

# **Title I, Part A 2020-2021 Parent and Family Engagement Plan for Caloosa Middle School**

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

## **Assurances**

### **Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

### **Certifications**

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

## **School Parent and Family Engagement Policy**

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

### **Policy Involvement**

The school will 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.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

- a timely information about programs under this part;
- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.



## Shared Responsibilities for High Student Academic Achievement

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- **parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

## Accessibility

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.



Signature of Principal or Designee

Date Signed

## Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Caloosa Middle School**, receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Caloosa Middle School agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:  
Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
  - (A) families play an integral role in assisting their child's learning;
  - (B) families are encouraged to be actively involved in their child's education at school;
  - (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
  - (D) other activities are carried out, such as those described in Section 1116 of the ESSA.



## **JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

Parents will be involved in the ongoing, timely manner of the planning, reviewing and improvement of Title I programs, including decisions made for how funds will be used, through our Title I Information Night and through our monthly SAC meetings. All parents will be invited to the annual Title One meeting. All parents will be invited to the PFEIP input meeting. Parents will be invited to develop, implement and evaluate the PFEIP, Parent/School Compact and Title I EOY Parent Survey. SAC members are community volunteers, parents, students and staff members. Input will be documented in the SAC minutes and on surveys collected from all parents. As parents request assistance, the school will provide transportation through the use of the Title I vans, child care, translation and a variety of time slots if requested to

**Caloosa Middle School** will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

### **ANNUAL TITLE I MEETING**

**Caloosa Middle School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

Caloosa MS will hold an annual Title 1 meeting in September, 2020 virtually through Zoom. We will advertise the meeting to all parents on our marquee, on our website and through the school messenger program. We will also include the information in our packets that go home with all students on the first day of school. The parent involvement specialist and the administration will be responsible for notifying parents. An agenda, copy of google slides, sign in sheet and parent input on the effectiveness of the activity will be collected by the PIS. All documentation will be uploaded to the Title 1 crate by the PIS.

## **COMMUNICATIONS**

**Caloosa Middle School** will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs
- 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 relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

Describe/List how the parent and family engagement policy will be distributed to families and how the school is going to communicate with families including information about how the school will provide information related to school and family programs, meetings, and other activities to families in a format, to the extent practicable, and in a language that families can understand (multiple languages).

Caloosa MS invited all parents to attend the PFEF input meeting in March, 2020 to review Title One information, learn about the budget and requirements and give input into plan. Parents participated in the discussion about Title One and requested that the 1% be spent to continue to fund the Parent Involvement Specialist and to continue to provide translation at events/meetings. In the beginning of the school year, information about the Title 1 program will be presented and discussed with parents during the Annual Title 1 meeting. Information on the curriculum, required district/state assessments, school-wide academic programs, how to schedule parent-teacher conference, and after school learning opportunities will be provided at various school functions. Other information pertinent to Caloosa parents will be sent via School Messenger and Peach Jar. Information is also posted on our school website. If requested by parents, opportunities will be created for regular meetings to formulate suggestions and to participate in making decisions to improve the education of their child. All communications, including the School-Parent Compact, SIP and PFEF will be available in the front office for parents to review. If there are any parental concerns regarding the PFEF, they will be submitted to the District's Title 1 office.

#### **SCHOOL-PARENT COMPACT**

**Caloosa Middle School** will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.

Caloosa Middle School developed a draft school-parent compact to share with parents and staff and students at the PFEF meeting in March, 2020. All parents were invited and encouraged to attend with multiple messages being sent out and announcement displayed on the marquee. We gathered input and suggestions and we will disseminate the school-parent compact to all parents in first day of school packets that are sent home with every student. As new students enroll at our school, they are provided with a first day packet that includes information about Title 1 and includes a parent-school compact for their review and signature.

#### **RESERVATION OF FUNDS**

**Caloosa Middle School** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:



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 [Sections 1116].

At the beginning of the school year, information about the Title I program will be presented and discussed with parents during the annual Title I meeting. Information on the curriculum, required district/state assessments, school wide academic programs, information on parent-teacher conferences, and after school learning opportunities will be provided at various school functions, including SAC meetings. All parents are invited and encouraged to join SAC during the Open House and throughout the year. Other information pertinent to Caloosa parents will be sent via School Messenger and Peach Jar and added to our website. If requested by parents, opportunities will be created for regular meetings to formulate suggestions to participate in making decisions to improve the education of their child. All communications, including the School-Parent Compact, SIP and PFEIP will be available in the front office for parents to review. If there are any parental concerns regarding the PFEIP, they will be submitted to the District's Title I office.

