**School Name: \_Griffin Middle School\_ Title I, Part A Parent and Family Engagement Plan**

I, \_Zelena O’Banner, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA
* Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1116]
* Jointly develop/revise with parents/families the school parent and family engagement policy and distribute it to parents/families of participating children and make available the parent and family engagement plan to the local community [Section 1116];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116];
* Use the findings of the parent and family engagement policy to review and design strategies for more effective parent/family engagement, and to revise, if necessary, the school’s parent and family engagement policy [Section 1116];
* If the plan for Title I, Part A, developed under Section 1114, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency [Section 1116];
* Provide to each parent/family an individualized student report about the performance of their child(ren) on the state assessment in ELA, Math and Science [Section 1116];
* 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 within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; 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 [Section 1116].

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

**Mission Statement**

Parent and Family Engagement: Mission Statement (Optional)

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| **Response:** At Griffin Middle School it is our mission to provide parents and the community that we serve with a variety of opportunities to participate in the educational experience of the children we serve. We would like for parents to feel welcome and know that their role is an integral part of their child's education. The parental involvement program will ensure that parents have the information needed to make well-informed decisions which affect their child’s education, effectively share responsibilities with our school, and aide in developing effective and successful academic programs. We believe that parental involvement is the key to academic success. |

**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 parent and family engagement will be used [Sections1116].

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| **Response:** Convene an annual meeting at a time convenient for parents of participating children: All parents shall be invited and encouraged to attend  The school will provide information and explain the requirements of Title I and the rights of parents through  Annual Parent Meeting held August and September  Monthly School Advisory Council (SAC) Meetings  Monthly Parent Teacher Organization (PTO) Meetings  Parent Right to Know letters (highly qualified teacher) sent home by students. A copy of the Parent Right to Know letter will be available in the front office.  Information about parent rights and Title I requirements will be sent to parents by students, the school's ListServ, and posted on the school’s Homepage. Parent Information Resource Center (PIRC) parent notification letter will be sent home via students.  Success will be measured by the Spring Title I Survey, School Climate Survey results and feedback from discussions in PTO meetings, SAC meetings, and parent and teacher conferences. Feedback information will be used to develop the next year's School Improvement Plan and Title I Plan. |

**Coordination and Integration**

Describe how the school will coordinate and integrate parent and family engagement 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].

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| **count** | **Program** | **Coordination** |
| 1 | Monthly SAC Meeting | SAC Chair, Principal, and APC |
| 2 | Monthly PTO Meeting | PTO President and Vice President, Principal, Parent Liaison |
| 3 | Parent Right to Know Letters | Principal, District Title One Office |
| 4 | Weekly e-Letter | School Administrators |
| 5 | Parent Information Resource Center | School Administrators |
| 6 | Parent Nights/Student Performance | Grade Level Chairs, Principal |
| 7 | Parent Nights/Student Assessment | Department Chairs, Guidance Counselor |
| 8 | Annual FSA Parent Night | Department Chairs, APC, Parent Liaison |
| 9 | Annual School Open House | APC and Guidance Counselor |
| 10 | Quarterly Lunch and Learn Series  (morning, lunch, dinner) | Parent Liaison, Department Representative, APC, Principal, APA |

**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 (school-wide or targeted assistance), Adequate 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 [Section 1116].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Orientation/Open House | Principal/APC | August 2018 | Parent Sign In Sheets  Program |
| 2 | Annual Parent Meeting/Orientation | School Administrators | September 2018 | Parent Sign In Sheets  Program |
| 3 | SAC/PTO | SAC Chair/PTO Chair | August 2018-May 2019 | Minutes of Meetings Showing Parent Input  Sign in Sheets |
| 4 | Weekly e-Letter | Principal/Executive Secretary | August 2018-May 2019 | Increase in Parent Subscribers  Copy of e-letter posted on webpage, archives |
| 5 | Parent Workshops | Parent Liaison/Principal/Guidance Counselor/21st Century Coordinator | October 2018, January 2019, March 2019, May 2019 | Invitation to workshop, workshop outline, Parent Sign In Sheets/Survey Results/Copies of workshop materials |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

