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**2018-2019 Title I Parent and Family Engagement Plan**

**Fort Meade Middle Senior High School**

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| ***General introduction of school’s vision for parent and family engagement.*** |
| **Fort Meade Middle Senior High School will strive to build relationships to create real family engagement for every child, every family, every teacher, every day.** |

**All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I informational notebook located in our front office.**

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Involvement of Parents** | |
| If the school wide program plan under **Section 1116 (b) (1**) 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 **Section 1116(b) (4).**  Polk County Public Schools Title I program requires schools to submit evidence that documents parent input and approval for how the funds are spent. This documentation is monitored for compliance and kept on file in the Title I online monitoring file system. Parent input is gathered through a parent meeting or SAC meeting. | |
| ***Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?*** | All parents/families are invited to participate in developing and revising this plan. The plan is reviewed/revised three times a year using parent input. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | This plan is reviewed three times throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, state assessments and provide strategies, materials, and resources to help support learning at home. |
| ***How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?*** | Parents are surveyed when developing/revising this plan and asked what types of trainings and/or workshops they would like the school to provide to assist in helping their child’s academic achievement. Results from surveying parents is used to plan parent and staff training. |
| ***What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)*** | All parents are invited to provide input on the 2018-19 plan. An invitation will be sent via backpack, school marque and on our school website, to attend a parent meeting held in our school media center. Parents who cannot attend the meeting will be invited to submit comments and/or suggestions on the current plan.  Copies of the meeting invitation, agenda, sign in sheets and minutes contacting all parent suggestions is kept on file as documentation. The plan will be reviewed at our February School Advisory Council meeting and again in May as we plan for the next school year. |
| ***How will this plan assist in providing high quality instruction for all learners?*** | This plan helps ensure that we provide parents/families with information, materials and resources to support their child’s learning at home by offering parent workshops on the Florida Standards, Literacy, and test taking tips to support the high quality instruction provided during the school day. |
| ***How will the school share comments received from parents/families?*** | All parent comments and suggestions given for the plan are considered, documented and kept on file as evidence of parents providing input for both FLDOE and the District. When feasible, parent suggestions are incorporated into the plan. |
| ***How will this plan be made available to the community?*** | This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. |

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| |  |  | | --- | --- | | **Flexible Parent Meetings:**  The school provides trainings, meetings and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)** | | | ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | Parents are provided a calendar of events at the start of school. All dates and Times of events are posted on our school website and school marque.  Parent workshops are offered on different days and times and sometimes twice in order to increase attendance. | | ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | Child care is provided as needed for parents to participate in parent activities. | |
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| **Annual Parent Meeting**  The school will 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 (school wide or targeted assistance), school choice, the rights of parents and timely information about the Title I programs **Section 1116(c)(1)** | |
| Every Title I school in Polk County is required to hold an Annual Parent Meeting by September 30. Schools are monitored to ensure that parents are invited to the Annual Meeting in a timely manner, and notifications are other languages, and sent in multiple ways (via backpack, school marquee, school website, newsletters, callout) Schools are required to conduct a parent evaluation of the meeting to gather input.  Evidence that schools comply is documented with; notifications and invitations; agendas, sign in sheets, copy of the PowerPoint with specific school information and parent evaluations. | |
| ***Date and time you will hold your meeting?*** | This plan helps ensure that we provide parents/families with information, materials and resources to support their child’s learning at home by offering parent workshops on the Florida Standards, Literacy, and test taking tips to support the high quality instruction provided during the school day. |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | All parents will be notified of the Annual parent meeting via a flyer and student planner (Gr. 6-9). In addition, this information will be posted on our school website and marquee in front of the school. |
| ***Information:***  ***Please describe how your meeting will cover information about:***   * *the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and (the qualifications of their child’s teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field.* | The agenda for our Annual Parent meeting will include a whole group presentation with a PowerPoint on how the Title 1 program benefits our students, school choice, parent’s right to know and how parents will be informed of the qualifications of their child’s teacher. In addition, information about this plan and our school compact is discussed.  After the general meeting in the cafeteria parents are encouraged to visit individual classrooms to hear specific information about the curriculum and state assessments their child will take. |
| ***Barriers:***   * *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation* | We provide flexible dates and times for parent meetings. In addition, translation of our materials given out will be translated in English and Spanish, as well as, we will provide a translator at the meeting. Parents are welcome to bring their student(s) to the meeting so childcare is not needed. |
| ***Evaluations:***   * *How will you get feedback from parents about the meeting?* | Every parent who attends the meeting will be asked to complete a short evaluation of the meeting. This evaluation allows for parents to provide us with feedback in regards to the meeting and if there is any additional information about Title 1, the curriculum, or testing that they would like to learn more about. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | For parents who are not able to attend this meeting, a video along with the information will be available on our school website. |

