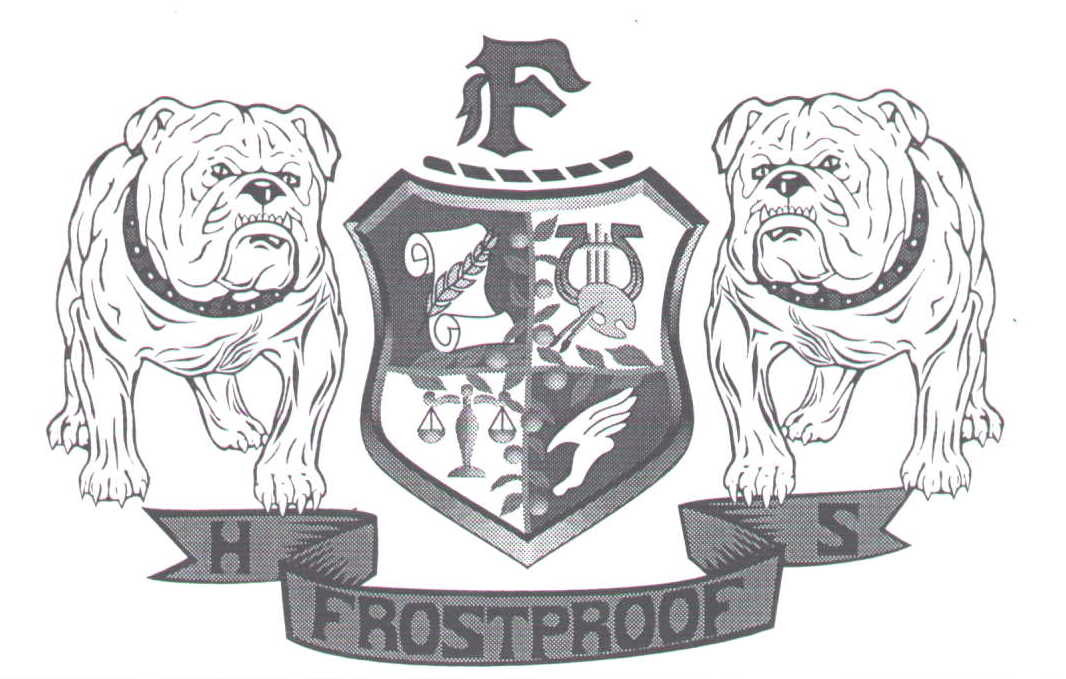
**2018-2019 Title I Parent and Family Engagement Plan**

**Frostproof Middle Senior High School**



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| * The mission of Frostproof Middle Senior High School is to build a safe, comprehensive educational community which creates life-long learners, optimizes each child’s potential to achieve academic success, promotes diversity, enhances self-esteem, and builds personal responsibility through rigorous instruction and an infusion of technology in a well-articulated curriculum. * Our vision is to develop responsible, productive members of our global society. * The mission of the Frostproof Middle Senior High School Title 1 program is to strive to BUILD RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day. Our doors are always open and we welcome all parents and families to be a part of their child’s / children’s learning.     ***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: May 8, 2018 |

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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).** | |
| ***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 trainings. This information is also used to write the Parent and Family Engagement Plan. |
| ***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 were invited to provide input into the 2017-2018 plan. Information about the two spring planning meetings was sent in the newsletter and on our school website. The meetings were held on March 14th and May 16th in our school cafeteria. Parents who could not attend the meeting were invited to submit comments and/or suggestions on the current plan.  Copies of the meeting invitation, agenda, sign in sheets and minutes containing all parent suggestions is kept on file as documentation.  The plan will be reviewed at our September 2017 School Advisory Council meeting and again in May 2018 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. A summary of the plan will be mailed to all families in October 2017. |

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| **Annual Parent Meeting** | |
| ***Date and Time you will hold your Annual Parent Meeting?*** | Our Annual Parent Meeting will be held on Tuesday, September 25 at 5:00pm and Wednesday, September 26 at 9:00am. Both meetings will be held in our school cafeteria. All parents are invited and encouraged to attend one of the meetings. Flyers were sent home with students to take to parents. |
| ***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 in the backpack, a call out the week prior to meeting, and information posted on our school website. |
| ***Information:***  ***Please describe how your meeting will cover information about:***   * *the Title I program, the benefits, and how it affects your school* * *How the Title 1 monies will be spent* * *School Improvement Plan* * *Title 1 Budget information, parent involvement minimum* * *School choice* * *Parents right to know* * *The curriculum and testing for FMSHS* | The agenda for our Annual Parent meeting will include a whole group presentation with a PowerPoint on how the Title I program benefits our students, school choice, parents right to know and how parents will be informed of the qualifications of their child’s teacher and/or para. In addition, information about this plan and our school compact is discussed.  The curriculum and testing program for FMSHS will be discussed. |
| ***Barriers:***   * *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation* | Translation of materials given out will be translated in English and Spanish. We will also provide a translator at the meeting. Parents are welcome to bring their child (ren) 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. The evaluation is their ticket out the door and asks if there is any additional information about Title I, the curriculum, or testing that they would like to learn more |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do not attend the meeting?* | A packet of material will be available to parents who are not able to attend the meeting. The parents will be asked to turn in the evaluation to provide input into planning the parent and family programming for the year. |