## COORDINATION OF SERVICES

**Caloosa Middle School** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

Harry Chapin Food Bank monthly to distribute food to families on our campus. Laces of Love donates shoes for students at our school. Our School Social Worker collaborates with local agencies to arrange donations for our families to meet basic needs and provide support to families.

## Evaluation of the 2019-2020 Parental Involvement Activities 2019-2020 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 1116]. Include participation data on the Title I annual meeting.

<b>Activity</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Impact on Student Achievement</b>
1	OPEN HOUSE	1	1348	Became knowledgeable about school and student expectations and curriculum requirements
2	ANNUAL TITLE 1 MEETING	1	101	Became aware of Title One, programs available, budget expenses and volunteer opportunities
3	6 <sup>TH</sup> GRADE INFORMATION NIGHT	1	80	Became aware of 6 <sup>th</sup> grade curriculum requirements, tutoring assistance available and met 6 <sup>th</sup> grade teachers
4	8 <sup>TH</sup> GRADE INFORMATION NIGHT	1	104	Became aware of 8 <sup>th</sup> grade requirements, tutoring assistance available, high school options and requirements, and met 8 <sup>th</sup> grade teachers
5	STUDENT LED CONFERENCES	1	104	Parents were able to check student work, goals, grades and STAR data
6	STUDENT OF MERIT Q1, Q2	2	142	Became knowledgeable about school/district activities and were able to meet with school staff and students to celebrate successes/recognitions
7	WINTER BAND CONCERT	1	197	Became knowledgeable about student progress and expectations and able to hear progress students were making with band
8	WINTER CHORUS CONCERT	1	93	Became knowledgeable about student progress and expectations and able to hear progress students were making with choir
9	NJHS INDUCTION /CURRICULUM NIGHT	1	199	Became knowledgeable about requirements for National Junior Honor Society, curriculum requirements and school activities
10				
		<b>Total:10</b>	<b>Total:2368</b>	

## 2019-2020 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 1116].



Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	Preschool training for teachers about communication with parents to build ties	1	57	Become aware of how to communicate effectively with parents to increase engagement and increase parent involvement
2	VOLUNTEER TRAINING	1	57	Become aware of how to encourage volunteer participation and how to develop opportunities for volunteers in classrooms
3	TEXT DEPENDANT QUESTIONING TRAINING	1	53	Become aware of how to increase reading and writing achievement
4	DISTRIBUTIVE SUMMARIZING TRAINING	1	53	Become aware of how to increase reading and writing achievement
5	ESSENTIAL QUESTIONING TRAINING	1	53	Become aware of how to increase rigor and utilize standards based instruction
6	GETTING THINGS DONE TRAINING	1	65	Become aware of how to increase effectiveness and efficiency to become more organized and communicate effectively
7				
		Total:6	Total: 338	

### 2019-2020 Barriers Summary

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 1116].

#	Barrier (Including the specific subgroup)- Be specific	Steps you put in place to overcome barriers - Be specific
1	Language barrier (Hispanic)	Continue to offer translation to parents at all meetings and on messages
2	Availability – working multiple jobs and students in multiple nighttime activities	Continue to offer varying days and varying times to accommodate as many as possible
3		

## Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- **Tier 1 –Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 –Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 –Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 –Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

## NEW 2020-2021 Parental Involvement Activities

### 2020-2021 Building Capacity Activities

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 1116j]. 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 1116j]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116j].

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier (see previous page)	Cost Associated with Activity
1	Virtual grade level curriculum nights	Jennifer Pierson	Increase knowledge about curriculum requirements for 6 <sup>th</sup> grade, 7 <sup>th</sup> grade and 8 <sup>th</sup> grade as well as high school options for students	September/ October/ February/	Tier One	1,000.00
2	Virtual SAC meetings	Ann Cole	Increase knowledge about district, state and school information. Gather input from parents about Title One	monthly	Tier One	300.00



			and school topics. Curriculum topics and information are explained and reviewed at each meeting.			
3	Virtual Annual Title One Information Night	Ann Cole	Increase knowledge about Title One, programs, curriculum requirements, opportunities for parent involvement, volunteer information and tutoring available	September	Tier One	300.00
4	Virtual Open House	Ann Cole	Increase knowledge about curriculum requirements, meet teachers, learn about programs available, and parent involvement opportunities	August	Tier One	400.00
5	Virtual PFEIP input	March/April	Increase knowledge about Title One opportunities and gather input from parents about Title One programs and 1 % set aside for parent involvement	March/April	Tier One	100.00
6						
7						

#### 2020-2021 Staff Training Activities

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)].

Caloosa MS will work with teachers, staff and district to develop a training plan for next school year based on the needs of students and staff and the requirements from the district and the state.