**YEARLING MIDDLE SCHOOL Title I, Part A Parent and Family Engagement Plan**

I, Jody Hays, 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

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent;
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community;
* 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 parental involvement policy and the joint development of the schoolwide program plan;
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy;
* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
* 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 is not highly qualified; 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.

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Yearling Middle School will achieve excellence by acting responsibly, making good choices, and striving for success. |

**Review Rubric:**

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

* Explanation of the purpose of the parental involvement program;
* Description of what will be done; and
* Description of the beliefs or value of the LEA.

**Review Status: Adequate**

**Review Comments:**

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**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.

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| **Response:** Yearling Middle School will use the SAC Committee and Parent and Family Engagement Team (PFEP) in order to provide parents with input in school improvement initiatives. The SAC committee meets bimonthly and the PFEP meets annually. We advertise our meetings and Title 1 status and initiatives in our monthly newsletter and by utilizing our telecommunications and networking. |

**Review Rubric:**

Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* Information on how the school will provide other reasonable support for parental involvement activities.

**Review Status:** **Adequate**

**Review Comments:**

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**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

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| **count** | **Program** | **Coordination** |
| 1 | Title 1, Part A | The 2017-2018 Parent Involvement Allocation is $3,035 to be used to purchase materials and supplies for Family Engagement Events. Partially or totally funds reading coaches (academic coaches) at seven Title I school-wide projects. Reading/academic coaches provide professional development in scientifically based methods and strategies designed to improve student achievement. Title I, Part A partially funds migrant advocates at seven schools to assist migrant students and provide an additional home-school connection. |
| 2 | Title 1, Part C | Migrant - partially or totally funds migrant advocates which serve all ten schools. Migrant advocates provide academic and other support necessary to meet the needs of migrant students and families. |
| 3 | Title 1, Part D | funds supplemental educational materials for four DJJ within the county. |
| 4 | Title 2, Part A | funds professional development for new and experienced teachers in scientifically based strategies and methods designed to increase student achievement. Title II, Part A also funds the add-on Reading endorsement and partially funds secondary reading/academic coaches. |
| 5 | Title 10, | Homeless students are identified at the school and district level. The district works with food service to make sure these students are coded as participating in the free lunch program and the district works to meet their educational needs. Homeless students residing at a local facility are also identified as homeless if awaiting foster placement. |
| 6 | Nutrition Programs | Nutrition Programs: School sites work cooperatively with the Food Service Department to promote good nutrition and wellness. |
| 7 | Housing Programs | The District solicits referrals through the Shared Services Council and provides a district social worker to assist students and families. |
| 8 | Adult Education | The District works cooperatively with Indian River State College and opens facilities for adult ELL classes. |
| 9 | Career and Technical Education | All students have access to Career and Technical programs at the secondary level. |

**Review Rubric:**

Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**Review Status:** **Adequate**

**Review Comments:**

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**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | SAC | Principal | 2017-18 School Year | Agenda, Sign in sheets, and minutes |
| 2 | Parent and Family Engagement Team | Dean | 2017-2018 School Year | Agenda, Sign in sheets, and minutes |
| 3 | School Newsletter | Principal | 2017-2018 School Year | Newsletter |
| 4 | Parent Open House | Principal | August 8, 2017 | Newsletter, Sign in sheets |
| 5 | District Title I Information and Power Point | Assistant Principal | October 19, 2017 | Agenda, sign in sheets, minutes |
| 6 | Turnabout Tuesday | Prin, AP, Dean | September 26, 2017 | Flyer, sign in sheets |

**Review Rubric:**

Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** **Adequate**

**Review Comments:**

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**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement.

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| **Response:** We will vary our meeting times with parents to evenings, teacher work days and early release days. AVID Site Team Meetings occur at 8:30 AM, allowing parents the option of morning meetings. Each meeting will require a quorum and time and date. |

**Review Rubric:**

Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**Review Status:** **Adequate**

**Review Comments:**

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**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.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
|  |  |  |  |  |  |
| 2 | Book Fair Parent Night | Reading Coach and Principal | Students and parents will receive discounts on books. We will discuss study skills and FSA preparation | Fall & Spring 2017-2018 School Year | FSA Testing and Improved Grades |
| 3 | School Advisory Council | Principal | Decisions regarding resources that will impact student achievement will be discussed and finalized. | Monthly 2017-2018 School Year | FSA Testing and Grades |
| 4 | PFEP | Dean | Decisions regarding resources that will impact parental involvement will be discussed and finalized. | 2017-2018 School Year | Increased parent and student involvement |
| 5 | AVID/Sci.Fair/FFA | AVID Coordinator, Sci. Dept. Head, FFA Sponsor | Students and parents will receive information on Science Fair requirements, helping their child strive for college readiness and the leadership possibilities through the FFA program | Fall 2017 | Sci. Fair placement, AVID students will improve grades, enrollment in FFA will increase |
| 6 | Turnabout Tuesday Back to School Night | Prin, AP, Dean | Parents will have the opportunity to walk and abbreviated version of the student's schedule and have a 10 minute presentation and visit with each teacher. | September 26, 2017 | Increased parent and student involvement |
| 7 | Finish Strong Rally | Assistant Principal | Students and parents will be informed of testing schedule and encouraged to finish strong during standardized testing. | Spring 2018 | FSS Testing and Parental Involvement |

**Review Rubric:**

Strong responses include:

* Description of the content and type of activity including the following: The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:** **Adequate**

**Review Comments:**

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**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Early Release Day Inservice | Principal | Trained teachers on current, cutting edge research on improving student achievement via standards based instruction | 2017-2018 School Year | FSA testing, iReady, Performance Matters |
| 3 | MTSS | Principal and MTSS Team | Student achievement through differentiated instruction | 2017-2018 School Year | FSA Testing, iReady, Performance Matters |
| 4 | Florida State Standards Curriculum Mapping | Principal | Improved Grades and FSA Scores | 2017-2018 School Year | FSA Testing, Grades, Performance Matters |
| 5 | CHAMPS | Principal | Classroom Management to improve Behavior and Grades | 2017-2018 School Year | FSA Testing and Lower OSS days |

**Review Rubric:**

Content and type of activity including the following:

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement program,
* Building ties between home and school,; and
* Cultural sensitivity;
* Identification of person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** **Adequate**

**Review Comments:**

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**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children.

