**Howard Middle School Title I, Part A Parent and Family Engagement Plan**

**Mission Statement:** To work collaboratively with parents and families in providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the Florida State Standards and effectively prepare them for higher learning or the workforce.

Describe how the parent and family engagement plan is a shared responsibility.

|  |
| --- |
| Parental input is included in all Title I school-wide decisions and the creation of the Parent and Family Engagement Plan. Parents also have input on the School’s Compact. Our SAC meetings’ minutes may be reviewed at any time as they will be uploaded to our school website. Our SAC is made up of parents, teachers, community members, and stakeholders. More than 50% of members are parents. SAC members are elected by their group. |

Describe how the parent and family engagement will assist in providing high quality instruction for all learners.

|  |
| --- |
| Parent and family engagement events will provide families with an opportunity to become more versed in their child's academic expectations. The Florida Standards will be the focus for academic based events. These events will allow families to be introduced to the standards and expectations. Also, families will have opportunities to engage in discussion and practice with newly acquired materials. |

**Engagement of Parents**

Describe how the school will engage the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

|  |
| --- |
| We will share Title I budget, philosophy, and program at our School Advisory Council (SAC) meetings. These meetings occur the third Thursday of each month at 5 p.m. There will be time allocated each meeting to review, plan, update, etc… on all facets of Title I. Our SAC is made up of parents, teachers, community members, and stakeholders. More than 50% of members are parents. SAC members are elected by their group. The information shared will be accessible on the school website. |

**Coordination and Integration with Other Federal Programs**

Describe (in the table below) how the school will coordinate with other federal programs and integrate parent and family engagement activities that teach parents how to help their child(ren) at home.

|  |  |
| --- | --- |
| Title I Part A | Our school receives Title I funds based on free and reduced lunch counts. Title I Part A funds are used to provide supplemental instructional materials, equipment, and/or personnel to help students meet the rigorous state standard expectations. Staff development as well as parental involvement trainings and workshops will coordinate with Title I Part A. |
| Title I Part C (Migrant) | Supports migrant families to receive academic support and resources. |
| Title I Part D (Neglected & Delinquent) | N/A |
| Title II | Staff and faculty members participate in district professional development opportunities. |
| Title III - ESOL | ESOL paraprofessionals are placed in our school to provide students with the appropriate academic support they need to progress in learning a second language. |
| Title IV Part A |  |
| Title IV Part B (21st CCLC) | The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the Every Student Succeeds Act (ESSA). Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, the specific purposes of the federal law are to provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards. |
| Title IX Part C - Homeless | Our guidance department coordinates with our district Homeless Liaison who then provides students and families with resources they need. |
| Home Instruction for Parents of Preschool Youngsters (HIPPY) | N/A |
| Individuals with Disabilities Education Act (IDEA) | Individuals with Disabilities Education Act (IDEA)- supplemental instruction is shared with parents as they are invited to attend their child’s IEP meeting and the MTSS process is followed by all stakeholders. |
| Voluntary Pre-Kindergarten Program | N/A |

**Annual Parent Meeting** (Stand Alone)

Provide a description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program.

|  |
| --- |
| The principal will prerecord a message regarding Title I and all of its facets. Then this message will be broadcasted school wide on Tuesday, September 25, 2018. Parents will be able to view it in their student’s first period class. Flyers and a SkyLert phone message: about our Title I meeting will be sent out on Tuesday, September 11th and 18th. Parents and family members will sign in at each first period class documenting participation in our annual Title I meeting. Documentation (sign-in sheets, flyers, and SkyLert message scripts will be uploaded to our school’s google classroom and maintained for monitoring purposes). The information shared will be accessible on the school website. |

Provide a description of the nature of the Title I program that is shared with parents (school wide or targeted assistance).