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| **Response:**   Griffin offers a flexible number of meetings with varying days of the week and times of the day to accommodate the work schedules of our parents. We will also provide child care, and/or home visits in an effort to increase parent participation.  All meetings and workshops will be advertised and posted on the school's marquee, homepage, flyers, email group, and ListServ in advance to encourage parent involvement.  Monthly PTO and SAC meetings, scheduled parental involvement activities, dinner following, parent workshops, and assemblies will be used to encourage parent involvement.   Success will be measured by the Spring Title I Survey and School Climate Survey results, as well as, parent feedback from discussions in PTO meetings, SAC meetings, and parent and teacher conference feedback will be used to help evaluate effectiveness. Feedback information will be used to develop the next year's School Improvement Plan and Title I Plan. |  |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, 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 parent/family engagement activities under [ESEA Section 1116].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | LCS Promotion/Retention Requirements/Information Sharing | Guidance Counselor/APC | Increased number of students earning acceptable grades for progression | September 2018 - May 2019 | Passing Student Grades at end of each grading period;  Increased promotion rate |
| 2 | Welcome 6th Grade Orientation – July 2018 | 6th Grade Team Leader/APC/Leader-ship Team | Positive Support of school by parents thereby increasing parent involvement through volunteerism, mentoring, partnerships | July 2018 | Number of parent volunteer hours, number of parents attending PTO or parent workshops, recorded input from parents regarding SIP/PIP/Title One Budget |
| 3 | Workshop - FSA/EOC/FAA/FCAT Science Assessments Workshop | APC/Test Coordinator | Increased Knowledge of What Students Need to Know - Proficiency | October 2018 - December 2018 | Increased Student Performance on Standardized Tests |
| 4 | Grade Level Expectations - Lunch and Learn | APC/Guidance Counselor | Parent Understanding of what students need to know | January 2019 | Increased Student Performance |
| 5 | Annual Title 1 Parent Survey - Support Programs Offered to Increase Student Proficiency | Parent Liaison/Principal | Increased Student Proficiency | March 2019 | Increased Parent Involvement and Student Proficiency on Standardized Tests |
| 6 | Online Communication and Grading | APC/Guidance Counselor | Increase in Students Meeting Promotion Requirements | Ongoing | Decrease in Number of Students Retained |

**Staff Training**

Describe 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 parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title One Orientation | Principal | Increased Understanding of Student Needs and Use of Resources to Support Student Learning | August 2018 | Use of Support Resources that Impact Student Learning - Lesson Plans |
| 2 | Parental Involvement | Program Specialist/Principal/Guidance Counselor/Referral Coordinator | Increased academic performance of students who are referred to the Problem Solving Team | August 2018-May 2019 | Academic success for students referred to PBS/PBS notes showing interventions |
| 3 | Response to Intervention | Mentor/Volunteer Coordinators | Increased Student Performance | October 2018- May 2019 | Increased academic performance of students with mentors |
| 4 | Restorative Justice | School Administrators | Increased Student Performance - Teachers will use data to influence instruction/proficiency | September 2018 - May 2019 | Increase academic performance on teacher/progress monitoring assessments |
| 5 | Leon Leads | School Administrators  Classroom Teachers | Increased academic proficiency | August 2018 - May 201 | Increased academic performance of students |
| 6 | Data Analysis | School Administrators | Increased Student Performance - Teachers will use data to influence instruction/proficiency | August 2018 - May 2019 | Increase academic performance on teacher/progress monitoring assessments |
| 7 | New Horizons as a Resource | New Horizons Counselor | Increased academic proficiency - referred students will receive strategies on problem-solving, time management which will help focus the child more on academics | August 2018 - May 2019 | Increased class attendance and fewer class disruptions due to student conflicts |
| 8 | Restorative Justice as a Resource | Program Coordinator | Increased classroom time - identified students will increase academic performance/more time on task | August 2018-May 2019 | Decrease in discipline referrals for targeted students with discipline issues |

**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 [ESEA Section 1116].

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| **Response:** Parent Liaison will serve as a link between parents and teachers.  Lunch and Learns will provide information on identified topics from parent input surveys to support families and academic success for students.   Parent Resource Center will provide a place where parents will have access to computers and various resources to support effective parenting.  Teacher-Parent Conferences- Offer opportunities for parents and teachers to communicate regularly about the academic success of the students at the parents’ request throughout the school year.   Parent Liaison- Serve as a liaison between teachers/administration and parents by providing multiple opportunities for parental involvement by coordinating activities that involve faculty, families, and communities. Ms. Veronica Rios, Parent Liaison, leads the Hispanic ESOL support group. This group meets once a month to discuss experiences at school in the community. Ms. Rios also attends field trips with these students as often as possible to provide a language bridge.  Classroom Visits - Providing parents with multiple opportunities to participate in their child's education by having an open door policy which allows parents to enter the classroom to monitor behavior and academic progress. Lunch and Learns will serve as resource to parents to assist them with communicating with teachers, how to assist and educate children at home, etc. |

**Communication**

Describe how the school will provide the following under [ESEA Section 1116].

* Provide a description of how parents/families will be given timely information about the Title I programs.
* Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
* If requested by parents, how will the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
* Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

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| **Response:** Griffin Middle School will provide information about the Title I program, school curriculum, forms of assessment used to measure student progress and proficiency level targets during Open House, Orientation, Curriculum Fair, and FSA/EOC Parent Nights. In addition, these items will be addressed during SAC and PTO meetings, as well as other school-sponsored events, throughout the school year. Parent notifications will be sent out via the school calendar, ListServ, and by flyers. Relevant updated information is communicated in the principal’s weekly e-letter (ListServ). Parent flyers are sent home via students.   This information will be provided in written form through the following: School Intervention Team Meetings, Parent Right to Know Letter, Florida (PIRC) Parent Notification Letter and our Parent Resource room. These documents are available for review in the front office and available upon request.  Bi-weekly progress reports will be sent home by students for parents to review. This progress report will serve to keep parents informed about their child’s progress frequently. Information will be made available also about remediation and re-teaching opportunities. |

**Accessibility**

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to 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.