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| **Response:** Through PFET and SAC we provide parents with school information including , but not limited to, the following: Student Achievement Data, Discipline data, student incentives, resources, books and materials and school budgets. |

**Review Rubric:**

Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** **Adequate**

**Review Comments:**

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**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; and
* If the schoolwide program plan 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.

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| **Response:** We provide timely information to parents through newsletters, school website, and Facebook. The website will include current newsletters, calendars and upcoming events. Blackboard Connect, a communication phone system, will be used to relay important information to parents and staff. Also, parents receive information during Open House, and other parent based meetings. The YMS School Improvement Plan will be analyzed during SAC meetings and reviewed during PFET meetings. The School Improvement Plan will include academic proficiency levels and school wide achievement results. |

**Review Rubric:**

Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**Review Status:** **Adequate**

**Review Comments:**

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**Accessibility**

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

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| **Response:** We will provide our Spanish Speaking parents with letters, newsletters, and electronic communications with translated copies. We will also provide Blackboard Connect messages in Spanish and English. Translators will be made available at Turnabout Tuesday. |

**Review Rubric:**

Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:** **Adequate**

**Review Comments:**

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**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training; and | The LEA will provide literacy training to parents when requested. | LEA Representative | Increased Parent Awareness | 2017-2018 |
| 2 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; | We allow parents access to school for after school meetings like PTO and SAC. Also, parents have access to the school on teacher workdays and early release days. Parents have the right to set up Parent- Teacher Conferences at a convenient time for all involved. | Principal | Increased Student Achievement | 2017-2018 |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities. | We have clubs such as; FCA and Teens' Alive who work with Kiwanis and area churches in partnerships | FCA Sponsor and Teens' Alive Sponsor | Increased community awareness | 2017-2018 |

**Review Rubric:**

Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:** **Adequate**

**Review Comments:**

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**Upload Evidence of Input from Parents to your school PI Folder.** [**YMS PI Folder**](https://drive.google.com/open?id=0BzcWhkpOoK0TWFJXbTdBa3dRdzA)

**Review Rubric:**

**Review Status:**

**Review Comments:**

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**Upload Parent-School Compact to your school PI Folder.** [**YMS PI Folder**](https://drive.google.com/open?id=0BzcWhkpOoK0TWFJXbTdBa3dRdzA)

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

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**Review Rubric:**

School-Parent Compact must include the following components:

* Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
* Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; 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); and
* Highlight 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 will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
* Evidence that parents were involved in the development/revisions to the compact.

**Review Status:**

**Review Comments:**

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**Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school PI Folder.** [**YMS PI Folder**](https://drive.google.com/open?id=0BzcWhkpOoK0TWFJXbTdBa3dRdzA)

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

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**Review Rubric:**

**Review Status:**

**Review Comments:**

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## Evaluation of the previous year's Parent and Family Engagement Plan

**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. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title I Annual Meeting | 1 | 9 | FSA Testing and Improved Grades |
| 2 | Family Science Night | 1 | 18 | FSA Testing and Improved Grades |
| 3 | Turnabout Tuesday | 1 | 100 | FSA Testing and Improved Grades |
| 4 | Parent Involvement Planning Committee | 2 | 9 | FSA Testing and Improved Grades |
| 5 | FSA Carnival | 1 | 213 | FSA Testing and Improved Grades |
| 6 | Open House | 1 | 700 | FSA Testing and Improved Grades |
| 7 | AVID/Science Fair/FFA Info Night | 1 | 103 | FSA Testing and Improved Grades |
| 8 | YMS Spelling Bee | 1 | 3 | FSA Testing and Improved Grades |
| 9 | Athletic Awards Ceremony | 1 | 36 | FSA Testing and Improved Grades |

**Review Rubric:**

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**

**Review Comments:**

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**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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Standards Based Instruction - PLC | 5 | 47 | FSA Testing and Improved Grades |
| 2 | ELFAS/CPALMS Peer Lesson PLanning - PLC | 5 | 47 | FSA Testing and Improved Grades |
| 3 | Using Complex Text - PLC | 5 | 47 | FSA Testing and Improved Grades |
| 4 | Formative/Summative Assessment - PLC | 5 | 47 | FSA Testing and Improved Grades |
| 5 | Test Design - PLC | 5 | 47 | FSA Testing and Improved Grades  |

**Review Rubric:**

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**

**Review Comments:**

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**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Limited time to meet teachers during Open House | Schedule a second event to provide this opportunity; Second event was provided |
| 2 | Limited familiarity with new FSA Tests | Schedule a Finish Strong Rally with parent info prior to testing; Rally was held |

**Review Rubric:**

Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies.

**Review Status:** **Adequate**

**Review Comments:**

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |

**Review Rubric:**

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:**

**Review Comments:**

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