|  |
| --- |
| The school improvement plan, title I budget, parent and family engagement plan, will all be discussed and provided to all stakeholders in a timely manner. Howard Middle School operates a school wide Title I, Part A program, which is the largest federally funded grant program for grades K-12. It is designed to provide all children that attend low-income schools significant opportunities to receive a fair, equitable, and high-quality education. |

Provide a description of how the meeting will cover yearly progress, school choice, and the rights of parents.

|  |
| --- |
| The meeting will cover the results of state testing and inform parents about school choice. The school compact will also be reviewed and shared so that parents understand their rights. Parent and family feedback will be solicited in order to provide an opportunity for joint development. The information will be provided through a video presentation and powerpoint. |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

|  |
| --- |
| Most of our events are at night since the majority of our parents and family members can attend at that time. However, HMS does offer morning meetings for those parents who cannot attend night events. We will even answer specific emails and phone calls regarding questions/concerns. Parent conferences are set up for the mornings for our teachers to have face-to-face meetings. However, telephone conferences can be scheduled at a convenient time where everyone can meet. Parent conferences will take place weekly on Tuesday and Thursday. Strong Fathers Strong Families and Literacy Boot Camp will take place in October. STEAM Night will take place in January. |

Describe how will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.

|  |
| --- |
| Child care may be provided during before or after hour meetings (provided by volunteers). |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement.

|  |
| --- |
| After reviewing FSA and EOC results, a plan for family engagement activities was constructed. Feedback from previous year’s surveys was used as well. Families will have the opportunity to engage in activities that can help build their capacities to understand the standards that are being taught. Families will have an opportunity to participate in hands on activities that will engage their learning. Also, surveys will be used to garner feedback from families. Any families who cannot attend will be able to access the information from the school website. Examples of activities: Strong Fathers, strong families; Literacy Bootcamp; and STEAM night. |

Describe how the school will implement activities that will build relationships with the community to improve student achievement.

|  |
| --- |
| There will be several events that will be facilitated by community members. These community members will explain their jobs and explain the connection to what the students are learning at our school. These partnerships will give students access to community members and continue to foster relationships with these organizations. The parents will facilitate during Steamspirations in February. They also will contribute at STEAM night in January. Strong Fathers Strong Families Literacy Boot Camp will take place in October. STEAM Night will take place in January. |

Describe how the school will provide materials and trainings to assist parents/families to work with their child(ren).

|  |
| --- |
| The Title I Resource van will be advertised and available to parents on select dates. There will also be an area in the front lobby where families can access newsletters with ideas for things that can be done at home with their students. |

Describe how the school will provide other reasonable support for parent/family engagement activities.

|  |
| --- |
| Families will be given an opportunity to test and apply new skills. Instructional leaders will provide timely feedback on their practice. Child care may be provided if needed for events. Parents who cannot attend the events can request materials that were used at the event. Any families who cannot attend will be able to access the information from the school website. Child care may be provided if needed for events. |

**Staff Development**

Provide a description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families.

Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents/families as equal partners.

Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school.

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
| MTSS | Principal, Assistant Principals, and School Counselors | Training that includes ongoing progress monitoring along with documentation will lead to students’ scores on multiple data sources increasing. Parents are invited to these meetings and part of the problem solving team to address the student’s needs. | August 2018-May 2019 | Teacher Sign-In  Teacher documented Interventions.  Tier Talks/Data Meeting Schedules  Parent Conferences and Signatures on the PMP paperwork. |
| Department specific professional development | Administrative team | Student Scores on all assessments will increase. Student data will drive the course for development. | August 2018-May 2019 | Teacher sign-in sheets  Classroom observations |
| STEAM Student Projects | STEM Leads and Assistant Principals | Students participating in STEM activities each semester will result in an increase in district and state science testing results. Parents will have the opportunity to engage with their students at home as they complete the projects. Families will be invited to see projects displayed in December. | Semesters  2018-2019 | Agenda/Meeting Notes from planning |
| IB PD | IB Facilitator | Incorporating the 10 Learner profiles in all classrooms. This information will also be shared with all parents so that they can be informed on the focus. | August 2018-May 2019 | Teacher sign-in sheets/Classroom observations |
| Steamspirations- Teachers will be trained on how to conduct this activity and support parents as facilitators of the activity. | Administration/ community and parent facilitators | Students will gain knowledge of STEAM based jobs and how they impact Ocala. Parents will explain their jobs and explain the connection to what the students are learning at our school. | February 2019 | Student surveys |
| Student led conferences | Administration | Teachers will gain knowledge on how to conduct student led conferences to communicate with families. Parents will become partners in the education of their child. | January 2019 | Surveys/ Sign in sheets |

