAC Members PTA Members	Routinely	Increase Parent Involvement and Community Supports
6	Academic Parent Nights	Tosha Jones Tisa Blidgen Jeremy Szpaichler Susan Ridlen John Schwenger	Monthly	Parent Engagement Increase in Academic Achievement
7	Academic All-Star Night	Tosha Jones Tisa Blidgen Jeremy Szpaichler	April/May 2021	Parent Engagement Parent Survey

STAFF DEVELOPMENT





Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents /families, in the value and utility of contributions of parents/families. Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in how to reach out to, communicate with, and work with families as equal partners. Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs and in building ties between parent/ families and the school. [ESEA Section 1116]				
PLEASE NOTE THAT ACTIVITIES AND SUPPORTS MAY BE MODIFIED THROUGHOUT THE YEAR BASED ON THE MOST CURRENT CDC GUIDELINES IN RELATION TO COVID-19.				
COUNT	ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	EVIDENCE OF EFFECTIVENESS
1	Gifford Middle School Schoolwide Policies and Procedures	Carlean Browning Sherri Hand Susan Ridlen John Schwenger Paul Tomlinson	August 2020	PD Roster Walkthrough Data
2	Trauma-Informed Care Social-Emotional Climate Family Engagement	Tosha Jones Tisa Blidgen Jeremy Szpaichler Tykes and Teens	August 2020 – May 20201	PD Roster Decrease in Discipline Data Increase in Social- Emotional Supports Increase in Parent Engagement with Classroom Teachers
3	Collaborative Planning Professional Development	Tosha Jones Tisa Blidgen Jeremy Szpaichler	August 2020 – May 20201	PD Roster Walkthrough Data Increase Academic Achievement
4	Consultations with Teachers	School Leadership	August 2020 – May 20201	Increased Parent Engagement

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 child(ren). [ESEA Section 1116]	
	Parent Resource Center/Parent Supplemental Material.
	District Social Worker provides home-school-community resources for families.
	District Mental Health Specialist provides home-school-community resources for families.

COMMUNICATION

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

-  Timely information about the Title I programs;
-  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 to participate, as appropriate, in decisions relating to the education of their children;
-  If the school wide program plan under 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 [ESEA Section 1116].

PLEASE NOTE THAT ACTIVITIES AND SUPPORTS MAY BE MODIFIED THROUGHOUT THE YEAR BASED ON THE MOST CURRENT CDC GUIDELINES IN RELATION TO COVID-19.

-  Bilingual School Messenger Calls
-  Personal Phone Calls
-  E-Mail / Newsletter
-  Posters / Flyers
-  School Website
-  District Website
-  Social Media
-  Title I Annual Meeting
-  Orientation
-  Parent/Teacher/Counselor/Administrator Meetings
-  Family Nights
-  Marquee

ACCESSIBILITY

Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. 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. [ESEA Section 1116]

PLEASE NOTE THAT ACTIVITIES AND SUPPORTS MAY BE MODIFIED THROUGHOUT THE YEAR BASED ON THE MOST CURRENT CDC GUIDELINES IN RELATION TO COVID-19.

The Parent and Family Engagement Plan (PFEP) is discussed and distributed during the Annual Title I Meeting and other parent informational meetings to parents of Gifford Middle students. Parents are notified of the availability of the PFEP via School Messenger, parent meetings, and school newsletter. Parents requesting the Plan in Spanish will receive a translated document. The Parent and Family Engagement Plans are distributed and made available via hard copy and on the district and school's website. The SDIRC website has the capability to toggle between English and other languages.

All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. When possible, the district will provide translations in other languages.

The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Director of Federal Programs and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.