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| **Flexible Parent Meetings:** | |
| ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | Parent are provided a calendar of events at the start of school. Dates and times of events are posted on our school website.  Parent workshops are offered on different days and times, and sometimes twice, in order to increase attendance. Ex; mornings, evenings, and some Saturday events |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | For some parent workshops, our school offers children’s activities while parents attend a workshop. Parents can also bring their children to the meeting.  Some teachers make home visits to conference with parents who cannot attend a school conference.  Our school addresses barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests. |

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| **Building Capacity of Parents** | | | | | | | |
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| **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. | Information on where to locate Florida Standards by Grade level. | Newsletter August 2018  Advisement Folders – January 2019  Seniors - October 2017, February 2019  Ninth grade – October 2018  Rising 5th grade – May 2019 |  |  | X  X  X | X  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. | Parents will be given sample test questions and test taking tips to help their child. Websites that provide testing practice and addition information on the standards will be shared with parents. | Test Taking Workshop  March 12 3:00 and 6:00  Newsletter – February 2019  Advisement Folders – January 2019 |  |  |  | X |
| **Transition**  **(MS, HS)** | These workshops will provide information to parents to help their child make a smooth transition with entering middle school, moving from middle school to high school, or post-secondary education. | Parents of 5th grade students will be given information and a tour of the school to help them prepare their child for Middle School.  Parents of 8th grade students will be given information at their parent night.  Senior parents will receive information on post-secondary planning. | Rising 5th grade night – May 2019  Rising 8th grade night – May 2019  Senior parents will receive information on post-secondary planning. |  | X | X  X  X | X  X  X |
| **Literacy 1116 (e)** | We have a display in the Media Center entitled, “Want  A Book, Take a Book,” so students can take books to read.  We have placed “Little Libraries” around town so student can take books to read.  We have a section of our Media Center has been set up so parents are able to check out books. | Books  Little Libraries  Parent Materials  Computers | All of these activities are on-going throughout the year. |  |  |  |  |
| **Technology, Parent Portal** | Provide parents information on how to navigate the Parent Portal to check their child’s grades.  Workshop on internet safety, cyber bulling and information on other educational websites | Hands on workshop. | Workshops will be set up by the Parent Center at the elementary school. |  |  | X | X |
| **College and Career** | We are also planning to set up a section in our College & Career Center for parents who might want to go back to school.  The Parent Center also has computer nights to teach parents about the computer, the Parent Portal and other areas of interest to them. | Parent Materials  Computers  Workshops | Computer nights are set up by the Parent Center at the elementary school. |  |  | X | X |
| **Graduation Requirements**  **Scholarships** | Parents and students can attend Parent Nights to learn about scholarships, FSFSA, post-secondary planning, and graduation information. | Senior parents will receive information on post-secondary planning. | Senior parents will receive information on post-secondary planning. |  |  | X | X |
| **How do you assess the needs of parents?**  **Do you survey parents to ask what type of events or workshop you have at your school?** | | * SAC, PTO/PTA, Parent Advisory meetings * Parent surveys, District parent survey * Evaluations at previous workshops * Parent meetings to review compact/old PIP/PFEP | | | | | |
| **How do you evaluate effectiveness?** | | * survey results * comments on surveys * student achievement data | | | | | |
| **Building Capacity of Parents - Continued** | |  | | | | | |
| **Explain how your school provides materials and trainings to assist parents/families to work with their child (ren) to support learning at home?** | | * Newsletters with tips * Tips on your website * Curriculum guides * Handout - Websites for Homework Helps * Strategies for parents to use at home * Books/reading materials | | | | | |
| **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | * Our SAC and booster groups have business and community people as members. We work with our Ministerial Board | | | | | |

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| **Building Capacity of Staff (Trainings)** | | | | |
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| **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** |
| **Dual Capacity Framework by Dr. Karen Mapp** | Research based strategies for building family and community partnerships | The AP will lead a discussion with staff of the framework view video clips. | All teachers and support staff | January 2019 |
| **Family Friendly Schools** | Tips for making our school more friendly and welcoming for parents and visitors to the school | A mini PD workshop is held at the beginning of the school year. Rita Pierson Youtube. | ALL Staff | August 6, Back to School Meeting |
| **Academic Advisement Parent Teacher Teams** | Parents and teacher teams will share student data and strategies for parents to help their child at home. |  | ALL instructional staff | Initial PD August 13 & 14. APTT is held three times a year August-January and May. Teachers meet after each to reflect and discuss how to improve the next session. |