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| **Response:**  In an effort to involve parents in the education of their child, participation in parental involvement activities will be solicited throughout the year. An array of activities (Open House, Orientation, Curriculum Fair), meetings (Intervention Team Meetings, Parent-Teacher Conferences, SAC and PTO), and Parent Involvement workshops will be scheduled and advertised in advance. We will also provide childcare, and a meal for all participants and their children in attendance. In order to accommodate parents who cannot attend meetings, we will publish the minutes and post them on the school website and they will be available for pick-up in the front office. Based upon the demographics that we serve, correspondence (i.e. flyers, agendas, and programs) will be distributed to students and parents. The LEA will provide this information to the individuals coordinating the function. To accommodate our Hispanic population, at times, Parent Liaison and additionally a Spanish speaking teacher will hold workshops simultaneously with those presented in English. Parent Involvement Surveys and LCS Climate surveys will monitor the school's effort to provide information to parents in a language they can understand.   Parents with disabilities will be given the opportunity to have the training held in their homes upon their request, individuals working with them on a one-on-one basis to assist with reading and comprehension, and/or have the information presented orally because of visionary disabilities are noted in response to surveys, parent conferences, and observations and will be conducted and coordinated by the LEA. Notification of all events will be sent home with students and will be posted on the school marquee, list serves, web-sites, teacher pages, etc. in an effort to reach new and existing parents. |

**Discretionary Activities** (Optional)

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.)

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | School Advisory Council Meeting | SAC Chair/Principal | Increased Student Proficiency | August 2018 - May 2019 |
| 2 | 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 [Section 1118(e)(7)]; and | Annual parent Meeting/Open House | School Administrators | Increased Home to School Connection | August 2018 - May 2019 |
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Workshop | Mentor Coordinator | Increased Parent Involvement | August 2018 - May 2019 |
| 4 | 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 [Section 1118(e)(10)]; | Before School/During School/Afterschool Activities | Mentor Coordinator/School Administrators | Increased Parent Involvement | August 2018 - May 2019 |
| 5 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | SAC/PTO/Workshops | PTO/SAC Chairs/Volunteer Coordinator | Increased Student Engagement | August 2018 - May 2019 |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Business Partner/Mentor Training | Partner Coordinator/Mentor Coordinator | Increased Partner/Volunteer Hours | August 2018 - May 2019 |

**Evaluation of the Previous Year’s Parental Involvement 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 [Section 1116]. 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 | Restorative Justice | 2 | 75 | Reduced Student OSS |
| 2 | Title One Annual Meeting | 1 | 150 | Communicate High Standards |
| 3 | PTO | 10 | 25 | Improved Understanding of Parent for Student Achievement |
| 4 | FSA/EOC/FAA Parent Night | 2 | 45 | Awareness of Performance Expectations |
| 5 | Student Orientation | 2 | 350 | All students understand routines to support higher student achievement |
| 6 | Lunch and Learn | 2 | 35 | Awareness of Communication Tools and Academic Expectations |
| 7 | Excellebration | 5 | 250 | Increased Student Pride in Proficiency Performance |
| 8 | 8th Grade Parent Meeting | 1 | 95 | Decrease in Discipline Referrals and More Time on Task |

Provide a 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)? [Section 1116].

**Response:**

Ms. Veronica Rios, Parent Liaison, started the Hispanic ESOL support group. This group meets once a month to discuss experiences at school in the community. Ms. Rios also attends field trips with these students as often as possible to provide a language bridge.

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title One Presentation | 3 | 375 | Positive |
| 2 | Response to Intervention | 2 | 100 | Positive |
| 3 | Volunteer/Mentor Opportunities/Business Partners | 10 | 25 | Positive |
| 4 | Data Analysis | 10 | 50 | Increased academic achievement |
| 5 | New Horizons as a Resource | 1 | 50 | Positive |
| 6 | Restorative Justice as a Resource | 1 | 50 | Positive |

**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) [Section 1116].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | No Transportation | Periscope live at PTO/SAC Meetings??????????? |
| 2 | No Child Care | Provide child care services with a service club |
| 3 | Work Schedule Conflicts with School Events | Provide varied meeting times, before school, lunch meetings, afterschool opportunities |
| 4 | Lack of Internet Connection | Provide written communication/computer access |
| 5 | Did not receive notification from students | Provide parents with a calendar of events at the beginning of school year, list serves and post on Marquee |
| 6 | Limited English proficiency of ESL students | Use of bi-lingual staff members, including the Parent Liason |
| 7 | Contact Information not Current | Forms available at front desk for updating information as parents come into the office on school/student business |

**Please submit to the Title I office the evidence of input from parents/family members.**

* **Provide Evidence of Input from Parents and Family Members in the writing of your school Parent and Family Engagement Plan. (SAC agenda, sign in sheets, minutes and notes from parents/family members).**
* **Provide copy of Parent-School Compact with parents/family members input. (SAC agenda, sign in sheets, minutes, notes from parents/family members).**
* **Provide Evidence of Parents and Family Members in the Development of your Parent-School Compact (SAC agenda, sign in sheets, minutes and notes from parents/family members).**