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| **Building Capacity of Parents**  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(e) (1-3).** School will provide materials and training to help parents work with their child to improve their child’s academic achievement. **[Section 1116(e) (2).**  **Explain how parents are invited to participate in activities such as parent trainings that are linked to student achievement.**   * *How will your school help parents gain an understanding of such topics as; the state's standards, state assessments, achievement levels or proficiency and how to monitor their child's progress.*  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Title**  **Topic** | **Impact on Student Achievement** | **Materials** | **Tentative**  **Date/Time**  **Is it flexible?** | **Transportation** | **Refreshments** | **Childcare** | **Translation** | | **Curriculum /Florida Standards** | Provide information to parents on standards by grade level and how they can help their child at home.  Grades 6-10 take the FSA state assessment  Algebra1, Geometry, Civics and US History take an EOC. | Information on where to locate Florida Standards by Grade level. | Annual Meeting/Open House – 9/20/18, 5-6:30p.m. |  |  | x | x | | **State Tests & Achievement Levels** | Provide test taking strategies to parents and also information on the assessments their child will be expected to take | Test taking tips will be sent home to parents to support their child. | Spring 2019 |  |  |  | x | | **Transition (Kdg, MS, HS)** | These workshops will provide information to parents to help their child make a smooth transition with change in grade expectations. | Parents of 5th & 8th Grade students will be provided with information to help them transition to middle and high school. | 8th Grade Transition Mtg. – January 2019  5th Grade Transition Mtg. – April 2019 |  | x | x | x | | **Literacy 1116 (e)** | Information is sent home to parents that provides strategies to help their student with literacy at home. | Literacy Strategies will be sent home every 9 weeks to support parents with helping their child(ren) at home. | October 29, 2018  January 18, 2019  April 5, 2019 |  |  |  | x | | **Technology, Parent Portal** | Provide parents information on how to navigate the Parent Portal to check their child’s grades. | Hands on Workshop | Parent Portal Assistance will be held in the media center during the meeting times scheduled throughout the year. Parents can also be assisted as needed. |  |  |  |  | | **College and Career** | School Counselor meets with Juniors and Seniors to discuss College and Career options. In addition, there flexible parent meetings to provide information on College Career. | Information is provided to juniors and seniors and sent home to parents to discuss student’s future plans. | Fall 2018 |  |  |  | x | | **Graduation Requirements/Scholarships** | School counselor meets with students 6-12th grade to discuss promotion and graduation requirement. | Information is provided to the parent in regards to promotion and graduation requirements. | 11th & 12th Grade – Fall 2018  6-10th Grade – Spring 2019 |  |  |  | x | | **How do you assess the needs of parents?**  **Do you survey parents to ask what type of events or workshops you have at your school?** | | We survey parents to identify needs of our parents and students. We provide four 6th grade parent nights at the beginning of the year to help our 6th graders transition to middle school. In addition, we provide a 5th to 6th grade transition night and a 8th to 9th grade transition night to help our students adjust to middle and high school. | | | | | | | **How do you evaluate effectiveness?** | | Parents are provided a parent meeting evaluation form that gives them an opportunity to tell us how we are doing and what their needs are. | | | | | | | **Explain how your school provides materials and trainings to assist parents/families to work with their child (ren) to support learning at home? Give examples.** | | We provide parent meetings throughout the school year to share strategies and resources for parents to assist their student(s) at home. | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | We hold monthly SAC and Miner Booster meetings to plan school activities that support and improve student achievement. | | | | | |  * *The school will provide materials and training to help families work with their child to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. List all that apply; Florida standards/ curriculum, testing, progress monitoring, literacy, transition information (Kdg, MS, HS), College and Career, Graduation requirements & scholarships, technology, etc.* |

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| **Building Capacity of Staff (Trainings)** | | | | |
| The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents’ contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school **[Section 1116(e) (3).** | | | | |
| **Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff …**   * ***how to reach out to, communicate with, and work with parents/families as equal partners,*** * ***the value and utility of contributions of parents/families*** * ***how to implement and coordinate parent/family programs***   ***how to build ties between parents/families and the school*** | | | | |
| **Please describe below how you do this.** | | | | |
| **Topic -Title** | **Purpose?**  How does this help staff build school/parent relationships? | **Implementation format:**  (Workshop, book study, etc.)  **Presenter?** | **Who is the audience?** | **Tentative Date/Time** |
| **Academic Parent-Teacher Teams Training** | Emphasis strategies to increase parental involvement. | PLC | Teachers | Fall 2018 |
| **Family Friendly Schools** | Tips for making our school more friendly and welcoming for parents and visitors to the school | A faculty meeting is held at the beginning of the school year | All Staff | August 2018 |

