

Title I, Part A 2020-2021 Parent and Family Engagement Plan for Fort Myers Middle Academy

I, Lynn Edward, 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;

JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

Fort Myers Middle Academy 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.

Describe/list how families will be involved in the development of the school parent and family engagement policy and how families will be involved in the planning, review, and improvement of parent and family engagement programs including decisions on how funds for parental involvement will be used.

(A Parent Involvement Plan Input form will be provided to you)

Fort Myers Middle Academy will discuss the planning, review and improvement of Title I programs throughout the school year. All stakeholders will be encouraged to attend the virtual SAC/Title I meetings to offer input and feedback about the effectiveness of our Title I programs. All stakeholders will be invited via e-invitations, school marquee, e-flyers, school website, and School Messenger.

SAC members are solicited through an open volunteer request. Members can be either nominated, or nominate themselves. Once nominations are compiled, members are selected through a voting process. The procedures for selecting this group will include the input of parents, staff members and the SAC committee.

Parents/families will provide input through e-surveys, and open discussions via Zoom. Title I School's parent survey compilation of results will be compiled by SAC, and results will be used to assist in creating the plan--to meet the needs of parents and students in a meaningful way that will improve academic achievement.

Communications will be provided in a flexible format such as online, in person (second semester if permitted), or on paper. The SAC committee works with the facilitator to develop, review, and create a plan. The plan will be created and reviewed during SAC/Title I quarterly Zoom meetings. Ideas and input from parents/families will be documented in the SAC Meeting Minutes. During a scheduled SAC meeting, the use of parental funds will be discussed. Decisions regarding the use of the Title I 1% set aside funds reserved for parent involvement at the school level and the development and review of the Parent and Family Engagement Plan and Compact will be made during the development of the School Improvement Plan by the School Advisory Council.

ANNUAL TITLE I MEETING

Fort Myers Middle Academy 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).

During the month of August, school administrators, teachers, parent involvement specialist and support personnel will hold a virtual Annual Title I Meeting. This meeting will begin at the conclusion of our Virtual Open House. Open House will be called to an end prior to beginning the Annual Title I Meeting.

The Annual Title I Meeting will be advertised via School Messenger, school website, Facebook and Instagram. During the Meeting the Title I PowerPoint will be presented and will include: a review of the Title Parent and Family Engagement Plan, review of the compact, curriculum/assessments being used at each grade level, and district/state assessments. At the conclusion of the meeting, comment forms will be completed by parents to demonstrate effectiveness of the activity. Additionally, e-sign-in sheets, announcement documentation, agendas and meeting minutes will be submitted for compliance.

COMMUNICATIONS

Fort Myers Middle Academy 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:

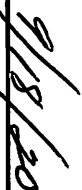
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can 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, Fort Myers Middle Academy, 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).

The Fort Myers Middle Academy 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.

Fort Myers Middle Academy will distribute the family engagement policy, as well as communicate with parents via School Messenger, monthly school newsletters, phone calls, home visits, letters, Annual Title 1 Meeting, curriculum nights and SAC meetings. The school website provides a great deal of parent/student/school information including: calendars, school announcements, teacher email addresses, and academic programs. Monthly Parent Newsletters will be dispersed hard copy/electronically. All parent communications will be provided in multiple languages. If parents are not satisfied with the school's Title 1 program, concerns will be submitted to the District Title 1 office.

SCHOOL-PARENT COMPACT

Fort Myers Middle Academy 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.

Fort Myers Middle Academy will submit our compact to the SAC/PTO meeting for review in April. Staff/parents will have the opportunity to make all the necessary changes by May, and approved at the September meeting.

The school will post a copy on our website and parents will received their copies in the opening school packet (back pack for face-to-face, or drive through packet for Lee Connect students). Additionally, a signed copy of the compact will be stored in the front office.