**Other Activities**

Describe other activities (ex: parent resource center) the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren).

|  |
| --- |
| * Parent resource center displayed in the main lobby with information for families. * Title I resource van on campus and advertised for the use of families * Academic planners as a source of communication between teachers and families. * Advertising SAC meetings and soliciting stakeholders to join the organization. * Parent conferences to communicate the progress of the student with families. * Parent surveys * Volunteer program advertisement for families. |

**Communication**

Describe how the school will provide timely information about the Title I programs.

|  |
| --- |
| The school will have information about Title I readily available at the front desk for any parent to review. We will meet monthly and discuss our Title I program during our SAC meetings. We will purchase student planners for each student to carry to and from school. Parents will then have an effective way to communicate with teachers by writing in the planner and awaiting a teacher response. The planners will have our expectations in them as well. School and other pertinent information is also posted on our school’s website, Facebook page, and Twitter account. Teachers will also communicate to stakeholders via their websites. Monthly newsletters are sent home with students and posted on the website. Parents are also contacted via telephone throughout the year with news and information. These resources will be available in non-English languages. |

Describe how the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain.

|  |
| --- |
| We will educate parents about the high stakes testing and standards their children need to meet at an FSA Parent night. All information provided will be posted on the school’s website. |

Describe how, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).

|  |
| --- |
| Parents can request meetings with teachers at any time. Our staff will work together to set up a meeting in person or by phone to meet the needs of the families. Problem solving team and Individual Education Plan reviews will be held and families will be invited to take part in these meetings. |

Describe how the school will submit parents/families comments if the school wide plan is not satisfactory to them.

|  |
| --- |
| If families think the Title I plan is not satisfactory to them, the school will address their concerns on an individual basis. If it cannot be solved/explained, the concern will be brought up at the monthly SAC meeting so the whole committee can improve the Title I plan. |

**Accessibility**

Provide a description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.

|  |
| --- |
| Howard Middle will provide flexible times for meetings and parent engagement events. The time and dates for these meetings will be advertised on the school marquee, Skylert phone/text messages, the school newsletter, as well as the school website. These messages will also be translated into Spanish. Our facility is ADA accessible. Parents with disabilities are all invited to parent and family engagement sessions. Arrangements will be made upon any request for assistance. The materials distributed will be produced in a bilingual format to accommodate any language barriers for families. Parents who cannot attend the events will be provided resources from the event upon request. |

Provide a description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

|  |
| --- |
| Howard Middle will provide flexible times for meetings and parent engagement events. The time and dates for these meetings will be advertised on the school marquee, Skylert phone/text messages, the school newsletter, as well as the school website. These messages will also be translated into Spanish. The materials distributed will be produced in a bilingual format to accommodate any language barriers for families. Parents who cannot attend the events will be provided resources from the event upon request. |

**Discretionary Activities** (Optional)

Describe any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.).

|  |
| --- |
| N/A |

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year.

|  |
| --- |
| * Having students at different schools with different events going on at similar times/dates. * Preference for a particular time of day for attending events etc. |

Provide description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children).

|  |
| --- |
| * A running calendar of events for all schools in Area 1 that feed into Howard will be shared with all principals for planning purposes. * Flexible meeting times will be held to accommodate those who prefer mornings or evenings. * The school website will be utilized to publish information. |