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| **Communication** | |
| The school will provide parents of participating children; a 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 **[Section 1116(c)(4)(B)];** 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 **[Section 1116(c)(4)(C)];** | |
| **How do you notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field?** | Schools are required to notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant. |
| **How do you provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals?** | We send home a list of teachers that are still acquiring certification requirements. In addition, we send home the 4 week notification letter to notify parents of long term substitutes in the classroom. |
| ***Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?*** | Parents are notified of the curriculum, forms of assessment used to measure students’ progress and the achievement levels students are expected to obtain at the Annual Meeting and on our school website. In addition, progress reports are sent home bi-weekly and Extended learning is offered each nine weeks. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | Individualize reports about students’ performance on the state assessment are sent home with the end of the year report card. |
| ***How do you ensure that your school holds parent-teacher conferences, at least annually, during which the compact is discussed as it relates to the individual child's achievement?*** | Parent teacher conferences are held on an as needed basis in middle and high school, during which the compact is discussed as it relates to the individual child’s achievement. |

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| **Coordination and Integration:**  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 [Section 1116(e) (4)]. | |
| **Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:** | |
| * ***Homeless*** | Through the District HEARTH program students are identified and served. Title 1 provides additional support for this program, and many activities implemented by the hearth program are carried in our cooperation with Migrant Education Program (MEP). |
| * ***Migrant*** | Migrant students will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental service based on need and migrant status. MEP’s provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves. |
| * ***Adult Education*** | FMMSHS participates in the district program Drop Back In for students who have left the traditional high school and want to earn a high school diploma. Through programs with vocational schools, students can learn a trade while earning their diploma. A GED program is available within walking distance of our campus. |
| * ***ESOL*** | Title III provides supplemental resources for English Language learners and the teachers in Title I schools, as well as professional development opportunities for school staff. |
| * ***SAC School Advisory/Booster***   ***Clubs*** | Monthly SAC and Miner Academic Booster Club meetings will be held to provide opportunities for parents to provide input on school wide decisions including dispensations of funds. |
| * ***Job Training*** | A partnership between the Fort Meade Chamber of Commerce and Fort Meade Middle Senior High School will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success and perform well during a job interview. |
| * ***Community Agencies*** | We attend the Community Involvement Conference to gain knowledge of agencies able to support our student’s needs. |
| * ***Business Partners*** | Students at Fort Meade Middle Senior High School are able to apply for the Academy of Pharmaceutical Technician, Agrowtechnology and Leadership & Business. |

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| **Accessibility** | |
| The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators. **Sec 1116(e)(5) and 1116(f)** | |
| ***What opportunities do parents have to participate in their child (rens) education?***  ***Volunteer?*** *Section 1116* (d) (c)  ***Mentor?*** | Parents are encouraged to volunteer by getting approved through the district. In addition, mentoring opportunities are provided by a community based organization. |
| ***What forms of communication do you provide parents, in an understandable and uniform format related to;***   * ***school and parent programs*** * ***meetings*** * ***school reports*** * ***and other activities*** | Flyers, Social media, school marquee and school website are used to inform parents of all school related activities. |
| ***What barriers hinder participation by parents in parental involvement activities?***  ***What steps will you take this school year to overcome these 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)*** | **Barriers**  Parents work late and cannot attend meetings; specific subgroups affected include black and Hispanic families.  Transportation to school meetings is a problem for parents without a vehicle.  Parents experience a communication barrier – limited English proficiency.  Feeling welcome at the school.  Internet access at home.  **Solutions**  Adjust times for meeting including morning meetings for parents who work evenings.  Hold meetings at local community center  Work closely with migrant advocate and ELL instructor to keep parents involved.  Office staff training  Provide time in the Media Center. |
| ***How does your school provide information to parent’s in their native language?***  ***What languages do you provide?*** *Section 1116 (e) (5)*  ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | Spanish translators will be available for parent meetings/conferences as needed. School and District information is sent home in both English and Spanish. All parents are invited to join the Miner Academic Booster Club meetings held monthly. |
| ***How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.***   * ***Title I Parent/Family Resource Centers*** * ***Books Bridge Buses*** * ***Parent University*** * ***Other*** | The school will encourage more parent involvement by offering volunteer opportunities, as well as, sending information home to inform families of the Title I Parent/Family Resource centers and other family involvement activities. |