RESERVATION OF FUNDS

Fort Myers Middle Academy 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:

Fort Myers Middle Academy will discuss the planning, review and improvement of Title I programs throughout the school year. All stakeholders will be encouraged to attend the SAC/Title I meetings to offer input and feedback about the effectiveness of our Title I programs. All stakeholders will be invited via e-invitations, school marquee, e-flyers, school website, and School Messenger.

SAC members are solicited through an open volunteer request. Members can be either nominated, or nominate themselves. Once nominations are compiled, members are selected through a voting process. The procedures for selecting this group will include the input of parents, staff members and the SAC committee.

Parents/families will provide input through surveys, and open discussions. Title I School's parent survey compilation of results will be compiled by SAC, and results will be used to assist in creating the plan--to meet the needs of parents and students in a meaningful way that will improve academic achievement.

Communications will be provided in a flexible format such as online, in person, or on paper. The SAC committee works with the facilitator to develop, review, and create a plan. The plan will be created and reviewed during SAC/Title I quarterly meetings. Ideas and input from parents/families will be documented in the SAC Meeting Minutes. During a scheduled SAC meeting, the use of parental funds will be discussed. Decisions regarding the use of the Title I 1% set aside funds reserved for parent involvement at the school level and the development and review of the Parent and Family Engagement Plan and Compact will be made during the development of the School Improvement Plan by the School Advisory Council.

COORDINATION OF SERVICES

Fort Myers Middle Academy 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:

Fort Myers Middle Academy will coordinate with other organizations, businesses and community partners to provide additional supports and resources to families. The school partners with various organizations, including, but not limited to:

- SAC to support/plan engagement activities
- Community Cooperative
- Blessings in a Pantry

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.

| Activity | Content and Type of Activity | Number of Activities | Number of Participants | Impact on Student Achievement |
|----------|---|----------------------|------------------------|---|
| 1 | Open House | 1 | 76 | Provide information to parents that will help support academic achievement at home |
| 2 | Title I Annual Meeting | 1 | 25 | Provide information to parents about the Title I program, and provide information that will help support academic achievement at home |
| 3 | Curriculum Night | 1 | 52 | Provide information/resources to parents that will help support academic achievement at home |
| 4 | Family Science Night | 1 | 36 | Provide information to parents that will help support academic achievement at home |
| 5 | Grandparents Breakfast | 1 | 88 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 6 | AVID Parent Night | 1 | 25 | Provide information to parents that will help support academic achievement at home |
| 7 | Positive Behavior Support | 1 | 66 | Provide information to parents that will help support academic achievement at home |
| 8 | Workshops/Trainings as requested by parents | 2 | 65 | Provide information to parents that will help support academic achievement at home |
| 9 | Sixth Grade Orientation | 1 | 35 | Provide information to parents that will help support academic achievement at home |
| 10 | Parent-Teacher Conferences | 1 | 201 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 11 | SAC Meetings | 4 | 144 | Provide information to parents that will help support academic achievement at home |
| 12 | Arts Performances | 8 | 1200 | Provide information to parents that will help support academic achievement at home |
| 13 | | | | |

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| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| | | Total: 21 | Total: 1947 | |

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 | School Newsletter: Provide expectation that teachers read the school newsletter with research-based articles on parent involvement | 10 | 600 | Research-based articles on parent/family involvement |
| 2 | Effective Parent Conferencing: Provide evidence-based parent conferencing techniques | 1 | 72 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 3 | Research-Based Instructional Strategies | 6 | 65 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 4 | Professional Learning Communities: provide a continuum of evidence-based interventions | 24 | 65 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |

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| 5 | Advancement Via Individual Determination | 6 | 65 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 6 | Positive Behavior Support: provide a continuum of evidence-based interventions | 2 | 65 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| | | Total: 49 | Total: 932 | |

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 | Parental Transportation (all subgroups) | 1) hire Parent Involvement Specialist 2) utilize Parent Involvement Specialist to make home visits/transport to events |

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|----|---|---|
| | | 3) schedule flexible meeting times |
| 2 | Parental Work Schedules (all subgroups) | 1) vary the days/times of school events so that families can participate |
| 3 | Language other than English (limited English proficiency) | 1) secure interpreters for workshops/meetings 2) provide translation at all parent involvement activities/communications 3) provide printed materials in multiple languages |
| 4 | Economically Disadvantaged (all subgroups) | 1) utilize Parent Involvement Specialist to contact parents that express needs 3) utilize Social Worker to provide resources/information to access services |
| 5 | | |
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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 1116]]. 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 1116]]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116]].