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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?** | At the beginning of the school year, the Right to Know letters were sent home with the students. These letters were also shared at the Annual Meeting. They are available on the School Website, fmshs.polk-fl.net, and in the PIN Notebook. |
| ***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 and community members are informed about curriculum, assessments, and achievement levels through the following means:   * Annual Parent meeting * Website * School Newsletters * Parent conferences * Parent workshops * Progress monitoring * Extended learning * Test prep * Advisement meetings / packets * PIN |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | * Advisement meetings / packets * Parent conferences * Assessment reports |
| ***How do you ensure that your school parent-teacher conferences, at least annually, during which the compact shall be discussed it relates to the individual child's achievement?*** | As parents attend conferences, the compact is a document which may be addressed to ensure that all parties agree to work together to achieve student success. |

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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*** | The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C. |
| * ***Migrant*** | Migrant students enrolled in Frostproof Middle Senior High School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. A Student Success Coach has been assigned to FMSHS due to its high percentage of migrant students. She will monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant parents. |
| * ***Supplemental Academic Instruction (SAI)*** | All students functioning below grade level are given baseline evaluations in reading, math, writing, and science at the beginning of the year. This is followed by periodic re-evaluations throughout the year. Teachers are provided reports that guide instruction to improve student performance. |
| * ***ESOL*** | Our school has an ESOL teacher and paraprofessional who work with ESOL students. We also have after school tutoring three days a week. We provide professional learning opportunities to parents. Whenever possible, we provide materials to parents in their native language. |
| * ***SAC School Advisory*** | The School Advisory Council meets quarterly to discuss issues, make decisions and hear about the state of the school. Members are selected by the administration, faculty, parents and community members. Parent members are voted on by the Academic Boosters. Members are notified about the meetings by email. All parents and members are encouraged to speak during the meetings. The SAC reviews the School Improvement Plan and Title 1 expenditures. The curriculum and testing programs for the school are discussed. The SAC approves the use of Parent Involvement monies. Tutoring opportunities and parent workshops are announced at the meetings. |
| * ***PTO/PTA*** | The Academic Boosters, which serves as our PTO/PTA, is open to any parent that wants to attend the meetings. There are open invitations in the newsletter which is mailed to all our households. All parents and community members have an equal voice in the meetings. Open discussions are encouraged. The Academic Boosters encourages students to do well in class with incentives. They have provided workshops for parents to learn about Internet safety. The state of the school is discussed at the monthly meetings, including curriculum, testing, and programs of interest to parents. Parents are notified of tutoring opportunities that are available after school. |
| * ***Community Agencies*** | Frostproof Middle Senior High School works with community agencies to help our students. The Learning Resource Center provides tutoring for our students. The Care Center in town provides classes for parents. We have members from the community that serve on our SAC and the Academic Boosters, as well as other booster organizations. Many of our local community agencies and businesses provide financial assistance to our boosters, clubs and organizations. |
| * ***Booster***   ***Clubs*** | One of our main avenues to build relationships is through our Booster Programs. We have boosters for academics, athletics, band, and agriculture. These groups meet regularly to fellowship and plan programs to help our students.  The Academic Boosters meet specifically to recognize academic achievement. Not only do they pay for all our incentives and Academic Awards program, but also pay for Academic Team shirts and refreshments when meets are held at our school. In addition, they sponsor the yearly Teacher Appreciation Lunch to thank the teachers for all their work throughout the year. |
| * ***Business Partners*** | Frostproof Middle Senior High School works with area businesses to provide information on trends in education. Businesses are surveyed to determine employability needs for them. We provide programs to businesses and organizations, as requested. FMSHS uses the Take Stock and Upward programs to mentor students.  Frostproof Middle Senior High School also has a work study program through our Business, Ag, and ESE programs. |

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| **Accessibility** | |
| ***What opportunities do parents have to participate in their child (runs) education?***  ***Volunteer?*** *Section 1116* (d) (c)  ***Mentor?*** | Parents are encouraged to volunteer at Frostproof Middle Senior High School. The Academic Boosters pay the fee for parents to register as volunteers. If parents want to volunteer during the school day, they can talk to the volunteer coordinator. Parents are also encouraged to participate in our many booster organizations. |
| ***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*** | * The Parent and Family Engagement Plan and the Compact * School messenger * Flyers, notifications/invitations * Newsletters and calendars * School and District Website * School marquee * Parent Workshops / Parent Nights * PAC meetings and SAC meetings * Progress reports * Parent portal * Report cards, interim reports, state assessment/curriculum information |
| ***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)*** | * Economically disadvantages – Parents can bring children to meetings * Disabled – We keep the readability level of our materials in mind when they are developed * Limited English – We provide translators and have materials translated, when possible * Limited literacy – We discuss all the materials so parents do not have to read the materials * Racial/ethnic minority background |
| ***How does your school provide information to parent’s in their native language?***  ***What languages do you provide?*** *Section 1116 € (5)*  ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | * Workshops are held in Spanish * Translation is provided at school events * Communication is provided in Spanish * Translators work in our main office * Translators are available for parent conferences |
| ***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*** * ***Other*** | * Include information on your website * Parent/Family Informational Notebook (PIN) * Send home * Information in your school newsletter * Send home flyers * Send home monthly calendars for the PIRC (specifically mention which PIRC serves your school) * Books Bridge Bus schedule |