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;

| 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 Open House | Administration/Educators | Parents will be provided information that will help support academic achievement at home | August 21 | e-flyers, e-agenda, virtual sign-in sheets, e-informational handouts (posted on school website), School Messenger | |
| 2 | Virtual Title I Annual Meeting | Administration/Educators | Provide information to parents about the Title I program | August 21 | e-flyers, e-agenda, virtual sign-in sheets, e-informational handouts (posted on school website), School Messenger | |
| 3 | Virtual Curriculum Night | Administration/Educators | Provide information to parents about the Title I program | September | e-flyers, e-agenda, virtual sign-in sheets, e-informational handouts (posted on school website), e-survey, School Messenger | |
| 5 | Family Science Night | Administration/Science Department/Educators | Parents will be provided resources and strategies to help support academic achievement at home | February | flyers, School Messenger, agenda, sign-in sheets, photographs, informational handouts, parent evaluation (comment form) | |
| 6 | Grandparents Breakfast | Administration/Educators | Provides opportunities for grandparents to learn effective ways to communicate with their grandchildren | January | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms, invitations | |

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|----|---|--|---|------------|---|--|
| 7 | Positive Behavior Support | Administration/Educators PBIS Site Team | Support and promote positive behavior at home and at school | August-May | e-flyers, School Messenger, e-Newsletters (posted on school website) | |
| 8 | Workshops/Trainings as requested by parents | Administration/Educators | Parents will be provided resources and strategies to help support academic achievement at home | August-May | e-flyers, e-agenda, virtual sign-in sheets, e-informational handouts (posted on school website), e-survey, School Messenger | |
| 9 | Sixth Grade Orientation | Administration/Educators | Parents will be provided resources and strategies to help support academic achievement at home | May | flyers, School Messenger, agenda, sign-in sheets, informational handouts, evaluations, surveys | |
| 10 | Zoom Parent-Teacher Conferences | Administration/Educators | Research supports that increased parent involvement is directly related to academic achievement | August-May | e-parent conference logs, e-handout, e-parent evaluation/feedback | |
| 11 | Zoom SAC Meetings | Administration/Educators SAC Chair | Increase the level of involvement of parents to become active in the decisions being made at the school. Topics may include Compass and Focus | Monthly | e-flyers, e-agenda, virtual sign-in sheets, e-informational handouts (posted on school website), School Messenger | |

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)].

| Activity | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness and Tier |
|----------|--|--------------------|--|----------|------------------------------------|
| 1 | School Newsletter: Provide expectation that teachers read the school newsletter with research-based articles on parent involvement | Administration | Research-based articles on parent/family involvement | Monthly | Tier 4-Demonstrates a Rationale |

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|---|--|---------------------------------|---|---------|---------------------------------|
| 2 | Effective Parent Conferencing: Provide evidence-based parent conferencing techniques | School Counselor/Administration | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other | Ongoing | Tier 4-Demonstrates a Rationale |
| 3 | Research-Based Instructional Strategies | Administration/Leadership Team | Providing teachers with the resources and tools to instruct students | Monthly | Tier1-Strong Evidence |
| 4 | Professional Learning Communities: provide a continuum of evidence-based interventions | Administration/PLC Chairs | Providing teachers with the resources and tools to instruct students and review student data to promote student achievement | Monthly | Tier1-Strong Evidence |
| 5 | Positive Behavior Support: provide a continuum of evidence-based interventions | PBIS Team | Providing teachers with the resources and tools to create an environment that supports student learning | Ongoing | Tier1-Strong Evidence |